



SHL Talent
Measurement

OPQ

UCF Development Action Planner

Name

Ms Sample Candidate

Date

30 September 2013



INTRODUCTION

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). 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 summarises the way that you have described your typical style at work 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 organisation, and to then identify the most appropriate development action plan for you both in the short and longer term.

About this report

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 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
Personal style may positively support this area	
Personal style may moderately support this area	
Personal style may present a challenge in this area	

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.

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



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.

- You decide upon a course of action quite quickly.
- You are keen to take charge of situations.
- You see yourself as someone who holds quite strong views and is comfortable acting independently.
- You indicate that you place a moderate emphasis on achieving difficult targets.

Possible development activities for further discussion:



Select a challenging target that you have to achieve. Break this down into smaller targets, which together build up to the overall target. Detail exactly what you need to do in order to achieve these smaller goals. Aim to make things happen and monitor your progress diligently.



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.

- You are likely to feel comfortable leading a group.
- You indicate that you may only occasionally use persuasion when motivating others.
- You are as likely as most to try to understand what motivates others.
- You are inclined to trust, and thus empower, others.

Possible development activities for further discussion:



Try to identify recent examples of when you have needed to motivate or persuade others to work towards a particular goal. Ask them how you came across and how you could have been more successful or had even more impact in terms of influencing and encouraging them.



Try to identify what motivates the different individuals in your team. Ask them to discuss with you situations where they have felt motivated or demotivated - do not assume that they will all be motivated by the same thing.



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.

- You are as comfortable as most of your peers in seeking contributions from others when making decisions.
- You see yourself as someone who will often provide support and sympathy to your colleagues.
- You occasionally seek to understand the reasons for others' behaviour.
- Your competitive drive may prevent co-operation with colleagues.
- You are as comfortable as your peers spending time with other people.

Possible development activities for further discussion:



Get feedback from colleagues about how much they feel you have consulted them when making decisions in the past. Identify a forthcoming issue and push yourself to consult and consider views from a wider range of people than you would usually.



Examine the ways in which an understanding of other people can contribute to a successful working relationship. How could you adjust your approach to ensure you have a more thorough understanding of your clients' or colleagues' behaviour? What kinds of questions could you ask them?



While a competitive streak may drive you to achieve, consider the consequences of this style. Make a list of the people with whom you compete. How does competition affect your relationships with these people? Consider how you can direct your natural competitiveness to mutually beneficial aims. Focus on others outside your immediate area and the organisation.



Reflect on how you might adjust your work approach to be more focused on working with other people. How can you maximise opportunities to build collaborative working relationships? How can you take advantage of current opportunities to build strong relationships with others?

2.2 ADHERING TO PRINCIPLES AND VALUES¹

Some potential scope for development



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.

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

- You have indicated that you are as likely as others to seek a diverse range of views.
- You are as likely as most to adhere to rules and regulations.

Possible development activities for further discussion:



Read about and practise consultation and listening techniques. Invite others views and opinions and try to understand issues from their perspective without prejudging situations. Tell your team that you are trying to develop a higher level of consultation and ask them to give you feedback (both positive and constructive) in the future around this area.



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



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.

- You portray yourself as feeling as confident as most others in formal business situations.
- You may occasionally adapt your personal style when relating to others.
- You are likely to be very lively and animated in groups.
- You are as likely as most to seek to understand what motivates others.

Possible development activities for further discussion:



Consider taking a little time to run through in your mind those situations in which you tend to feel less comfortable or less confident. Practise relaxing and thinking through how you could make these situations a more positive experience for yourself. Next time you are in a situation where you feel less comfortable, focus on your practised relaxation techniques.



When speaking to others, pay attention to their style and reactions and make every attempt to adapt your style to suit theirs. Make an effort to mix with a broad cross-section of people both within and outside of the organisation, try consciously to identify the different styles that they adopt and to practise adapting your style to fit in with theirs.



When a conflict arises, think of yourself in the other person's situation before defending your position. View the situation as a conflict of ideas or approaches, rather than of people, and try to remain neutral. Practise building rapport with the person and look interested in what they say through both your verbal and non-verbal behaviour.



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.

- You do not especially enjoy selling and negotiating.
- You are as likely as most to feel confident when first meeting new people.
- You occasionally seek to understand other peoples' needs and motives.
- You are likely to be extremely outgoing when in group situations.
- You see yourself as unlikely to promote your own credentials.

Possible development activities for further discussion:



Find out who are the most successful people in the organisation at selling and negotiating. Visit them and ask them about the techniques and methods they use. Ask them to describe the most difficult situations they have been involved in recently. How did they deal with these?



If you are not at ease when meeting strangers, make a specific point of placing yourself in that situation. If you are particularly apprehensive, make a point of starting with some low risk encounters, e.g. a social situation. As you slowly gain confidence increase the risk factor.



Reflect on the ways in which a greater understanding of other people's motives and interests can contribute to presenting a more persuasive case. Think of ways you could adjust your approach to ensure that you have an understanding of your clients' and colleagues' motivation and interests.



Consider the impression you make on others when you seek to persuade or influence them. Do you think you appear confident in your ideas? Do you make the most of your successes and experience? Identify some people who you think are good at influencing others and look at their approach. How do they present their ideas? How do they talk about their own achievements? Consider the words they use, their tone and body language.



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.

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.

- You are likely to feel moderately confident when formally presenting.
- You do not enjoy using persuasion much when putting forward an argument.
- You may not adapt your own style and approach to your audience.
- You indicate that you often feel calm before important occasions.

Possible development activities for further discussion:



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, e.g. with the buffer of 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.



Ask others to give you feedback on the persuasiveness of your oral communication. Next time you need to convince others of your point of view, prepare your arguments well 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 making a formal presentation, prepare well in advance. Identify your objectives and what you hope to achieve. Find out more about the audience. Anticipate the audience's objectives and reaction; rehearse the content and style of delivery.



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.

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.

- You are unlikely to critically evaluate the content of written information.
- You tend to dislike dealing with abstract concepts in written work.
- Your responses suggest that you are likely to produce written documents that are very unstructured.
- You are as inclined as most others to understand the needs of an audience.

Possible development activities for further discussion:



When you next produce an important written document, take the time to review all of the factual information and ensure it is relevant and logically correct. Make sure you have checked and cross referenced the information before distributing your document.



Review some of the more important reports or documents that you have produced recently. Consider in particular how you might have taken a broader analysis of the viewpoints of all those potentially affected or concerned with the content. Next time you produce a similar document try to incorporate these learning points. Also, make a point of identifying the theoretical models relevant to your context and applying them in your report.



When producing a report, before writing anything, spend time identifying the main issues and the overall aim of the report. Give thought to the best way of structuring the information, i.e. introduction, clearly headed paragraphs or main points, conclusions and recommendations. Read the completed report out aloud and if possible tape it for a more thorough review and self-criticism. Having presented the report, seek feedback on how it was received in terms of structure, style and clarity.



When writing a letter or report, try to think about what information the reader needs or wants to know. Review your work to remove irrelevant or inappropriate information and add anything that is missing.



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.

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.

- You show a clear dislike for engaging in theoretical and abstract thinking.
- You are unlikely to critically evaluate technical information.
- You may be slightly uncomfortable when working with numerical data.

Possible development activities for further discussion:



Consider establishing specialist discussion groups at work, where relevant and topical issues are reviewed and discussed monthly or quarterly.



Identify any areas of current or future technical or specialist knowledge that you feel may be key to success in your job. Push yourself to challenge the accepted knowledge in the area. Gather more than one viewpoint in order to encourage a more probing approach rather than simply accepting existing practice.



If your area of specialist knowledge requires you to deal with data and statistics try to set aside time to develop these skills. Identify a friend or colleague who is prepared to take time out to work on this with you and diarise these actions regularly so that your skills continue to increase.



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.

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.

- You are unlikely to probe information for potential errors in analysis.
- You show a dislike for dealing with abstract concepts.
- You may be slightly uncomfortable analysing numerical information.

Possible development activities for further discussion:



Think back to a problem or issue that you have dealt with in the past where you later found out that you should have questioned or probed the available information in more depth. Review the consequences of this and then look forward to current and future work issues and assignments. Ensure that your level of critical analysis is sufficient to prevent it from happening again.



When you next consider a problem or issue, spend some time thinking about all of the related areas of the department or business that it may impact, as well as the more immediately affected ones. Ask others to talk you through the merits of using more formal models for analysis (e.g. SWOT) and try these out when you next undertake your own analysis.



Analyse what numerical skills are required in your current position and pinpoint your development needs. Get hold of books addressing these needs to ensure you understand the concepts essential for your position.



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).

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.

- You are unlikely to look for potential limitations when reviewing new information.
- You expressed a strong dislike for learning about abstract concepts.
- You may be slightly uncomfortable when gathering facts and figures.
- You may at times question conventional approaches when learning new tasks or when new information is presented.

Possible development activities for further discussion:



Select (with the help of your manager) a system, procedure or policy at work that is in need of evaluation. Find information that will assist you in determining its effectiveness. Investigate all possible options and make recommendations.



Review a current or recent strategic issue facing your organisation with someone you know enjoys working with conceptual models. Ask them how a model would help to frame strategic options and identify choices for strategic action.



Consider a problem or issue that you have tackled recently. To what extent did you identify and consider all possible sources of factual information and data that impacted the issue? Ensure that a fuller range is included in your future analyses.



Produces new ideas, approaches, or insights; creates innovative products or designs; produces a range of solutions to problems.

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.

- You see yourself as creative as most others.
- You tend to question conventional methods.
- You like a small amount of change in work routine and appreciate some stability.
- You prefer not to adopt a conceptual approach to problem solving.

Possible development activities for further discussion:



Identify someone you know who is particularly good at coming up with ideas. Talk to them about how they do this and see if they can give you any tips to help you become more creative.



Review areas of your life that have become habit bound, e.g. the way you work with a colleague, the way you handle your work schedule, what you do at weekends. Experiment with new ways of handling each of these.



When working on a new idea or process, consider drafting a 'map' of all those potentially affected or concerned with the content to ensure that you take a broad enough view of your topic. When you have drafted your document, ask for feedback from someone who you know has a conceptual approach and make amendments in line with their suggestions.

5.3 FORMULATING STRATEGIES AND CONCEPTS²

Some potential scope for development



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.

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.

- You are as likely as most of your peers to take a longer term view when developing strategy.
- You are likely not to enjoy thinking conceptually when developing strategy.
- You are very likely to focus on the broader picture rather than the detail.
- You are fairly likely to question conventional approaches when establishing a vision.

Possible development activities for further discussion:



Prepare a brief report or presentation for your colleagues on the key issues facing your department or organisation. Ensure that you think to the future in your preparations, so that you can focus more on the long-term rather than the short-term implications of these issues.



Select any relevant article from a newspaper or business journal and discuss it with a friend whom you regard as being a conceptual thinker. Focus on the way in which they approach the discussion. What sort of issues or areas do they consider?



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.

- You are as likely as most to display a strategic approach.
- You report that you are keen to manage others.
- You are much less focused on details when planning than your peers.
- You indicate that you place a very low priority on monitoring plans against deadlines.

Possible development activities for further discussion:



Ensure that you understand the long-term plans for your own department or area. Talk to your manager about these goals, and how these impact upon the broader business objectives and also your own personal work plans and responsibilities. When planning your day to day work, make sure that you have also factored in the effect of achieving short term objectives on the desired, longer term objectives and outcomes for your area.



When planning a piece of work, think carefully about your goals to identify all the steps that will need to be included in your plan. Write down the activities that will need to happen to realise your plan and highlight required milestones. Be sure to provide specific details of what will happen at each stage.



Think of how you personally may have given lower priority to deadlines than was required. Explicitly commit to taking responsibility for monitoring and checking these in the future. Consider whether there are monitoring systems or procedures which you can utilise to assist you in appropriately ensuring that objectives are met.



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.

- You indicate that you are very likely to see deadlines as flexible and are willing to leave tasks unfinished.
- You are very unlikely to adopt a methodical and organised approach.
- You describe yourself as likely as most to adhere to rules, regulations and set procedures.
- You are as likely as most to set stretching goals for yourself and others.

Possible development activities for further discussion:

-  With the help of your manager, review a piece of work where you were unable to, or chose not to, meet the agreed deadline. Identify what caused this and then look forward to highlight similar obstacles in ongoing projects.
-  Compare your colleagues' working styles to yours and determine who follows a more structured work method. Decide whether you feel that following a more systematic and methodical approach to work would increase your quality of work.
-  Review the quality standards that have been implemented in your organisation. Are they applied throughout the organisation? Are you and your team in general familiar with and complying to the quality standards?
-  Set yourself stretching targets for meeting customer expectations or outcomes on a monthly or weekly basis. Keep a record of the difficulties you encounter on a day-to-day basis and how you aim to or did deal with them. Review your progress with others regularly.

6.3 FOLLOWING INSTRUCTIONS AND PROCEDURES²

Potential development need



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.

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.

- You are as likely to follow rules and procedures as most others.
- You tend to place a very low priority on keeping to agreed schedules.
- You see yourself as someone who holds quite strong views and may challenge instructions from others.

Possible development activities for further discussion:



Take the time to understand the business' policies, rules, regulations and standards relevant to your department. Think about a time when you did not adhere to these policies. What were the consequences? Review your work approach to ensure that these policies are taken into account. If you feel some of the policies are redundant, identify legitimate ways of raising objections or concerns.



Consider how inclined you are to stick to timelines and drive activities to completion. Have there been situations when you did not deliver as promised? Why? List the steps you could take to help you achieve your deadlines and complete activities on schedule.



Think about how open you are to following procedures and directions from others. Identify an instance when you may not have responded positively to direction. Consider what you could do differently to minimise business risks.



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.

- You may not always adapt your interpersonal style across situations.
- You report that you like some variety and new experiences balanced with more routine activities.
- You are likely to be fairly comfortable with new approaches and work methods.
- You are as likely as most to seek to understand differences in motives and behaviours of others.

Possible development activities for further discussion:



Critically ask yourself about how adaptable you have really been in the past, in the face of different people and changing circumstances. How could you change your behaviour now and in the future to show a higher degree of adaptability? Ask your manager to give you feedback on how you have reacted to change and to a variety of people in the past.



Focus on a change or new experience that you decided not to make or take part in and now regret. What would the advantages and benefits have been of making this change or taking part in this experience? What have been the consequences of not changing or taking part? How did you feel about it?



Consider your own motivations and likely reactions to different scenarios. How do these differ from the people around you? Make an effort to find out the key motivators for different people in your team. Consider how to use this information to adapt your style and get the most out of your interactions with them.

7.2 COPING WITH PRESSURES AND SETBACKS

Potential area of strength



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.

- You describe yourself as likely to take a degree of criticism without dwelling on it.
- You find it fairly easy to switch off from work pressures.
- You are likely to maintain a positive outlook.
- You tend to keep a fairly firm hold over the expression of your emotions.

Possible development activities for further discussion:

This appears to be an area of relative strength for you. Review the points highlighted above and continue to develop your potential here. You may also find it useful to consider the extent to which your current and future roles enable you to demonstrate your likely competence in this area.

8.1 ACHIEVING PERSONAL GOALS AND OBJECTIVES

Some potential scope for development



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.

- You appear as likely as most to commit to achieving challenging goals and objectives.
- You indicate that you very much prefer working at a steady pace.
- You are likely to be comfortable in competitive situations.
- You prefer to pursue a balance between a strategic and short term view when identifying your own development needs.

Possible development activities for further discussion:



Discuss the 'difficult to achieve' goals with your manager. Find ways to achieve these goals more effectively. Can you apply the same techniques you use to reach 'easily attainable' goals? List these goals in the order in which you would like to achieve them. Try doing this in order of difficulty since success gives confidence for future tasks.



Identify those situations in which you have felt the most energised and prepared to take on a high workload. How can you find other opportunities like this? If you find that you feel most energetic at a particular time of day, try to arrange your working day so that you tackle the greatest demands during this time.



List your goals at work in three stages; immediate term, medium term and longer term. Talk through the medium and longer term goals in greater detail with your manager or a colleague and make sure that these are given sufficient priority in your activities and decisions.

8.2 ENTREPRENEURIAL AND COMMERCIAL THINKING²

Some potential scope for development



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.

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.

- You are likely to excel in the competitive environment of commercial situations.
- You are motivated only to some extent by stretching financial targets.
- You tend to be slightly uncomfortable when working with financial information.

Possible development activities for further discussion:



Recognise your preference for achievable targets. When you are next faced with a challenging target, do not shy away from it but break it down into smaller pieces and commit yourself to achieving it one piece at a time.



Use your finance department and acquaintances who are financial specialists to help you understand basic financial concepts or techniques, e.g. balance sheets, depreciation, key ratios, project margins, liquidity, etc.

PERSONAL DEVELOPMENT PLAN: Ms Sample Candidate

Competency	Development objective	Development activity	Support required	Timescale	Review process

ABILITY TESTS AND COMPETENCIES

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

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

Competency	Diagrammatic / Inductive	Numerical	Verbal
1.1 Deciding and Initiating Action			
1.2 Leading and Supervising			
2.1 Working with People			
2.2 Adhering to Principles and Values ¹			
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 report is based upon the following sources of information for Ms Sample Candidate:

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst),MQ UK English v1 (Std Inst)	OPQ32r UK English Managerial & Professional 2011 (AUS),MQM5_EN_GB_IS01_ Managerial & Prof - 2003 (AU)

PERSON DETAIL SECTION

Name	Ms Sample Candidate
Candidate Data	RP1=4, RP2=8, RP3=5, RP4=7, RP5=9, RP6=6, RP7=5, RP8=7, RP9=5, RP10=8, TS1=4, TS2=3, TS3=6, TS4=4, TS5=3, TS6=6, TS7=6, TS8=4, TS9=6, TS10=1, TS11=2, TS12=5, FE1=7, FE2=3, FE3=7, FE4=8, FE5=7, FE6=7, FE7=1, FE8=8, FE9=6, FE10=7, CNS=7.
Report	The UCF Development Action Planner 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 TM (OPQ32). The use of this questionnaire is limited to those people who have received specialist training in its use and interpretation.

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

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