

- SELECT
- DEVELOP
- LEAD

HOGANLEAD

POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

Report for: John Doe
ID: HA154779
Date: November 30, 2009





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.

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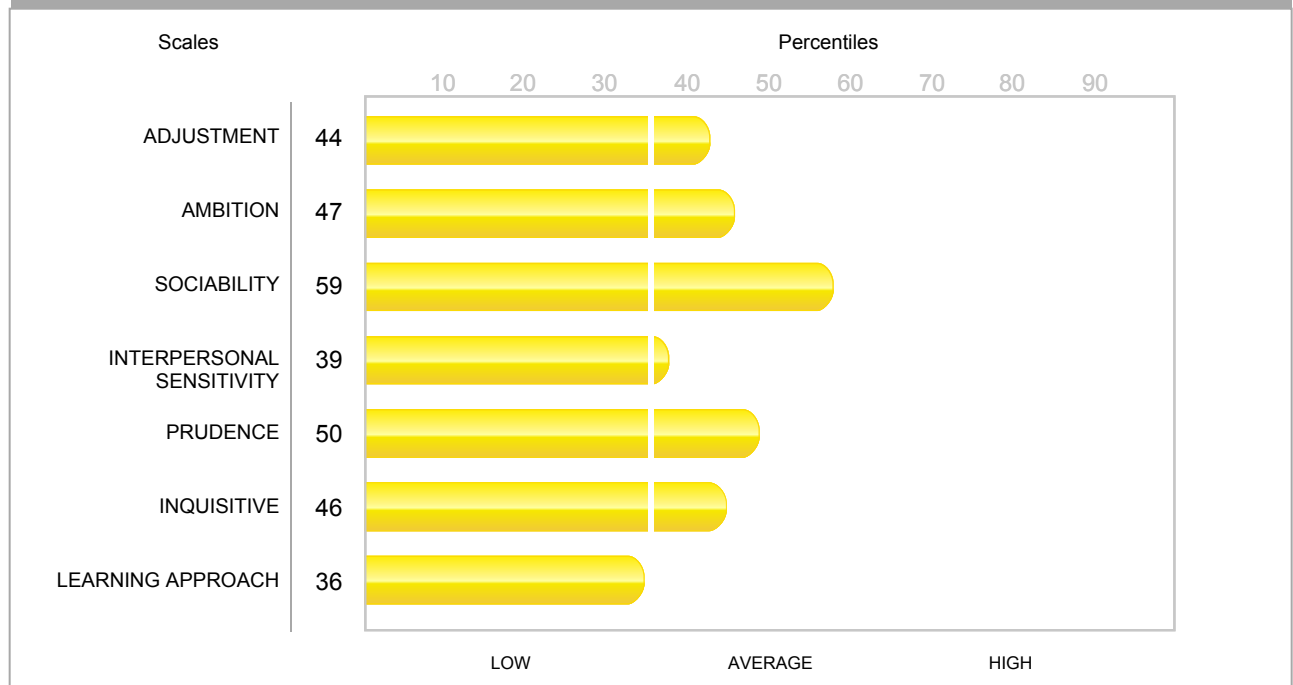
DEFINITIONS

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

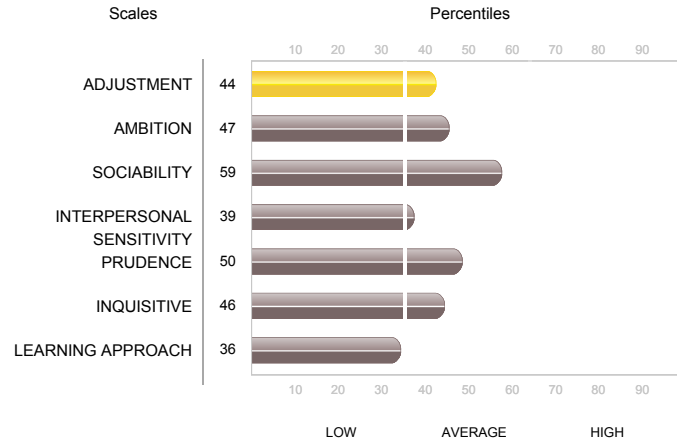


This Report is Valid and Interpretable



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.

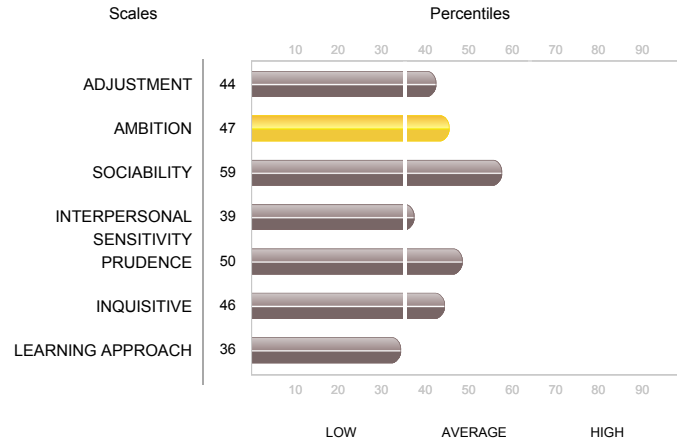
COMPETENCY ANALYSIS

- **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.



AMBITION

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



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Set realistic goals for accomplishment
- Balance finesse with confrontation in relationships
- Take charge of projects that maximize their current skills and strengths
- Be willing to speak in public
- Accept challenges consistent with their skill level

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you seem confident and willing to take charge of a group or project when necessary, but that you are equally comfortable letting others take a lead role.

COMPETENCY ANALYSIS

- **ACTION ORIENTATION:** You are typically action-oriented and others can rely on you to get things done.
- **CAREER ADVANCEMENT:** You seem appropriately interested in advancing your career and seem willing to pursue the opportunities that present themselves.
- **INITIATIVE:** You seem willing to take charge and exercise initiative when problems need attention. At the same time, you seem willing to support the valid initiatives of others.
- **ACHIEVING RESULTS:** You seem willing to work with others in order to insure that projects get finished and deadlines are met; others have confidence that you will exert the energy necessary to meet your goals and objectives.
- **DECISION MAKING:** You normally have no problems making decisions, especially when you have enough information. You involve others in the decision-making process when you think they are qualified.



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

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.

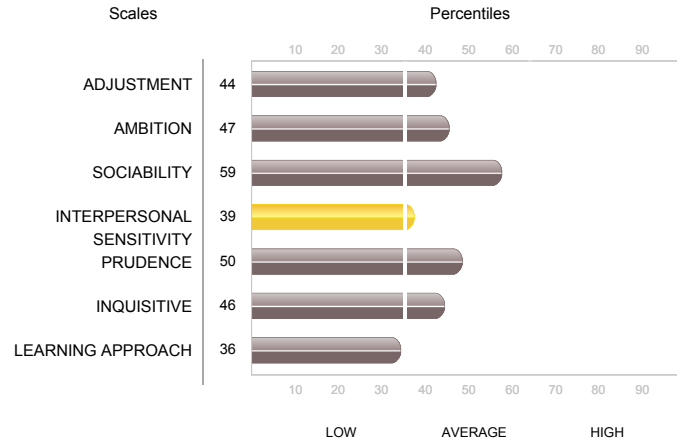
COMPETENCY ANALYSIS

- **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.



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.

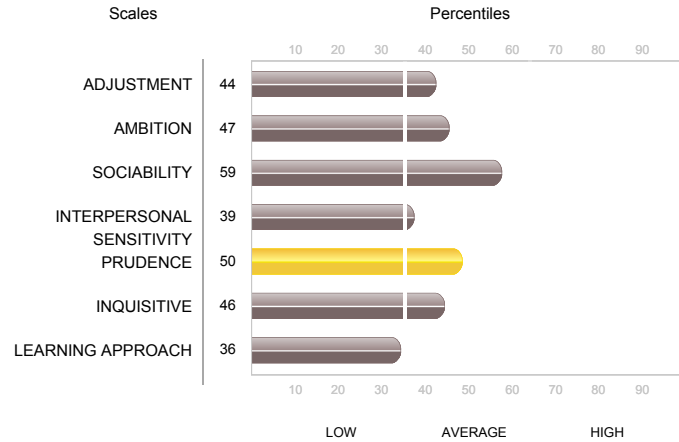
COMPETENCY ANALYSIS

- **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.



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.

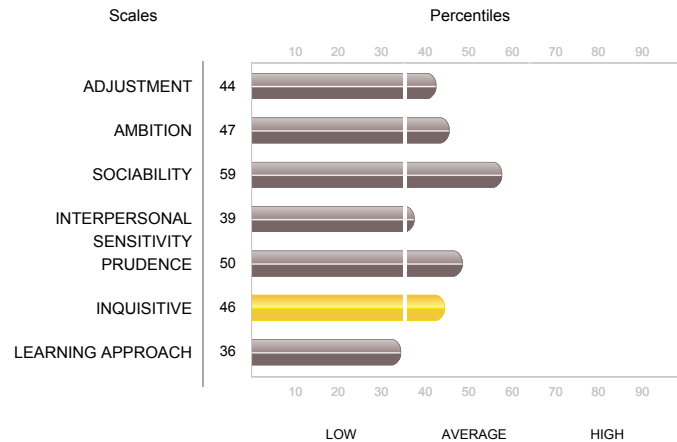
COMPETENCY ANALYSIS

- **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.



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.

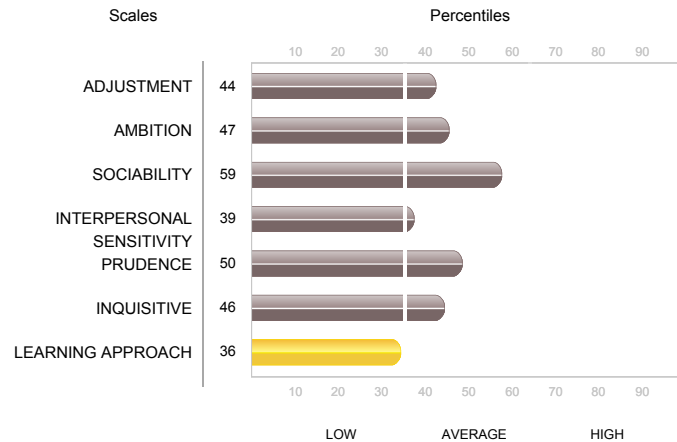
COMPETENCY ANALYSIS

- **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.



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.



DEVELOPMENTAL RECOMMENDATIONS

ADJUSTMENT

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

ACTION ORIENTATION:

- As a leader, you may be careful about taking actions, especially in the face of high stakes and uncertainty. Be sure to make a decision and take action in a timely way.

CAREER ADVANCEMENT:

- You will usually take advantage of career advancement opportunities. Step back and see if you can be even more proactive in searching for ways to advance your career.

INITIATIVE:

- You are comfortable either working as part of a team, or taking the lead when necessary; this is a strength that you can build on.

ACHIEVING RESULTS:

- You are energetic, and like to get things done. Be sure to share credit with the members of your team. Involve your employees in the planning and decision-making process associated with team tasks.

DECISION MAKING:

- Look for opportunities to involve subordinates in the decision-making process in order to build commitment and teamwork. Being involved in decision-making is also a great developmental tool for subordinates.



SOCIABILITY

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****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

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

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

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:

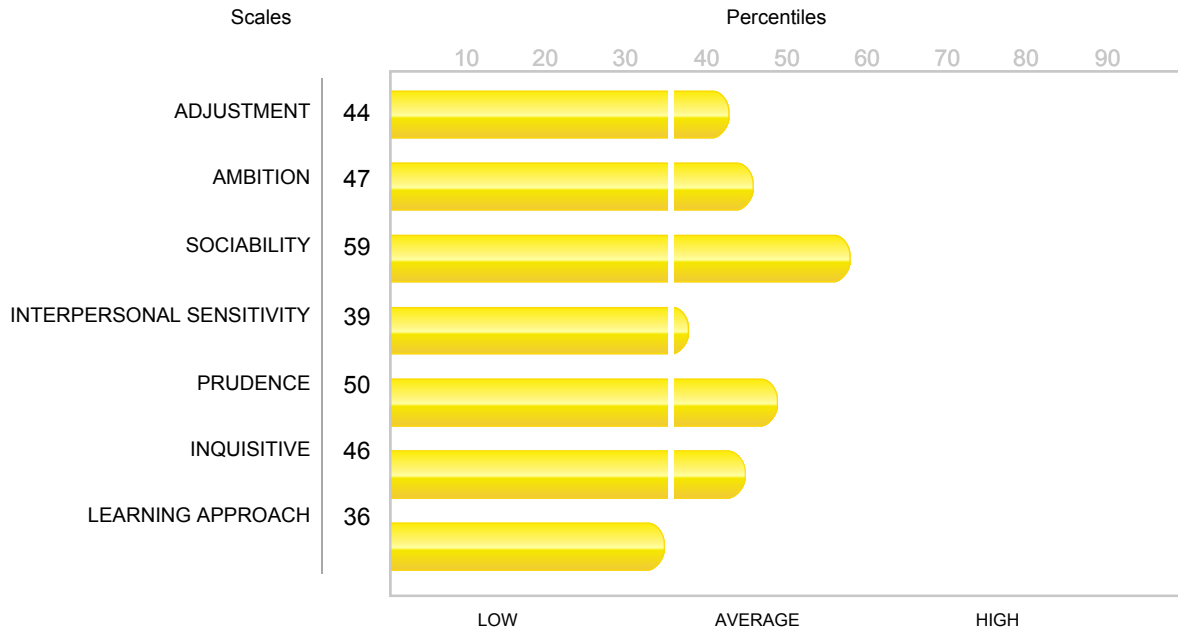
- You seem to learn well from both hands-on and classroom-type experiences. Use both types of training to your advantage.
- As a leader, recognize that your team members may learn differently from one another, and may not be receptive to certain modes of training.

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.



Subscale Scores (No. items endorsed / No. items in subscale)

Adjustment 2. Empathy 2/5 3. Not Anxious 3/4 4. No Guilt 3/6 5. Calmness 3/4 6. Even Tempered 4/5 7. No Complaints 5/5 8. Trusting 1/3 9. Good Attachment 5/5		Ambition 10. Competitive 3/5 11. Self-Confident 3/3 12. Accomplishment 6/6 13. Leadership 5/6 14. Identity 2/3 15. No Social Anxiety 4/6		Sociability 16. Likes Parties 2/5 17. Likes Crowds 2/4 18. Experience Seeking 3/6 19. Exhibitionistic 5/5 20. Entertaining 2/4	
Interpersonal Sensitivity 21. Easy To Live With 5/5 22. Sensitive 4/4 23. Caring 4/4 24. Likes People 6/6 25. No Hostility 0/3		Prudence 26. Moralistic 5/5 27. Mastery 3/4 28. Virtuous 5/5 29. Not Autonomous 3/3 30. Not Spontaneous 3/4 31. Impulse Control 0/5 32. Avoids Trouble 1/5		Inquisitive 33. Science Ability 5/5 34. Curiosity 3/3 35. Thrill Seeking 5/5 36. Intellectual Games 1/3 37. Generates Ideas 0/5 38. Culture 0/4	
Learning Approach 39. Education 2/3 40. Math Ability 3/3 41. Good Memory 2/4 42. Reading 0/4					