HOGAN

LEADERSHIP FORECAST SERIES

POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

Report for: Sample Candidate

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INTRODUCTION

The Leadership Forecast Potential Report describes your strengths and developmental needs as a manager and executive. The report is based on the Hogan Personality Inventory (HPI), and is organized in terms of seven dimensions; each dimension addresses a different component of leadership performance. Leadership concerns building and maintaining a high-performing team, while getting people to forego individual goals to take on group goals.

Page 3 defines the dimensions of the HPI; once again, this report is organized in terms of these seven dimensions.

Page 4 presents your HPI profile. The pages following the profile describe the behavioral and leadership implications of your scores on each HPI dimension. The last section of the report provides developmental recommendations associated with your competencies. This information will be helpful as you move forward in your career.

BACKGROUND

There are some points you should keep in mind while reading this report. First, there is no such thing as a "good" score. There are positive and negative implications for both high and low scores, although certain scores are more important for some competencies than others. Thus, you should interpret your scores in terms of your own career aspirations and goals rather than in absolute terms.

Second, you can change your typical behavior, but change depends on three things. First, you need to know what you want to change. Second, you must decide to change it. And third, you need to know how to change it. The information in this report will be important for any effort toward change and development.

Third, the results in this report are based on leadership research conducted for over 20 years with working adults and leaders. The implications discussed here are intended for professionals and leaders.

Finally, as noted above, the most essential feature of leadership is the ability to build and maintain a high-performing team. The various parts of the report all concern your potential for doing this.

DEFINITIONS

The seven scales of the Leadership Forecast Potential Report are defined as follows:

ADJUSTMENT	The Adjustment scale reflects the degree to which a person is calm and even tempered or conversely, moody and volatile. High scorers seem confident, resilient, and optimistic. Low scorers seem passionate, energetic, and self-critical.
AMBITION	The Ambition scale evaluates the degree to which a person seems leaderlike, seeks status, and values achievement. High scorers seem competitive and eager to advance. Low scorers are good team players and seem comfortable letting others lead but may appear complacent.
SOCIABILITY	The Sociability scale assesses the degree to which a person appears talkative and socially self-confident. High scorers seem outgoing, colorful, and impulsive, and they dislike working by themselves. Low scorers seem reserved and quiet; they avoid calling attention to themselves and do not mind working alone.
INTERPERSONAL SENSITIVITY	The Interpersonal Sensitivity scale reflects social skill, tact, and perceptiveness. High scorers seem friendly, warm, and popular. Low scorers seem independent, frank, and direct.
PRUDENCE	The Prudence scale concerns self control and conscientiousness. High scorers seem organized, dependable, and thorough; they follow rules and are easy to supervise. Low scorers seem impulsive and flexible. They tend to resist rules and close supervision; however, they may be creative and spontaneous.
INQUISITIVE	The Inquisitive scale reflects the degree to which a person seems curious, adventurous, and imaginative. High scorers tend to be quick-witted and visionary, but they may be easily bored and not pay attention to details. Low scorers tend to be practical, focused, and able to concentrate for long periods.
LEARNING APPROACH	The Learning Approach scale reflects the degree to which a person enjoys academic activities and values education as an end in itself. High scorers tend to enjoy reading and studying. Low scorers are less interested in formal education and more interested in hands-on learning on the job.

LEADERSHIP POTENTIAL PROFILE

Scales

This Report is Valid and Interpretable

ADJUSTMENT

Concerns composure, optimism, and stable moods.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Seem calm in stressful situations
- Listen to criticism without taking it personally
- Understand their own strengths and shortcomings
- Learn from their mistakes
- Be patient with their staff

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you seem calm and even-tempered, respond to coaching, listen to staff feedback, and persist even when frustrated.

COMPETENCY ANALYSIS

COMPOSURE: You are typically able to handle pressure and express your emotions appropriately. Although you may sometimes become annoyed or frustrated, you tend not to be hostile or critical of others.

LISTENING: Most people see you as neither self-absorbed nor unconcerned about others. They can count on you to pay attention, understand, and not abuse others.

LEARNING AND PERSONAL COACHABILITY: You are interested in performance feedback and you seem to be able to take the good with the bad. Others see you as realizing your mistakes and not wanting to repeat them. You should handle feedback well and learn from past experience.

BUILDING RELATIONSHIPS: Your steadiness and predictability will enhance your ability to build and maintain relationships.

STRESS MANAGEMENT: You seem to deal appropriately with job stress, and it rarely interferes with your ability to get your work done in a timely manner.

ADJUSTMENT

DEVELOPMENTAL RECOMMENDATIONS

COMPOSURE:

- As a leader, your staff will see you as an example of how to behave. Because you are a role model, share helpful tips and techniques with others.
- Even though you are normally calm in most situations, there are probably one or two things that really annoy you. Identify the events that irritate you, try to anticipate them, and control your annoyance when they arise.

LISTENING:

- You seem able to set aside your personal concerns and pay attention to others' problems when necessary.

LEARNING AND PERSONAL COACHABILITY:

- Identify your strengths and use them while working on your development areas. Ask trusted colleagues for targeted, specific feedback about your performance.
- You tend to use feedback constructively without taking it personally.

BUILDING RELATIONSHIPS:

- You tend to remain calm in most situations, and this will enhance your ability to build relationships with others. Continue to act this way, and be a role model for others in the organization.

STRESS MANAGEMENT:

- As a leader, be aware that others may not handle pressure as well as you do. Try to understand how your work group reacts to heavy workloads and, when appropriate, take steps to reduce the level of stress in your group.
- Share suggestions for managing stress and for using stress reduction techniques with members of your staff. You should also serve as a role model in this area.

AMBITION

Concerns taking initiative, being competitive, and seeking leadership roles.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Let others take charge
- Prefer to finesse rather than confront others
- Have a flexible agenda
- Be reluctant to speak in public
- Avoid difficult challenges on which they may not succeed

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you tend to take a low profile and support the useful initiatives of others. As a result, you may be reluctant to exert influence in areas where you could make an impact. Because you tend not to seek leadership roles directly, your career advancement may depend more on your technical competence than your political ability.

COMPETENCY ANALYSIS

ACTION ORIENTATION: You are low-keyed and prefer to let others get out in front on new initiatives.

CAREER ADVANCEMENT: Generally speaking, you are not interested in playing politics in order to advance professionally, and you seem content with the career opportunities that come up naturally.

INITIATIVE: Others understand that you will collaborate rather than try to take charge in a crisis situation. You follow leads and suggestions rather than handing them off to others.

ACHIEVING RESULTS: You seem to be more concerned about work processes than work products. Be sure to persevere with tasks and projects until they are completed.

DECISION MAKING: You may prefer to let others make tough decisions, especially when all the information is not available and the stakes are high.

AMBITION

DEVELOPMENTAL RECOMMENDATIONS

ACTION ORIENTATION:

- As a leader, try to create energy in your work group, establish goals, share your team's progress with others, and hold regular performance reviews with staff.
- Volunteer for specific projects that make use of your knowledge and skills.
- Find a challenging project and break it down into definable action steps (a trusted colleague can help here). Identify the first three steps of the project, as well as timeline. Inform others of your project and ask them to hold you accountable.

CAREER ADVANCEMENT:

- Understand that politics are part of organizational life, and the better you understand them, the more likely you will be in advancing your career.
- As a leader, others count on you to be their advocate within the organization. If you avoid office politics, you may not represent your staff adequately. Ask a trusted friend or colleague for advice on this issue.
- If you want to advance within your organization, you will need to develop a plan. The plan should involve identifying the position(s) in your organization to which you aspire, and defining the steps needed to get there.

INITIATIVE:

- You seem to be a good team player, on whom others can rely. While participating, be alert for ways to improve the team's performance, and make your position known.
- Taking initiative is an important part of leadership. If others think you don't display initiative, ask them why. Consult a friend for feedback to help you take more initiative in the future.

ACHIEVING RESULTS:

- Be aware of the needs of your internal customers. Let them know that you understand their issues, and commit to a specific plan of action to resolve these issues.
- Determine the amount of time required to complete assigned tasks, and clearly communicate this time frame to internal customers, peers, and superiors. Remember to update others regularly on progress.
- As a leader, you set the tone for your work group. If you convey the message that timely results are not important--even if it is unintended--your team members will behave accordingly.

DECISION MAKING:

- Making tough decisions is an important part of leadership. Discuss with your boss which decisions should be made jointly, by you alone, or by others. Having clear guidelines on your decision responsibilities will give you more confidence.
- Determine what information you need to make a decision (e.g., cost estimates, manpower needs, cost/benefit analyses, P&L impact, risk evaluation, etc.). Once you have this information, make your decision, understanding that you can revise it later.
- Find someone with whom you can discuss important decisions. Think through your decision, and then share your reasoning with this person. Use this experience to build confidence in your decisions.

SOCIABILITY

Concerns seeming talkative, socially bold, and entertaining.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Seem busy and full of energy
- Be talkative, friendly, and approachable
- Build relationships with a wide range of people
- Talk rather than listen
- Confuse activity with productivity

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you seem energetic and socially self-confident, speak up in public, organize your work around social interaction, and expect others to like you. You should be particularly good at building relationships outside your work group because you are so outgoing and approachable. Unless you are unusually conscientious, you may also be easily distracted.

COMPETENCY ANALYSIS

INITIATING INTERACTIONS: You are confident that strangers will like you; as a result, you easily reach out to others in the organization, and this is a useful talent for leaders.

ENERGY: You seem to be a lively, energetic, and intense communicator who gets noticed during meetings.

APPROACHABILITY: Your social self-confidence, lively interpersonal style, and willingness to reach out to strangers will cause others to describe you as outgoing and approachable.

INTERPERSONAL NETWORK: You have good networking skills and interact confidently with a wide variety of people throughout your organization.

TEAM ORIENTATION: You are willing to speak up and take an active part in team meetings.

SOCIABILITY

DEVELOPMENTAL RECOMMENDATIONS

INITIATING INTERACTIONS:

- When talking to direct reports, make sure to listen; talking is not always communicating.
- Remember that your exuberant, enthusiastic interaction style may disrupt others.

ENERGY:

- You probably gain energy from interaction. Spend some time working on your own, also. Effective leaders move easily between group- and individually-based work assignments.
- Be aware that your high energy and strong ideas may overwhelm peers and subordinates. Be sure to give them a chance to speak.
- Ask a trusted colleague for feedback to determine whether you move too fast or change topics too quickly for others to follow.

APPROACHABILITY:

- If you are constantly talking with others, it may impede their work. When you walk into an office, your staff will drop what they are doing, and give you their undivided attention. Recognize this, and avoid sidetracking them unnecessarily.

INTERPERSONAL NETWORK:

- You probably know many people in your organization and this is a hallmark of successful leaders. Be sure to leverage your many friendships across the organization to help get things done.
- Use your networking strengths to develop your junior staff members. Introduce them to your contacts and help them grow their relationships with other people.
- Use your social skill to engage less outgoing people. Actively reach out and include others--you will have a positive impact on overall communications within your organization.

TEAM ORIENTATION:

- While building your team, get input from others before making suggestions. If you find yourself dominating team interactions, step back, take a more passive role and see what develops. Your team members may surprise you.
- Recognize that some tasks are best done by individuals rather than by teams. Don't use a team approach to solve every problem. Evaluate the need for input and for speedy decisions before starting a group effort.

INTERPERSONAL SENSITIVITY

Concerns being agreeable, considerate and skilled at maintaining relationships.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be pleasant and rewarding to deal with
- Be socially appropriate and good team players
- Read social and political cues easily
- Promise more than they can deliver
- Avoid confrontations

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you dislike conflict, and try to maintain cordial relations with others. You are a good team player and value encouraging and helping others. Your staff should like and trust you, but just might try to take advantage of your good nature.

COMPETENCY ANALYSIS

COMPASSION: You are a thoughtful and considerate person, you appreciate how your actions will affect others, and you avoid offending people unnecessarily.

COOPERATION: You value cooperation, you are a great team player, and you provide a model for your staff and others regarding how to accomplish goals through collaboration.

SEEKING INPUT: You respect others and seek their input, especially regarding issues that will affect them personally.

CONFRONTING SUBORDINATES: Because you value cooperation and you dislike upsetting people, you may find it difficult to confront problem performers.

STANDING ALONE: You seem uncomfortable taking unpopular positions, especially when doing so may annoy others, and you tend to avoid confrontations.

INTERPERSONAL SENSITIVITY

DEVELOPMENTAL RECOMMENDATIONS

COMPASSION:

- As a leader, you will sometimes have to make tough decisions. Learn that although you may have to confront others, you can still remain friends.
- Because you are a considerate and tolerant person, some people will try to take advantage of your good nature.

COOPERATION:

- In trying to be helpful, don't promise more than you can deliver. Evaluate your current situation before taking on additional tasks or requests from others.
- Management by consensus is not always appropriate. Learn when to consult your staff and when to make independent decisions.

SEEKING INPUT:

- When asking others for feedback, don't focus solely on the positives or the negatives--try to walk away with 2-3 of each.
- Be selective about whom you ask for feedback, because giving feedback can be an emotionally draining task for others.

CONFRONTING SUBORDINATES:

- Giving your staff timely feedback will produce better results. Not giving it causes inefficiencies and can create perceptions of favoritism.
- Make your performance expectations clear up front. That way, you will set standards and feel comfortable addressing future shortcomings.

STANDING ALONE:

- Your staff counts on you to express their concerns to the senior management in the organization. If you don't, then your work group will begin to doubt your leadership. Stick up for your staff.
- Your tendency to avoid confrontations and contentious situations may undermine your effectiveness as a leader. Be prepared to endure occasional unpleasantness.

PRUDENCE

Concerns being conscientious, dependable, and rule-abiding.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be orderly and dependable
- Be able to adjust to change
- Strike a good balance between speed and accuracy
- Plan and maintain schedules appropriately
- Delegate responsibly

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are reasonably conscientious and careful about following procedures. However, you also seem to be able to change directions and be flexible when necessary.

COMPETENCY ANALYSIS

HANDLING AMBIGUITY: You seem able to work without constant guidance or direction. You seem willing to weigh the pros and cons of an ambiguous issue and make a decision rather than asking your boss for guidance.

FLEXIBILITY: You tend to be willing to change and adapt new methods for doing things, especially if you are given a sound argument.

PLANNING: You understand how to balance the benefits of following a plan with the benefits of changing the plan to improve the process. You know that rules are necessary, but you are not rigid about following them.

ATTENTION TO DETAIL AND TIMELINES: Although you respect project requirements and deadlines, you seem willing to delegate work as long as others maintain quality and adhere to timelines.

RULE ORIENTATION: You understand the importance of rules in an organization, and you are comfortable working within them.

PRUDENCE

DEVELOPMENTAL RECOMMENDATIONS

HANDLING AMBIGUITY:

- As a leader, you probably maintain a balance between being planful and organized and being able to act when there are no guidelines. You can be a role model for others in this area.

FLEXIBILITY:

- Although you are normally well-organized and careful, you are able to incorporate last-minute changes. As a leader, you should serve as a mentor or coach to others who seem to be inflexible in their planning.

PLANNING:

- As a leader, your staff appreciates how you develop and adhere to plans and schedules, and they know you will be able to adapt to necessary changes. Encourage and involve your staff in planning efforts.

ATTENTION TO DETAIL AND TIMELINES:

- As a leader, you probably balance a big picture view of your work team (strategizing, planning) with an understanding of how the people in your unit actually do their work. Continue to maintain this balanced approach.
- Others enjoy the autonomy you give them. Continue to do this without sacrificing accountability.

RULE ORIENTATION:

- You normally follow the important rules of the organization, while being flexible about the less important rules. This balance is healthy, but remember that others look to you to set an example. Be careful not to create a department full of rule breakers, who are simply following your lead.

INQUISITIVE

Concerns being curious, imaginative, visionary, and easily bored.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be flexible problem solvers
- Have interests outside business
- Be willing to speculate about business scenarios
- Have a normal degree of imagination
- Understand practical as well as technological solutions

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are open-minded and curious, but have a practical turn of mind for problem solving, and can stay on task without getting bored.

COMPETENCY ANALYSIS

CREATIVITY: You seem able to balance a preference for established problem solving procedures with an openness to innovative methods.

MANAGING INNOVATION: You may not promote new ideas, but you are appropriately receptive to new ideas that seem useful.

CURIOSITY: You seem to maintain a balance between focusing on your current work while remaining alert for new sources of information that might be useful for completing that work.

VISION: You seem adequately concerned about the big picture.

PROBLEM SOLVING: You seem comfortable solving problems in a standard manner, or using innovative methods to get the job done.

INQUISITIVE

DEVELOPMENTAL RECOMMENDATIONS

CREATIVITY:

- You probably perform equally well in situations that require practical problem solving and in situations that require new approaches. Your team members may not be as balanced as you are. Work to develop your subordinates so that they understand when innovation is useful.

MANAGING INNOVATION:

- Support new ideas that make sense, and encourage your work group to brainstorm and be creative. Identify a role model inside the organization who is successful at introducing new ideas and learn some techniques for conducting focus groups.

CURIOSITY:

- You probably ask questions to increase your knowledge of new technologies, developments, and so forth. Continue doing this, and encourage the same from your work group.

VISION:

- You may tend to favor concrete goals to "big picture" concerns, but you understand both. As a leader, you should combine task orientation with a vision of the future.
- Your team members need to know your vision for the team and the organization. If you have not conveyed it, begin doing so now. The corporate mission statement is a good place to start. Consult others who are seen as understanding the big picture.

PROBLEM SOLVING:

- Think about which types of problem solving activities most appeal to you (i.e., practical vs. big picture), and choose work assignments that complement your strengths. Alternately, if your current job requires one style of problem solving, and you feel that it is time for a change, then consider assignments that will allow you to use more of your preferred thinking skills.

LEARNING APPROACH

Concerns enjoying formal education and actively staying up-to-date on business and technical matters.

BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Take advantage of training opportunities
- Enjoy learning new technology
- Encourage staff to stay current on technology issues
- Respond positively to requests for staff training
- Support staff development

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you should be interested in learning new material, and you understand the need to stay current, but you also see education as a practical tool rather than as an end in itself.

COMPETENCY ANALYSIS

STAYING CURRENT: You seem appropriately interested in learning new developments in business, finance, and technology.

LEARNING QUICKLY: When you see the relevance of new material, you learn it promptly.

LEARNING STYLE: You seem able to learn equally well through hands on experience or formal training.

COMMUNICATING ACCURATELY: Your communication style is problem-oriented and factual. Others will appreciate your directness, although they may ask for additional information.

INTELLECTUAL MOTIVATION: You seem appropriately interested in learning new skills in order to expand your job-relevant expertise.

LEARNING APPROACH

DEVELOPMENTAL RECOMMENDATIONS

STAYING CURRENT:

- Use a variety of sources to stay current and up-to-date. Relying on only one or two sources of information can lead to "blind spots." Check out the internet for additional resources.

LEARNING QUICKLY:

- You tend to take advantage of job-related training and skill development programs. Continue seeking these opportunities. Even training that may not seem job-related (communication skills training, problem-solving training, etc.) can have long-term payoffs.

LEARNING STYLE:

- You seem to learn well from both hands-on and classroom-type experiences. Use both types of training to your advantage.
- As a leader, recognize that your team members may learn differently from one another, and may not be receptive to certain modes of training.

COMMUNICATING ACCURATELY:

- Others will normally be able to understand your written memos. Seek feedback on ways to make them even more effective. Identify someone who writes well, get some editing advice, and learn their "tricks of the trade."

INTELLECTUAL MOTIVATION:

- It is as important to learn new job skills as it is to learn new management skills. Leaders need the perspective and problem-solving skills that are included in good management seminars and training programs.
- Recognize that your staff also needs to participate in both specific, job-related training and management or administrative skills seminars.

Scales

Subscale Scores

Adjustment

- Empathy
- Not Anxious
- No Guilt
- Calmness
- Even Tempered
- No Complaints
- Trusting
- Good Attachment

Ambition

- Competitive
- Self-Confident
- Accomplishment
- Leadership
- Identity
- No Social Anxiety

Sociability

- Likes Parties
- Likes Crowds
- Experience Seeking
- Exhibitionistic
- Entertaining

Interpersonal Sensitivity

- Easy To Live With
- Sensitive
- Caring
- Likes People
- No Hostility

Prudence

- Moralistic
- Mastery
- Virtuous
- Not Autonomous
- Not Spontaneous
- Impulse Control
- Avoids Trouble

Inquisitive

- Science Ability
- Curiosity
- Thrill Seeking
- Intellectual Games
- Generates Ideas
- Culture

Learning Approach

- Education
- Math Ability
- Good Memory
- Reading