



POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

Report for: John Score-Average

ID: UH555944

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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:

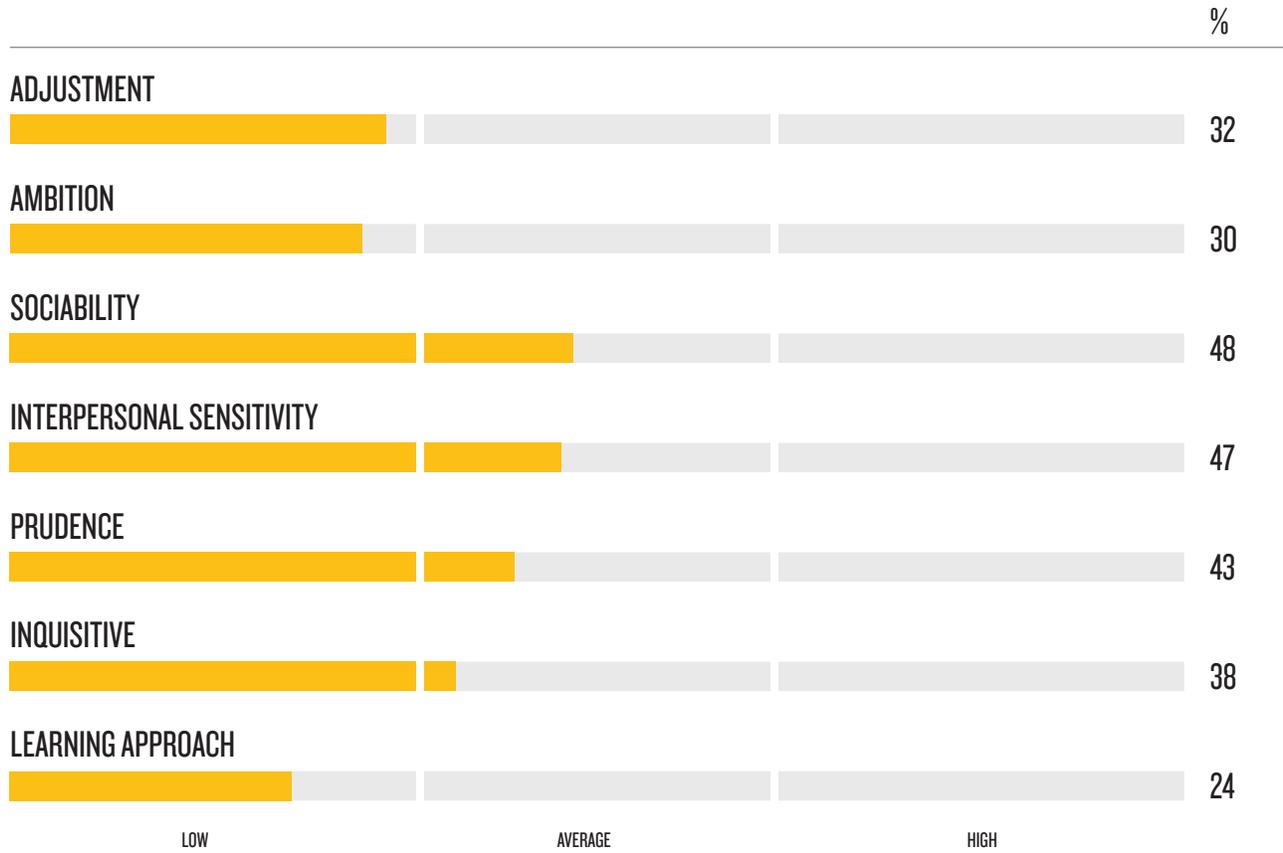
| | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 tense, irritable, and negative. |
| 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 seem unassertive and less interested in advancement. |
| 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:

- Admit their shortcomings and try to fix them
 - Remember their mistakes
 - Seem driven and intense
 - Take criticism personally
 - Have a sense of urgency
-

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you approach your work with passion and intensity and care deeply about performing well. In addition, you may be easily annoyed with unexpected delays and staff mistakes. On the other hand, you understand when your staff is stressed, you can admit your mistakes, listen to feedback and coaching, and try to improve your performance.

COMPETENCY ANALYSIS

COMPOSURE: You may seem tense or edgy when under pressure, when faced with deadlines, or when others make mistakes, and this, in turn, could affect your team's concentration.

LISTENING: When you are facing deadlines or heavy work pressure, you may tend to stop communicating and listen only for bad news. You can relieve some pressure by planning and delegating before a job starts.

LEARNING AND PERSONAL COACHABILITY: You are open to feedback and interested in improving your performance; however, you may tend to pay more attention to the negative than to the positive feedback.

BUILDING RELATIONSHIPS: Your occasional moodiness, unpredictability, negativism, and tendency to worry can impede your ability to build trusting alliances.

STRESS MANAGEMENT: You tend to be self-critical and intense. You need to learn to be kinder to yourself.





ADJUSTMENT

DEVELOPMENTAL RECOMMENDATIONS

COMPOSURE:

- Because unexpected events may bother you, plan for the interruptions, delays, and difficult people that you may encounter. Doing so will help you stay focused and composed.
- Realize that others may not react the way you think they will. When this happens, have alternative responses ready. Mentally rehearse what is likely to occur and how you would ideally respond. This will help you maintain your composure when unpleasant surprises occur.
- When things don't go as you planned, carefully review what happened. Identify ways to prevent these problems from occurring in the future.

LISTENING:

- When you are annoyed, try to take a break or think about something else. Resist the tendency to be defensive, and don't take feedback personally.
- Try to understand that others will make honest mistakes while they are learning; find some good news in the information your staff provides you, and applaud it..

LEARNING AND PERSONAL COACHABILITY:

- Give yourself credit for the things you do well and note the areas in which you need to improve. Document your strengths and those areas in which you need to improve. Create an action plan that capitalizes on your strengths while allowing you to work on your developmental needs.

BUILDING RELATIONSHIPS:

- If you find yourself being critical or negative, try to identify what triggers this behavior and be alert for those circumstances in the future.
- Remember that, as a leader, part of your job involves leading by example and staying positive.
- Ask a trusted colleague for feedback regarding your behavior. Talk to him or her about how you might improve your performance.

STRESS MANAGEMENT:

- Identify the situations in which you become irritated or upset, and develop plans to deal with them.
- Do not let troublesome issues fester until they erupt. Instead, discuss them and ask for help from others to resolve them.





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:

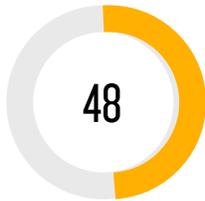
- Making tough decisions is an important part of leadership. Discuss with your boss which decisions should be made jointly, by you alone, or by others. Having clear guidelines on your decision responsibilities will give you more confidence.
- Determine what information you need to make a decision (e.g., 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 approachable, not distant
 - Be comfortable either working alone or with others
 - Prefer formal rather than casual meetings
 - Provide staff relevant feedback
 - Balance listening with talking
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LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are flexible with your time, and don't mind working either alone or as part of a team. You meet the public well, but you don't need to be the center of attention or constantly on stage.

COMPETENCY ANALYSIS

INITIATING INTERACTIONS: You are able to initiate and build good relations with others in your organization, including people you don't already know.

ENERGY: Others see you as having appropriate energy and enthusiasm for new people and projects.

APPROACHABILITY: Your ability to initiate interactions with new people is an important skill for leaders. Continue developing contacts in the organization, and include your staff in the interactions.

INTERPERSONAL NETWORK: Your networking skills are sufficient to keep you in touch with the organization.

TEAM ORIENTATION: Others see you as participating appropriately in team tasks.





SOCIABILITY

DEVELOPMENTAL RECOMMENDATIONS

INITIATING INTERACTIONS:

- Be sure to talk with each member of your staff everyday in his/her work place.

ENERGY:

- You seem to be an active person who can energize the work group, which is an important quality for leaders. Maintain your energy during interactions, particularly if you tend to become bored or disengaged.

APPROACHABILITY:

- Make sure that you are accessible to all members of your team, and that you don't unconsciously "play favorites" with some team members.

INTERPERSONAL NETWORK:

- Be sure that your network covers the relevant portions of your organization.
- Even though you may have a good organizational network, try to establish a relationship with at least one new department or work unit each quarter.
- Recognize that your network is changing, and that it needs to be nurtured to be sustained. If you haven't talked to a particular person recently, call him/her. Don't let relationships become stagnant or distant.

TEAM ORIENTATION:

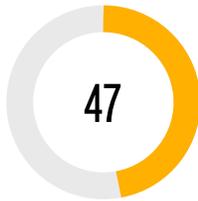
- You seem to be comfortable either working as part of a team or by yourself. This balance is healthy because some tasks are best done as part of a team, while others are best done individually.





INTERPERSONAL SENSITIVITY

Concerns being agreeable, considerate and skilled at maintaining relationships.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be easy going
- Consider others' opinions seriously
- Deliver what they promise
- Provide staff with structure and consideration
- Confront problems promptly

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are a pleasant and tolerant person who, nonetheless, is willing to take a stand when necessary. Others will see you as accommodating and congenial; consequently, you need to convey that you are not a pushover.

COMPETENCY ANALYSIS

COMPASSION: You seem appropriately concerned about the welfare of your staff and alert to changes in their morale.

COOPERATION: You are normally cooperative and a sensible team player. You probably encourage your staff to collaborate and work as a team.

SEEKING INPUT: You seem willing to listen to feedback about your performance, but you may tend to take negative comments too personally.

CONFRONTING SUBORDINATES: You are a generally tolerant person, but you are willing to confront people when it is clear that it must be done.

STANDING ALONE: Although you understand the importance of consensus, you will take a stand on issues involving key values and principles.





INTERPERSONAL SENSITIVITY

DEVELOPMENTAL RECOMMENDATIONS

COMPASSION:

- Pay attention to your team's work environment, and let them know that you are concerned about their morale.
- You probably strike a balance between work-related and people-related concerns. This ability will allow you to maximize the performance of your team.

COOPERATION:

- You do a good job of getting others to work together, and you know when to work with others on group tasks. This skill is important; look for opportunities to use it in the future.

SEEKING INPUT:

- Don't be defensive about negative feedback.
- Continue to seek feedback; identify people who you trust, and solicit their comments.

CONFRONTING SUBORDINATES:

- Be sure to address problem issues promptly; do not wait until a crisis occurs before acting.

STANDING ALONE:

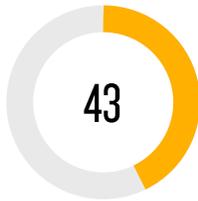
- You don't seek out confrontations, but you are willing to stand up for your team especially when representing them to the larger organization.





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:

- Prefer hands-on learning over traditional educational instruction
 - Be more concerned with improving existing skills than acquiring new ones
 - Make sure others are on board before taking action
 - Ignore training opportunities for their staff
 - Not spend much time reading, especially technical material
-

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are only moderately interested in education for its own sake. You want it to have a pragmatic payoff--that is, you tend to see training as a means to an end rather than an end in itself. You may be interested more in solving today's problems than getting ready for problems of the future.

COMPETENCY ANALYSIS

STAYING CURRENT: If you put off training activities because of your demanding schedule, you may not use new technology efficiently or understand how it can impact your business.

LEARNING QUICKLY: You seem willing to learn new techniques and procedures, but often when it becomes clear that you have no alternatives.

LEARNING STYLE: You seem to be a hands-on learner, developing new skills only when you are confronted with a problem.

COMMUNICATING ACCURATELY: Your communication style seems problem-oriented, practical, and to the point. Others will appreciate your clarity and patience when explaining things.

INTELLECTUAL MOTIVATION: You seem interested in learning when there is a clear payoff for having the information.





LEARNING APPROACH

DEVELOPMENTAL RECOMMENDATIONS

STAYING CURRENT:

- Begin a program of reading topical publications (i.e., Business Week, Fortune, Wall Street Journal, Harvard Business Review). If you are unsure of what to read, ask someone who seems up-to-date for suggestions.
- Use the Internet to help you keep up on new developments in the business world.

LEARNING QUICKLY:

- Remind yourself to keep up with new business techniques, including computer applications and software. It is easy to become outdated if you don't continually try to stay up to date.
- As a leader, you set the tone for your work team. If you are not improving your skills, they are less likely to enhance theirs.

LEARNING STYLE:

- You may not enjoy courses and seminars, but they can help make you a stronger leader. Many topics cannot be taught in a hands-on manner, particularly the skills and perspective that leaders are expected to demonstrate.
- Establish a learning environment in your work group by identifying one or two seminars that would be of value to you and your staff. Attend these seminars, and then discuss them with your staff.

COMMUNICATING ACCURATELY:

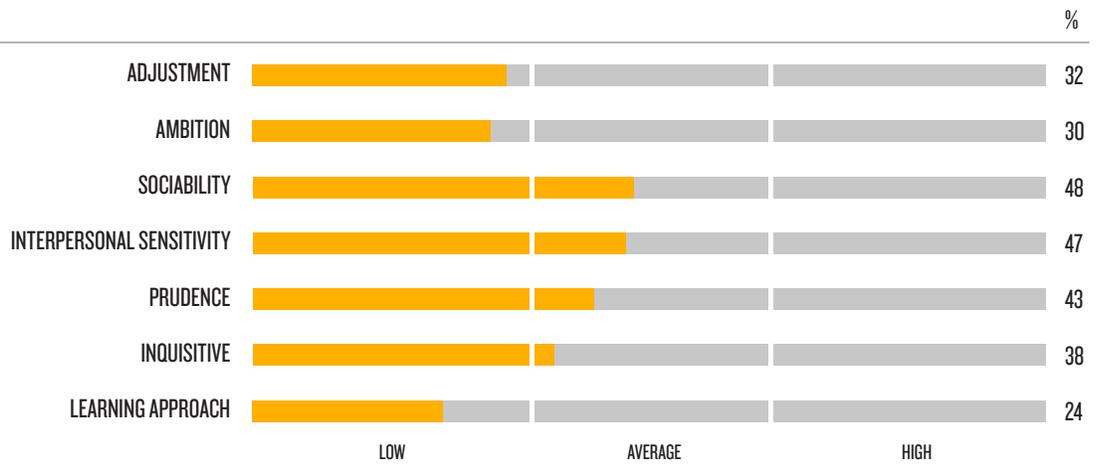
- As a leader, encourage your staff to ask you about written memos that they find unclear. It's better to spend some time up front discussing the memo rather than spending more time later correcting mistakes that resulted from the misunderstanding.

INTELLECTUAL MOTIVATION:

- You may enjoy learning practical skills which can be applied immediately to your job, but you also need to learn more abstract skills to enhance your performance as a leader and manager. Leadership and management seminars can broaden your perspective, and improve judgment and decision-making skills.

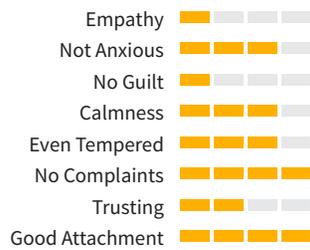


Scales



Subscale Scores

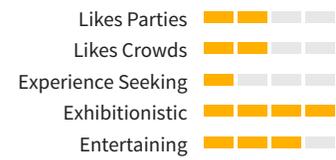
Adjustment



Ambition



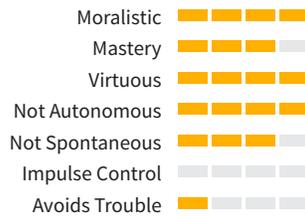
Sociability



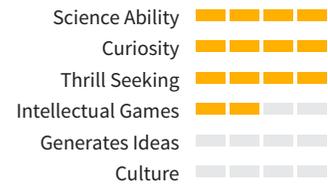
Interpersonal Sensitivity



Prudence



Inquisitive



Learning Approach

