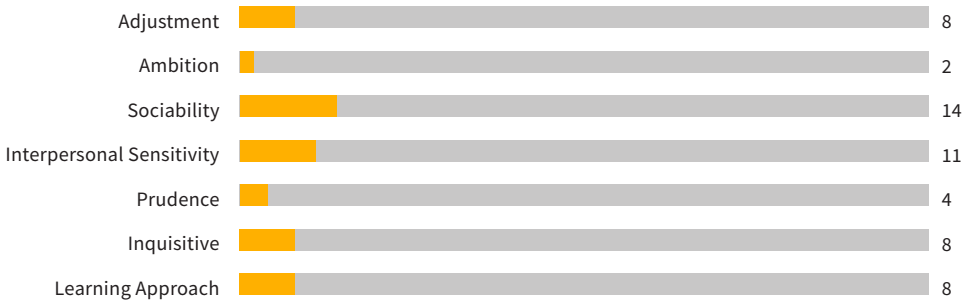
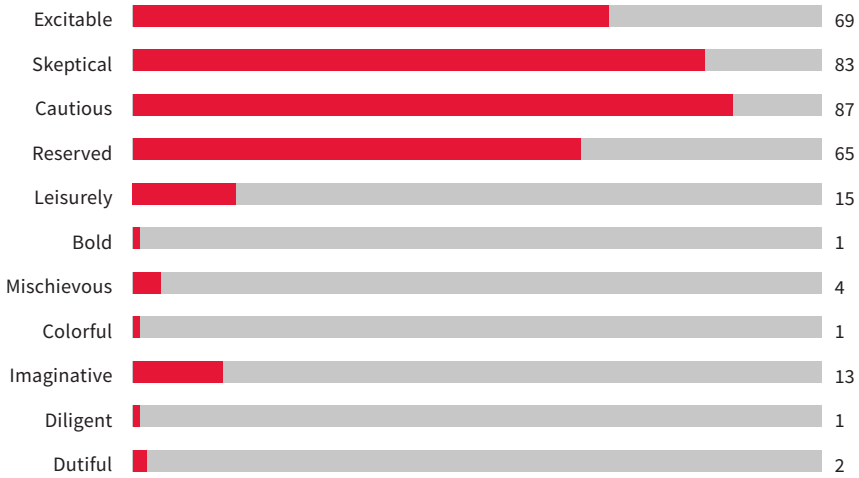
FLASH REPORT

Norms: General

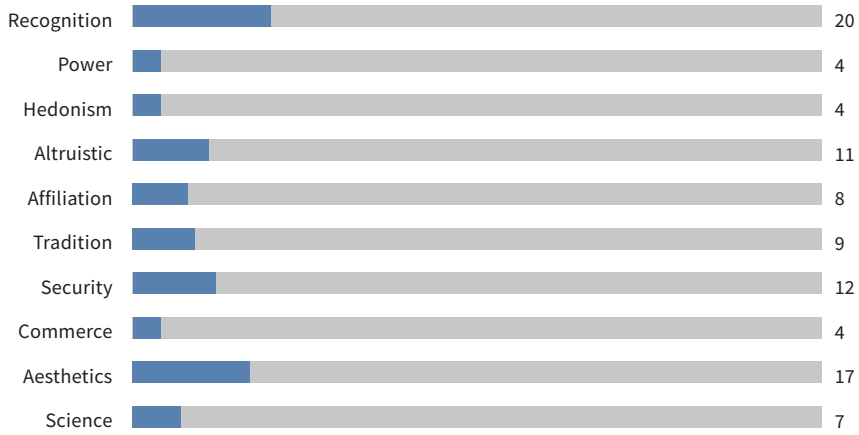
HPI Hogan Personality Inventory



HDS Hogan Development Survey



MVPI Motives, Values, Preferences Inventory



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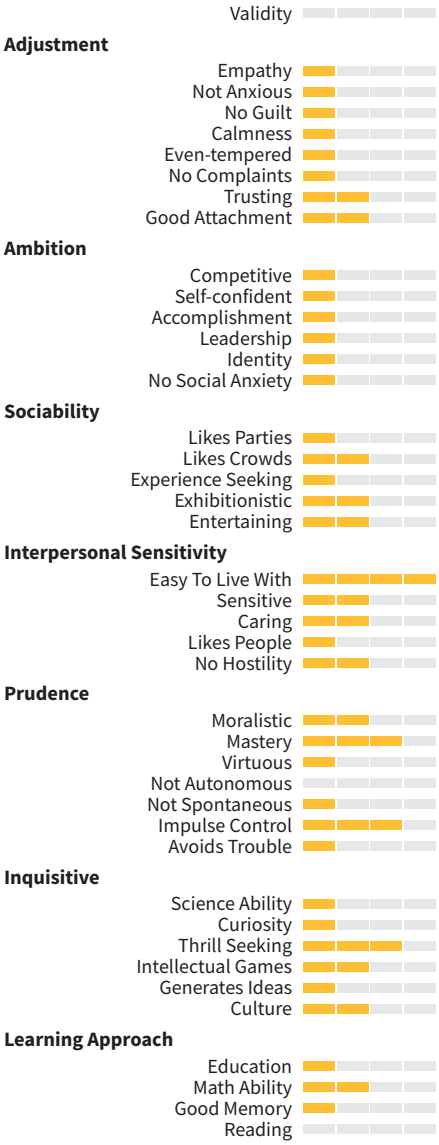
FLASH REPORT

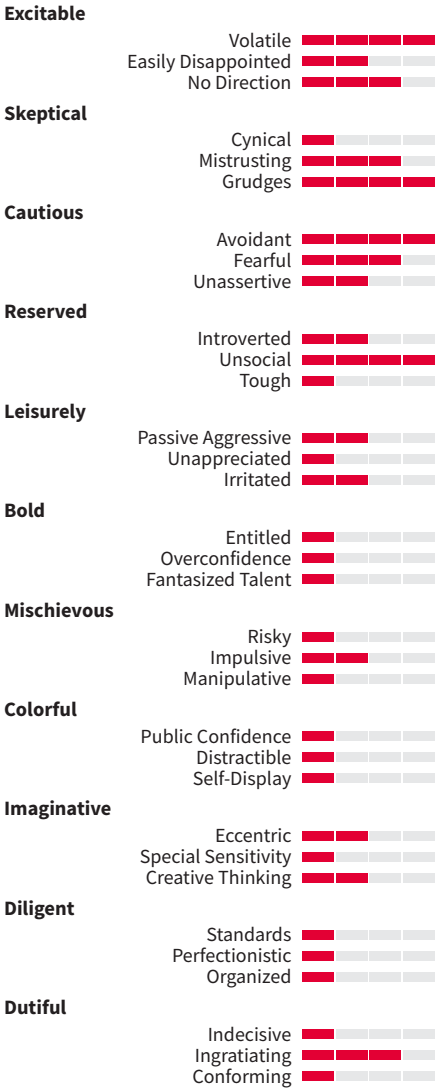
HPI

Subscale Scores



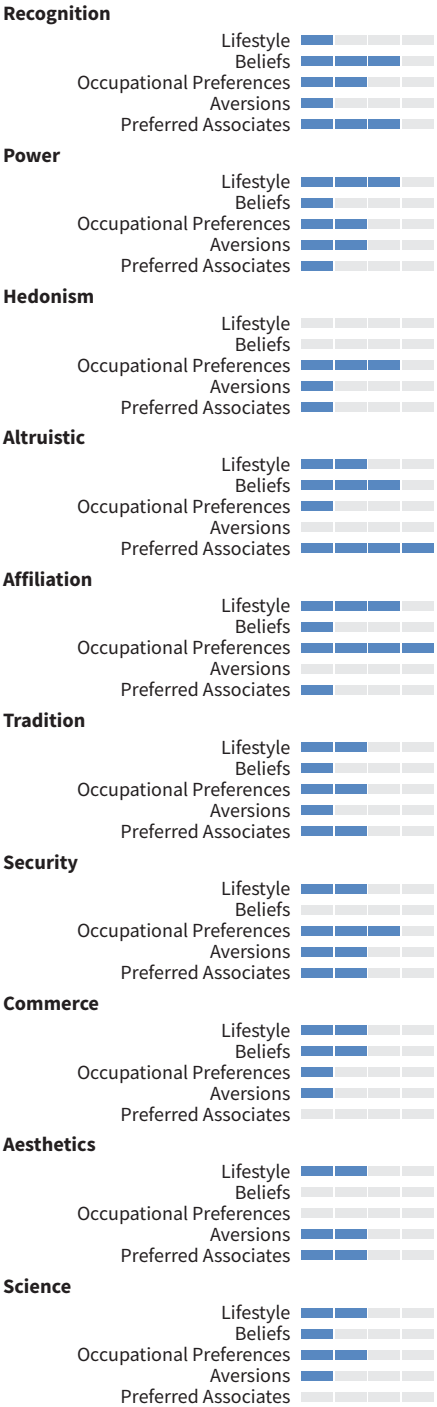
HDS

Subscale Scores



MVPI

Subscale Scores



HOGAN

LEADERSHIP FORECAST SERIES

POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

Report for: John Score-Average

ID: UH555944

Date: 11.08.2016

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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.

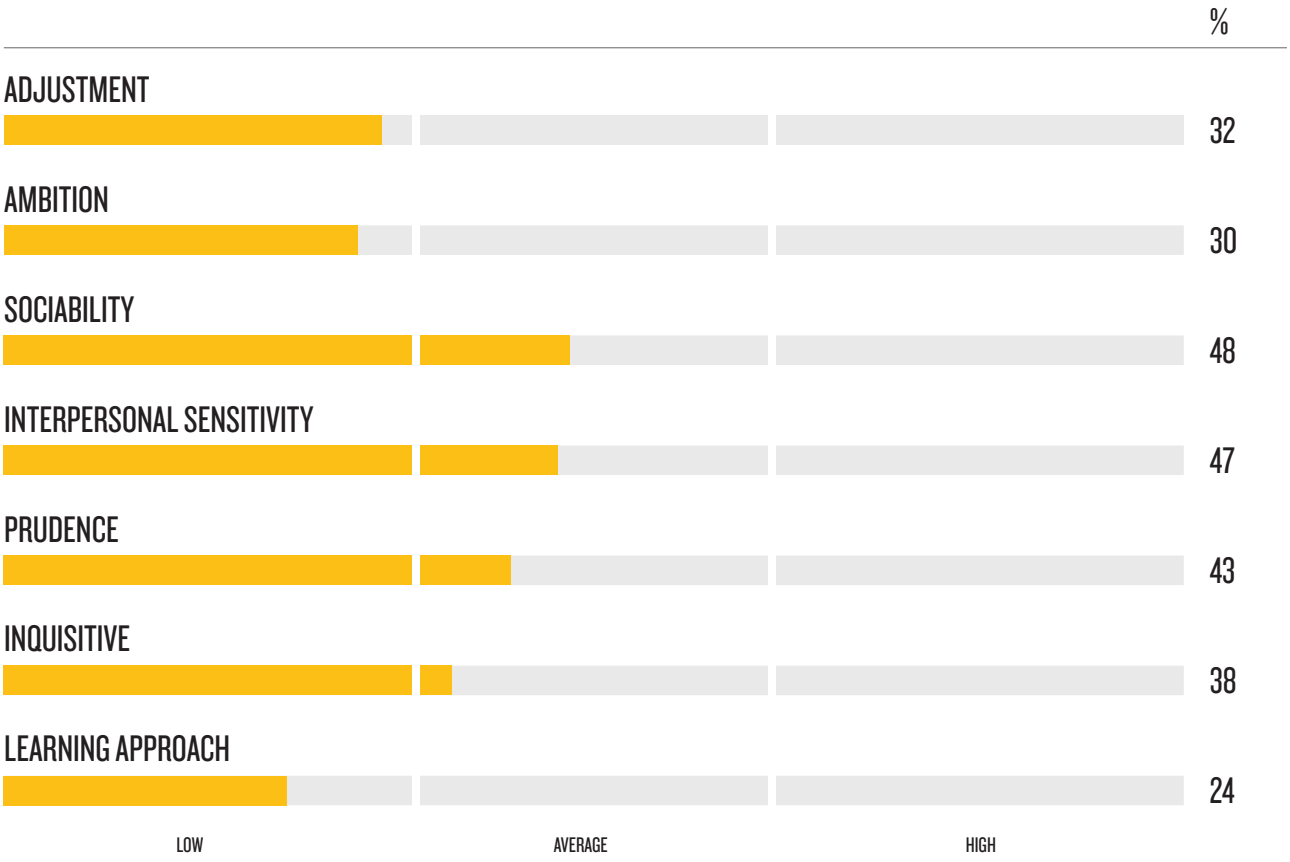
DEFINITIONS

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:

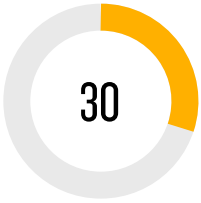
- If you find yourself being critical or negative, try to identify what triggers this behavior and be alert for those circumstances in the future.
- Remember that, as a leader, part of your job involves leading by example and staying positive.
- Ask a trusted colleague for feedback regarding your behavior.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

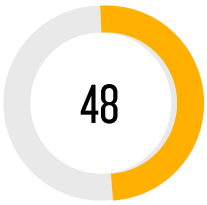
- Be aware of the needs of your internal customers. Let them know that you understand their issues, and commit to a specific plan of action to resolve these issues.
- Determine the amount of time required to complete assigned tasks, and clearly communicate this time frame to internal customers, peers, 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

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:

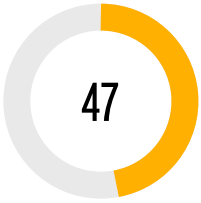
- Be sure that your network covers the relevant portions of your organization.
- Even though you may have a good organizational network, try to establish a relationship with at least one new department or work unit each quarter.
- Recognize that your network is changing, and that it needs to be nurtured 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:

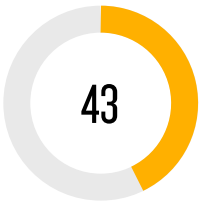
- Be sure to address problem issues promptly; do not wait until a crisis occurs before acting.

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:

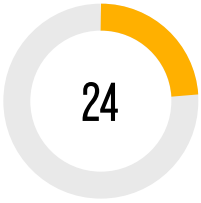
- You may tend to favor concrete goals to "big picture" concerns, but you understand both. As a leader, you should combine task orientation with a vision of the future.
- Your team members need to know your vision for the team and the organization. If you have not conveyed it, begin doing so now. The 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.

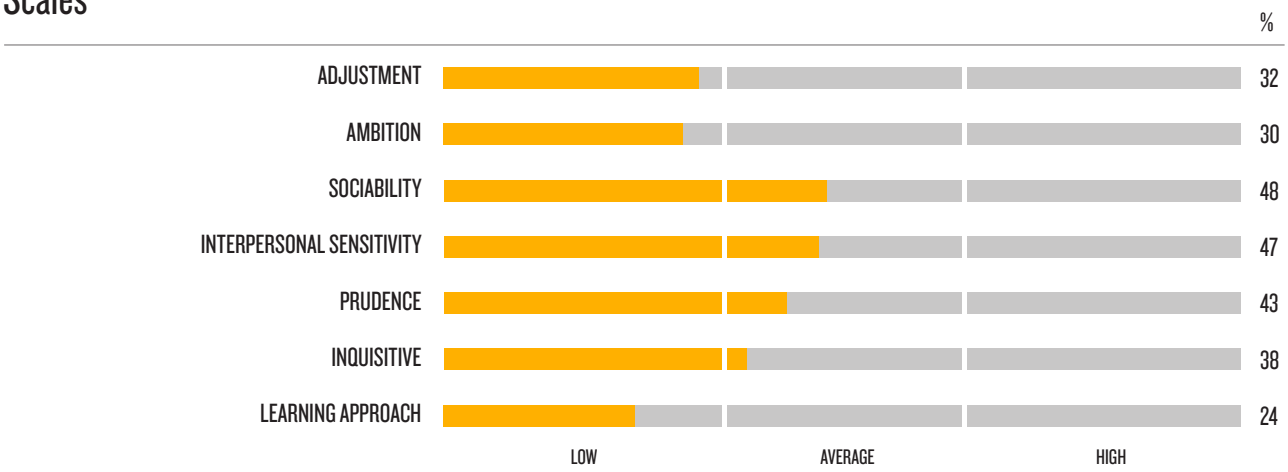
COMMUNICATING ACCURATELY:

- 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

- 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

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LEADERSHIP FORECAST SERIES

CHALLENGE

DERAILERS AND PERSONALITY-BASED PERFORMANCE RISKS

Report for: John Score-Average

ID: UH555944

Date: 11.08.2016

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INTRODUCTION

The Leadership Forecast Challenge Report is designed to help you develop as a leader. It will provide insights about your behavior that could potentially undermine or inhibit your performance. It then offers suggestions for leading people more effectively.

Leadership involves building and maintaining a high-performing team. Anything that detracts from your ability to build a team also detracts from your performance as a leader.

This report is based on the Hogan Development Survey (HDS). The results are based on our global leadership research, and are written for professionals and leaders.

BACKGROUND

When under pressure, most people will display certain counterproductive tendencies. We refer to these as "risk factors." Under normal conditions these characteristics may actually be strengths. However, when you are tired, pressured, bored, or otherwise distracted, these risk factors may impede your effectiveness and erode the quality of your relationships with customers, colleagues, and direct reports. Others may be aware of these tendencies but may not give you any feedback about them. Your boss may even ignore them.

This report is divided into three sections. First, there is a graphic representation of your profile. Second, you will find a scale-by-scale interpretation of your scores. Scores between the 90th and 100th percentile are in the High Risk Zone, scores between the 70th and 89th percentiles are in the Moderate Risk Zone, scores between the 40th and 69th percentile are in the Low Risk Zone and scores between the 0 to 39th percentile are in the No Risk Zone. The third section provides developmental recommendations for areas where you scored in the Moderate and/or High Risk Zones. No developmental recommendations are provided for scores in the No Risk and Low Risk Zones.

HOW DO RISK FACTORS DEVELOP?

Research indicates that leaders develop risk factors while learning to deal with parents, peers, relatives and others early in life. Behavior developed while you were young may become habitual and you may be unaware that you behave in certain ways.

INTRODUCTION

WAYS TO USE THIS INFORMATION

First, read the report carefully and decide which developmental suggestions apply to you. Mark those items with a plus (+), and put a minus (-) by those items to which you cannot relate. Second, invite feedback from peers, direct reports, and even family. Discuss your insights with them, and ask for reactions. A key ingredient for developing new leadership skills is enlisting the support of your direct reports, peers, and boss. Finally, study the developmental suggestions provided at the end of the report. These suggestions are offered for scores in the Moderate or High Risk Zones (i.e., scores at or above the 70th percentile).

DEFINITIONS

The eleven scales for the Leadership Forecast Challenge Report are defined below.

Excitable Concerns being overly enthusiastic about people or projects, and then becoming disappointed with them. Result: seems to lack persistence.

Skeptical Concerns being socially insightful, but cynical and overly sensitive to criticism. Result: seems to lack trust.

Cautious Concerns being overly worried about being criticized. Result: seems resistant to change and reluctant to take chances.

Reserved Concerns lacking interest in or awareness of the feelings of others. Result: seems to be a poor communicator.

Leisurely Concerns being independent, ignoring others' requests, and becoming irritable if they persist. Result: seems stubborn, procrastinating, and uncooperative.

Bold Concerns having inflated views of one's competency and worth. Result: seems unable to admit mistakes or learn from experience.

Mischievous Concerns being charming, risk-taking, and excitement-seeking. Result: seems to have trouble maintaining commitments and learning from experience.

Colorful Concerns being dramatic, engaging, and attention-seeking. Result: seems preoccupied with being noticed and may lack sustained focus.

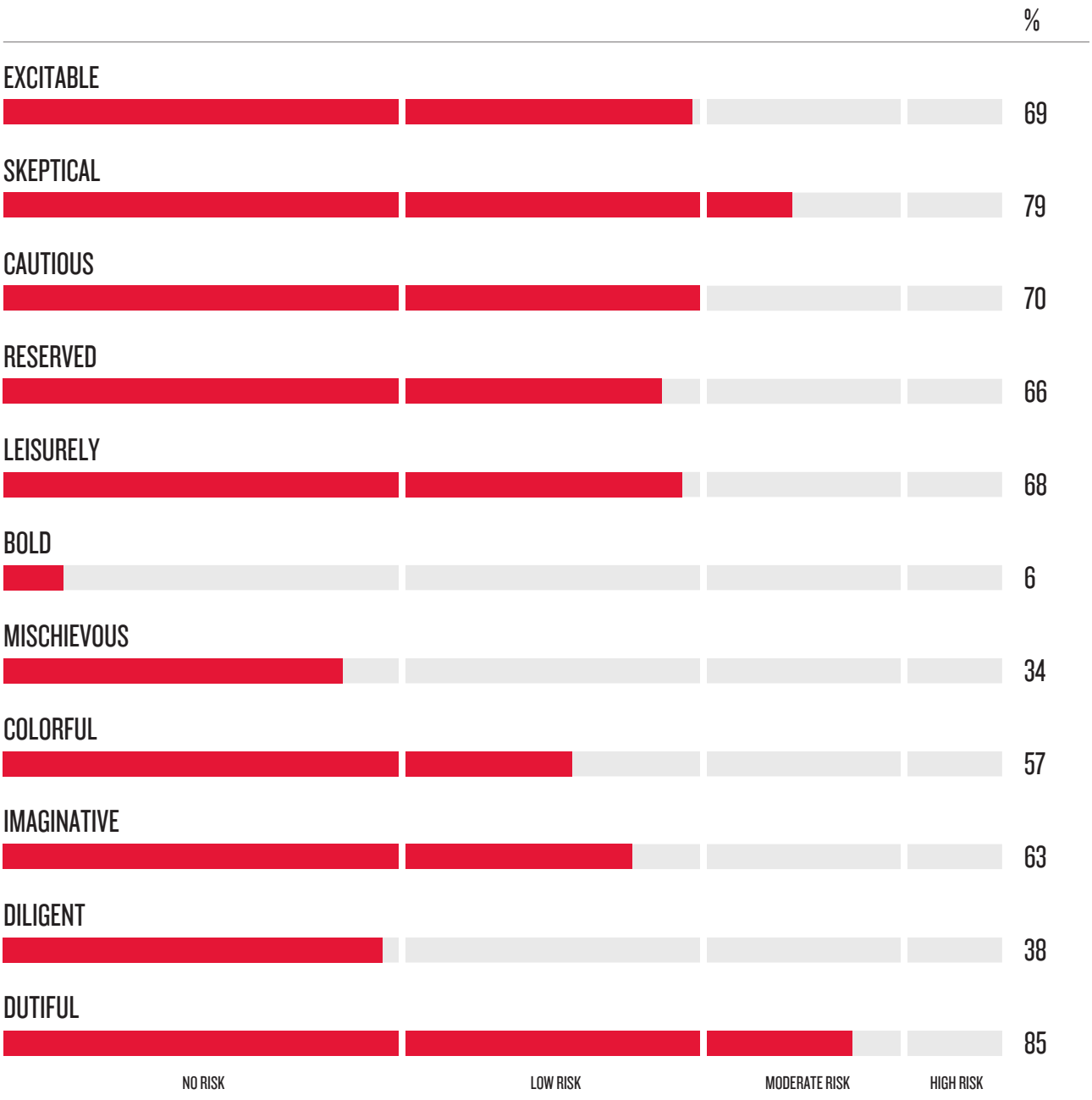
Imaginative Concerns thinking and acting in interesting, unusual, and even eccentric ways. Result: seems creative but possibly lacking in judgment.

Diligent Concerns being conscientious, perfectionistic, and hard to please. Result: tends to disempower staff.

Dutiful Concerns being eager to please and reluctant to act independently. Result: tends to be pleasant and agreeable, but reluctant to support subordinates.

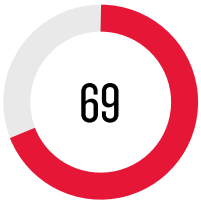
LEADERSHIP CHALLENGE PROFILE

Scales



EXCITABLE

Concerns being overly enthusiastic about people or projects, and then becoming disappointed with them.



LOW RISK

BEHAVIORAL IMPLICATIONS

You scored in the LOW RISK ZONE on this scale. Leaders with similar scores:

- Usually seem in a good mood.
- Handle frustration without getting upset.
- Usually seem enthusiastic.
- Usually seem calm in emergencies.
- Rarely get angry with others.

LEADERSHIP IMPLICATIONS

Your composed and steady demeanor will enhance your ability to maintain relationships and manage others. Your steadiness should also be an asset in fast paced environments. Your optimism and emotional maturity should facilitate your ability to manage your career, gain the support of others, and motivate them to produce results. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

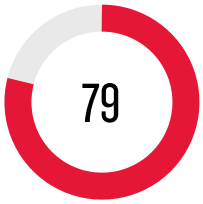
COMPOSURE Your team will appreciate your even temper, your predictable and calming influence in situations, and your tendency to hold things together in stressful times.

FAIRNESS TO OTHERS As a leader, you won't tend to get down on people, and your staff will respond to your even-handed treatment.

PERSEVERANCE As a leader, your coworkers will appreciate your persistence and ability to complete projects regardless of frustrations, roadblocks, and challenges. You are not likely to give up when the going gets tough, but to keep working until the job is done.

SKEPTICAL

Concerns being socially insightful, but cynical and overly sensitive to criticism.



MODERATE RISK

BEHAVIORAL IMPLICATIONS

You scored in the MODERATE RISK ZONE on this scale. Leaders with similar scores:

- Seem insightful about others' motives and about office politics.
- Take criticism personally.
- Tend to hold grudges.
- Can be argumentative.
- Can be hard to coach.

LEADERSHIP IMPLICATIONS

You are good at evaluating the talents and motives of others and this is a potentially valuable leadership skill. However, your skepticism regarding others' intentions may inhibit your ability to build and maintain relationships. People may perceive you as argumentative, and the feedback you provide subordinates may focus on their flaws, which could affect your impact. Your business strategy may tend to reflect a 'worst case scenario' and you may plan your career from a similar perspective.

COMPETENCY ANALYSIS

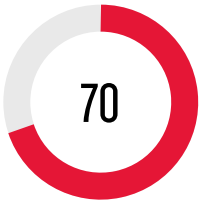
INFLUENCING AND PERSUADING OTHERS At times, you may seem suspicious and spend more time thinking about politics than core business issues. As a result, others may find you hard to deal with and it may be difficult for you to persuade them to cooperate with you.

OPENNESS TO IDEAS When presented with new ideas or suggestions, you tend to raise doubts and to bring the underlying political issues to the surface. At times this could cause you to seem resistant to new ideas. Others may see you as being better at identifying problems than finding alternative solutions.

OBJECTIVITY On certain issues, you may seem somewhat inflexible and set in your views. Others may not realize that you have reasons for your views and that you can be objective and see things from multiple perspectives.

CAUTIOUS

Concerns being overly worried about being criticized.



MODERATE RISK

BEHAVIORAL IMPLICATIONS

You scored in the MODERATE RISK ZONE on this scale. Leaders with similar scores:

- Seem to make good, low-risk decisions.
- Tend to need reassurance.
- May be reluctant to try new technologies.
- Fret over their mistakes.
- Worry about their staff's mistakes.

LEADERSHIP IMPLICATIONS

Because you dislike making mistakes and being criticized, you may tend to watch your staff closely to ensure that they get things right. Doing so may undermine their confidence. You may also be slow to make decisions, which could frustrate an action-oriented staff. You tend to avoid taking chances, which may prevent you from accepting difficult assignments. You may also manage your career so as to minimize mistakes. As a leader, you may develop a cautious and conservative vision of the future.

COMPETENCY ANALYSIS

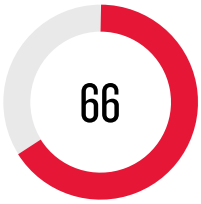
DECISIVENESS Your concern about making good decisions may cause you to gather more information than you need. Ultimately, this could prevent you from making timely decisions.

ACTION ORIENTATION You may tend to avoid taking action when you don't have all of the information. This could slow down processes, especially in times of crisis.

LEADING WITH CONFIDENCE Your concern about making the right decisions is a strength. However, others may see your deliberations as a lack of confidence in your own ability.

RESERVED

Concerns lacking interest in or awareness of the feelings of others.



LOW RISK

BEHAVIORAL IMPLICATIONS

You scored in the LOW RISK ZONE on this scale. Leaders with similar scores:

- Seem socially approachable and concerned about others.
- Ask questions in order to understand others.
- Seem considerate of others.
- Read people quickly.
- Help out when asked.

LEADERSHIP IMPLICATIONS

You seem to be friendly, outgoing, considerate, and tactful. You should be able to build and maintain relationships and motivate your staff, which are important leadership skills. You tend to be a team player and your interpersonal style should make you credible and even popular. You typically work well with a wide range of bosses, and are able to provide others with unbiased and helpful feedback. You should make few mistakes in terms of inadvertently alienating others. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

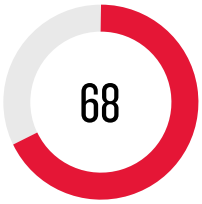
MOTIVATING OTHERS Your interpersonal style will allow you to build relationships with others, which will enhance your effectiveness in the organization.

RELATIONSHIP BUILDING You will be good at picking up social cues, understanding the social impact of different responses, and building rapport with peers, subordinates, and others.

APPROACHABILITY You tend to be outgoing, accessible, and approachable, even when under stress and heavy work loads.

LEISURELY

Concerns being charming, but independent, stubborn, and hard to coach.



LOW RISK

BEHAVIORAL IMPLICATIONS

You scored in the LOW RISK ZONE on this scale. Leaders with similar scores:

- Seem cooperative and coachable.
- Respect corporate policy.
- Seem patient even when interrupted.
- Help others when they fall behind.
- Support the management team.

LEADERSHIP IMPLICATIONS

Your score on this dimension suggests that you are cooperative and positive, and should be able to coach and develop others. You will work well with a variety of bosses and be responsive to feedback. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

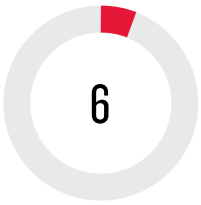
FOSTERING TEAMWORK You tend to be helpful and understand the importance of working together towards common goals and following through.

COOPERATION AND TIMELY RESULTS Your subordinates will appreciate your efforts to meet commitments and deliver timely results.

BUILDING TRUST Your desire to deliver on commitments and willingness to disagree openly, but respectfully, will make you a trustworthy and dependable leader.

BOLD

Concerns having inflated views of one's competency and worth.



NO RISK

BEHAVIORAL IMPLICATIONS

You scored in the NO RISK ZONE on this scale. Leaders with similar scores:

- Seem modest and unpretentious.
- Seem unlikely to interrupt, criticize, or challenge others.
- Avoid self-promotion.
- Accept responsibility for failures and mistakes.
- Lack a sense of entitlement.

LEADERSHIP IMPLICATIONS

You have a modest and unpretentious style and you should work well with a variety of bosses. You have a realistic view of your competence and importance, which will enhance your credibility. You may be reluctant to give others feedback on their poor performance, but probably would do so when asked. Your career plans may not be very aggressive, and you may be reluctant to nominate yourself for a key role in the future of the business, preferring to wait for others to notice your contributions. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

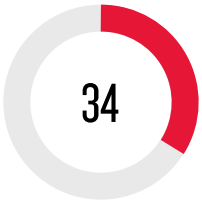
SEEING PERSPECTIVE Although you have ideas about how to develop new business, you may not promote them with sufficient vigor.

PERSONAL DEVELOPMENT You will listen to feedback and be willing to ask others (peers, stakeholders, etc.) for evaluations of your performance. This openness will facilitate your development.

DRIVE FOR RESULTS Your natural modesty and self-restraint may cause you to hold back and to set your aspiration level too low.

MISCHIEVOUS

Concerns being charming, risk-taking, and excitement-seeking.



NO RISK

BEHAVIORAL IMPLICATIONS

You scored in the NO RISK ZONE on this scale. Leaders with similar scores:

- Seem careful, responsible, and socially appropriate.
- Learn from their mistakes.
- Communicate respectfully.
- Follow corporate rules.
- Avoid taking unnecessary risks.

LEADERSHIP IMPLICATIONS

Your tendency to avoid unnecessary risks and play by the rules will make you a valued corporate citizen. Your boss will appreciate your dependability and trust you to think through the consequences of proposed actions. You are somewhat cautious by nature and you will make few mistakes in managing your career, however, you may not take many chances. When formulating business strategy, you will remember past mistakes and try to minimize risk. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

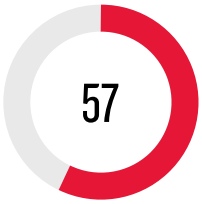
DECISION QUALITY You are a self-controlled and socially appropriate person and you care about the consequences of your actions. You learn from personal experiences and others' advice.

RISK TAKING You will not take on high-risk or speculative projects without carefully considering them and formulating a plan of action. At the same time, you may tend to avoid taking appropriate risks when necessary. Your natural cautiousness could cause you to miss opportunities to enhance your career.

LEARNING FROM EXPERIENCE You take responsibility for the consequences of your actions. You reflect on earlier outcomes as guides to future decisions and behavior. You may be reluctant to take action in situations where you have no experience from which to draw.

COLORFUL

Concerns being dramatic, engaging, and attention-seeking.



LOW RISK

BEHAVIORAL IMPLICATIONS

You scored in the LOW RISK ZONE on this scale. Leaders with similar scores:

- Seem unpretentious and socially appropriate.
- Do not seek the limelight.
- Support the performance of others.
- Seem to be good followers.
- Do not take themselves too seriously.

LEADERSHIP IMPLICATIONS

You don't need to be the center of attention and prefer to let your actions speak for themselves. You will manage with a light-touch and share credit with your staff. You should work well with a variety of bosses, who will like your willingness to share credit. However, your career may not advance as rapidly as your talent would suggest because of your reluctance to engage in self promotion. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

CELEBRATING SUCCESS You seem willing to support your subordinates, and you don't compete with them. More importantly, you are willing to share credit for success.

BUILDING MORALE Your personal modesty may make you reluctant to promote the accomplishments of your team. Your subordinates can only gain attention through your promotion of their achievements.

SELF-DEVELOPMENT You may not aggressively seek developmental opportunities for yourself and your staff. Without you finding learning experiences, the productivity of the group may diminish. Progress depends on learning and you are responsible for obtaining resources for team development.

IMAGINATIVE

Concerns thinking and acting in interesting, unusual, and even eccentric ways.

LOW RISK

BEHAVIORAL IMPLICATIONS

You scored in the LOW RISK ZONE on this scale. Leaders with similar scores:

- Make sensible decisions.
- Communicate intelligibly.
- Have reasonably creative ideas.
- Behave in a socially appropriate manner.

LEADERSHIP IMPLICATIONS

Your staff will appreciate the fact that you are practical and down to earth, and that you prefer to minimize surprises and crises. Your advice to coworkers will be sensible and practical. You are not necessarily a strategic or visionary planner, but you should be popular with a wide range of bosses because you are level-headed and dependable. You will plan your career in a sensible manner. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

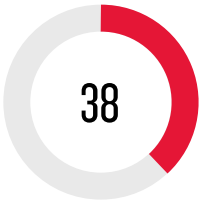
PROVIDING CLEAR DIRECTION You should communicate intelligibly no matter what the circumstances might be.

CREATIVITY You should be able to provide sensible solutions to problems even when you are pressured. In addition, you will be a good resource for evaluating the plausibility of ideas.

STAYING FOCUSED You should be able to stay focused on the relevant problems and issues, even in the midst of distractions.

DILIGENT

Concerns being conscientious, perfectionistic, and hard to please.



NO RISK

BEHAVIORAL IMPLICATIONS

You scored in the NO RISK ZONE on this scale. Leaders with similar scores:

- Seem undemanding and relaxed about rules.
- Do not micromanage their staff.
- Routinely delegate tasks.
- Tend to be flexible.
- Prioritize tasks appropriately.

LEADERSHIP IMPLICATIONS

You seem relatively relaxed and undemanding, and your tolerance and willingness to delegate should make you popular with your subordinates. This is because they sense that they are trusted. In addition, your delegating will give your staff opportunities to learn. Bosses like your tolerant, flexible, and forbearing attitude, but may wish you would pay more attention to the details of the business. You have no leadership development issues in this area.

COMPETENCY ANALYSIS

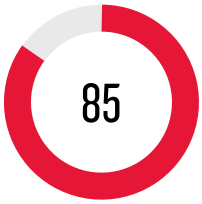
DEALING WITH AMBIGUITY You seem able to remain flexible and keep your options open, even when you are being pressured for results.

ADAPTABILITY You seem able to adapt to changing circumstances and priorities.

DELEGATING DOWNWARD You tend to delegate problem-solving authority to the appropriate level, even though the pressure to solve the problem may be intense.

DUTIFUL

Concerns being eager to please and reluctant to act independently.



MODERATE RISK

BEHAVIORAL IMPLICATIONS

You scored in the MODERATE RISK ZONE on this scale. Leaders with similar scores:

- Are agreeable, pleasant, and cooperative.
- Seem eager to please.
- Keep their boss informed.
- Seem to always support corporate policy.
- Are good team players.

LEADERSHIP IMPLICATIONS

You are a pleasant and accommodating person who does not like controversy. As a leader, you will be polite and attentive, but you may be reluctant to push or advocate on behalf of your staff. You are a good team player who works well with a variety of bosses; they will appreciate your loyal and cooperative attitude. You will seek advice and assistance for managing your career, and will be reluctant to make decisions without first consulting others.

COMPETENCY ANALYSIS

CONFRONTING CONFLICT You probably prefer to avoid conflict and confrontations and may be uncomfortable giving others negative feedback.

ACTING INDEPENDENTLY You may not make your views known on important and/or controversial issues and instead go along with the group.

SUPPORTING YOUR STAFF You may focus more on getting along with your boss than getting along with your staff, which can erode your credibility with your subordinates.

DEVELOPMENTAL RECOMMENDATIONS

The following developmental recommendations concern the dimensions where your score was in the MODERATE or HIGH RISK ZONE.

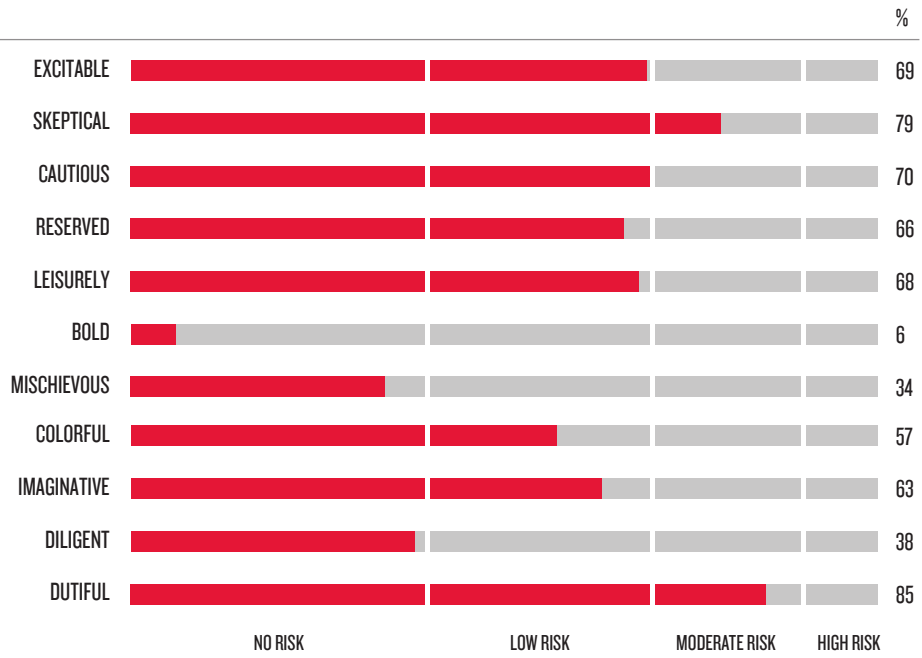
SKEPTICAL - MODERATE RISK

- When you are at your best, you are a perceptive and insightful judge of people and you have a superior understanding of organizational politics. You are a good resource for identifying potential hidden agendas and for analyzing and solving social and political problems.
- You will tend to distrust your coach; you should suspend judgment and give your coach a chance to try to help you. The same is true for others who care about you--you need to make an extra effort to appreciate what they are telling you and why.
- Be careful how you communicate with others. When you believe you are expressing honest opinions, others may see you as being argumentative. Be open to other points of view.
- You should try to be less critical and judgmental. Tell a trusted friend that you are trying to become more tolerant. Ask him/her to tell you when you are being excessively critical, defensive, or sensitive--and listen to his/her feedback.

DUTIFUL - MODERATE RISK

- You are a cooperative, congenial person who works well as part of a team. You are good at resolving disputes and soothing ruffled feelings, and you are a loyal supporter of good people and admirable causes.
- Remember that if you want your staff to be loyal to you, then you must be loyal to them, even if that means sometimes annoying superiors.
- When asked for your opinion, take your time, decide what you believe, and be prepared to defend it when challenged.
- Although you dislike conflict, there will be times when you must confront others and disagree with them. In the long run, your credibility depends on doing this.

Scales



Subscale Scores

Excitable
- Volatile
- Easily Disappointed
- No Direction

Bold
- Entitled
- Overconfidence
- Fantasized Talent

Diligent
- Standards
- Perfectionistic
- Organized

Skeptical
- Cynical
- Mistrusting
- Grudges

Mischievous
- Risky
- Impulsive
- Manipulative

Dutiful
- Indecisive
- Ingratiating
- Conforming

Cautious
- Avoidant
- Fearful
- Unassertive

Colorful
- Public Confidence
- Distractible
- Self-Display

Reserved
- Introverted
- Unsocial
- Tough

Imaginative
- Eccentric
- Special Sensitivity
- Creative Thinking

Leisurely
- Passive Aggressive
- Unappreciated
- Irritated

HOGAN

LEADERSHIP FORECAST SERIES

VALUES

CORE VALUES AND MOTIVATORS FOR LEADERSHIP ROLES

Report for: John Score-Average

ID: UH555944

Date: 11.08.2016

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Introduction

The Leadership Forecast Values Report describes your core values and goals and how they can affect your career. Values are an essential part of your identity—they describe who you are, what you stand for, and the environments in which you will flourish. Values powerfully shape the choices that you will make about work, play, and relationships; they will impact your career in four ways.

1. **Drivers:** Your values are your key drivers—the things in life that motivate you. Values determine your aspirations and symbolize what you strive for and hope to attain. Your values define what you desire in your work and life.
2. **Fit.:** Your values determine how well you will fit with any organizational culture. Organizational cultures typically reflect the values of senior management. People are happy and productive in cultures that are consistent with their values, and they are distressed and unhappy working in cultures defined by values that differ from their own.
3. **Leadership Style and Culture:** Your values reflect what you find rewarding and pay attention to or what you dislike and avoid. Thus, your values define the behavior that you like and reward and the behavior that you ignore or dislike. Consequently, your values shape the kind of culture that you, as a leader, will create for your staff and subordinates.
4. **Unconscious Biases:** Values influence the decisions you make—about people, projects, plans, and strategy. Values filter perceptions of experience, especially about what is desirable or undesirable, good or bad. Values typically operate outside conscious awareness and bias both thought and action.

Ways to Use this Information.

As you review this report, you may find that your values are inconsistent with your career or the demands placed on you by your role in your current organization. In addition, your day-to-day behavior may not help, and sometimes may even hinder, your ability to realize your career goals. You should not try to change your values if they don't fit with your career or organization. Rather, by becoming aware of your values and unconscious biases, you can begin to adapt your behavior in ways that will create a more productive working situation for yourself and your team.

This report is based on your scores on the Motives, Values, Preferences Inventory (MVPI). The report summarizes your key drivers, the kind of culture you will create as a leader, the organizational cultures that you will prefer (or should try to avoid), the factors that may unconsciously bias your decision making, and possible strategies for minimizing your biases and leading productively.

Ways to Use this Information.

The next page defines the ten MVPI scales and the following page presents a graphic representation of your values profile. This is followed by the report, which describes the meaning and implications of your score on each scale along the dimensions described above. Finally, the end of this report contains values-based development suggestions designed to help you to increase your leadership effectiveness. Please note that scores between the 65th and 100th percentile are considered high and represent goals towards which you strive on a daily basis. The higher the score, the more important a value or driver is to you in your work and personal life. Scores between the 36th and 64th percentile are average and represent values that are of mixed importance to you. In this range, you may find values that are pleasure points in your life or values where you are fairly indifferent. Scores between the 0 and 35th percentile are considered low and represent values that are not core drivers for you. The lower your score on a dimension in this report, the higher the likelihood that you are indifferent to that value.

High and low scores on every scale have important implications for careers.

The information in this report will help you better understand yourself and your values-driven tendencies. Armed with this information, you can capitalize on your strengths and minimize your tactical miscues. You can become more aware of the culture that you create and use this information to interact more successfully with others in your organization. In a competitive business environment, self-awareness and effective self-regulation are important assets that will allow you to become a more successful leader.

Definitions

The Leadership Forecast Values Report is based on your scores on the ten scales of the MVPI. Those scales are defined below.

RECOGNITION
Indifferent to Visibility vs. Wanting to be Noticed
Seeking fame, appreciation, and acknowledgment Low scorers are unconcerned about official attention; high scorers seek the spotlight.

POWER
Indifferent to Achievement/Competition vs. Being Perceived as Influential
Driving to achieve results, control resources, and gain responsibility. Low scorers are willing to follow; high scorers want to take charge and make a difference.

HEDONISM
Serious and Self-disciplined vs. Fun Loving and Enjoyment Seeking
Wanting fun, variety, and enjoyment in the workplace. Low scorers are restrained and self-disciplined; High scorers are fun-loving and want to enjoy work.

ALTRUISTIC
Valuing Self-Help vs. Wanting to Help the Others
Wanting to help people who are struggling or in need. Low scorers believe in self-reliance; high scorers selflessly extend help to others.

AFFILIATION
Independent vs. Wanting Social Contact
Seeking opportunities to build social networks and collaborate with people. Low scorers prefer to work alone; high scorers search for interaction and social acceptance.

TRADITION
Valuing Progress and Change vs. History and Convention
Respecting structure, rules, and authority. Low scorers challenge the status quo and are open to change; high scorers respect hierarchy, authority, and the ways of the past.

SECURITY
Risk Tolerant vs. Risk Averse
Wanting stability, structure, and order. Low scorers easily tolerate uncertainty and risk; high scorers value defined clarity and predictability.

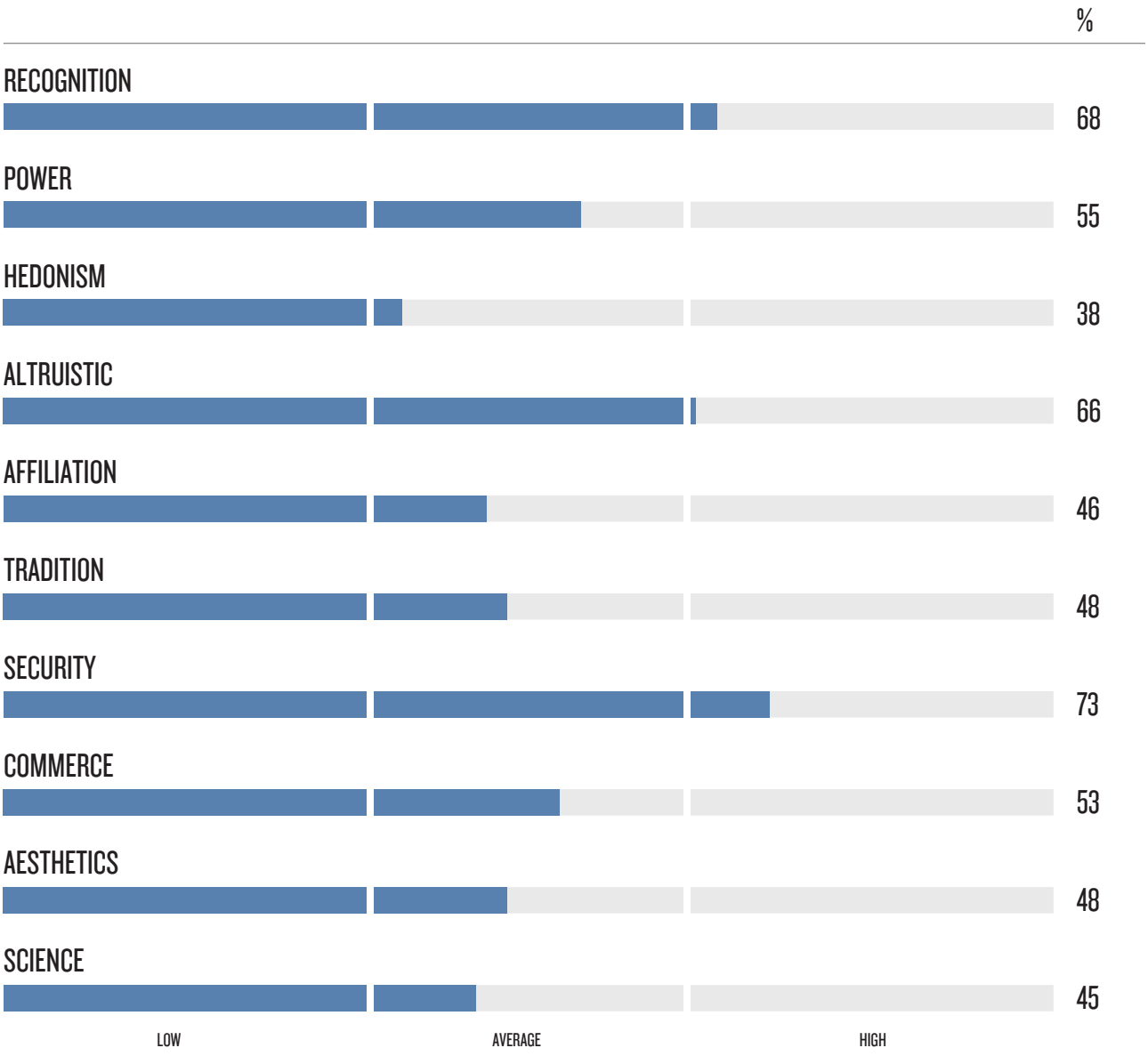
COMMERCE
Indifferent to Financial Matters vs. Focused on Commercial Outcomes
Seeking wealth and financial success. Low scorers have modest financial aspirations; high scorers pay close attention to financial matters.

AESTHETICS
Practical vs. Creative
Creating work products with a focus on innovation, style, and appearance. Low scorers care about functionality; high scorers care about creative self-expression and the look and feel of their work.

SCIENCE
Intuitive vs. Analytical
Preferring a rational, objective approach to decision-making. Low scorers prefer quick, intuitive decisions; high scorers prefer deliberate, data-based decisions.

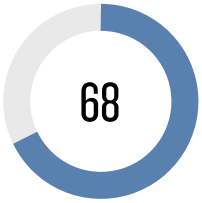
LEADERSHIP VALUES PROFILE

Scales



RECOGNITION

Seeking fame, appreciation, and acknowledgment.



Drivers

You tend to be personally motivated by a desire to:

- Stand out from the crowd
- Have others notice your achievements
- Be approved and respected by your peers
- Be in the spotlight when you have a contribution to make
- Create a legacy for which you will be known

Fit

You should be most comfortable working in environments that:

- Acknowledge good performance
- Encourage managers to praise successful performance
- Offer opportunities to work on high profile projects
- Reward individual contributions

And you tend to dislike environments that:

- Minimize status
- Don’t acknowledge the contributions of high performers

Leadership Style and Culture

As a leader, the culture you create tends to:

- Celebrate success often
- Define tangible measures of achievement
- Recruit high potential staff
- Be upbeat, positive, and energetic
- Ensure that your contributions are recognized

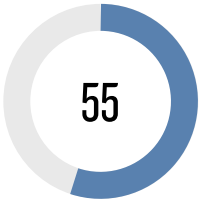
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may encourage staff to seek your approval
- You may demotivate more modest employees by overusing public praise and recognition
- You tend to seek the attention of senior management
- You tend to make decisions based on how they may play in public
- You may not always share credit for accomplishments with colleagues and staff

POWER

Driving to achieve results, control resources, and gain responsibility.



Drivers

You tend to be personally motivated by a desire to:

- Get things done
- Make a difference
- Become an important contributor to the organization
- Lead change
- Set your own agenda and define your own goals

Fit

You should be most comfortable working in environments that:

- Value hard work and productivity
- Reward effort and success
- Provide opportunities to contribute
- Allow you to take initiative

And you tend to dislike environments that:

- Seem complacent or slow-moving
- Fail to acknowledge individual contributions

Leadership Style and Culture

As a leader, the culture you create tends to:

- Emphasize getting things done
- Compete for business
- Celebrate success
- Value high performing teams
- Reward people who have contributed the most to success

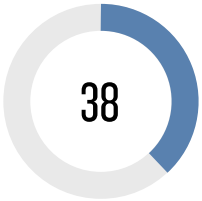
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may assume that other people want to work as hard as you do
- You may often overestimate the likelihood of success
- You tend to see most situations as competitive
- You may fail to share success with other contributors
- You may overestimate the organization's competence and resilience

HEDONISM

Wanting fun, variety, and enjoyment in the workplace.



Drivers

You tend to be personally motivated by a desire to:

- Be respected for your professionalism
- Maintain a well-planned and organized workplace
- Limit disruptions of standard routine
- Promote civility and good manners at work
- Put business before pleasure

Fit

You should be most comfortable working in environments that:

- Feature well-defined and well-structured roles
- Are serious, businesslike, and professional
- Develop leaders who are good role models
- Minimize frivolity and distractions

And you tend to dislike environments that:

- Are disorganized or spontaneous in their approach to work
- Allow employees to behave in overly informal ways

Leadership Style and Culture

As a leader, the culture you create tends to:

- Maintain a businesslike demeanor
- Minimize frivolity at work
- Conform to proper processes
- Treat people with respect
- Ensure that workflow is organized and predictable

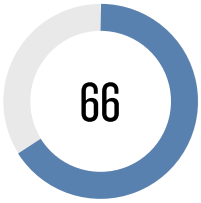
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may prefer to make decisions based on standard operating procedures
- You may tend to avoid self-indulgence and excess
- You may prefer to observe status and hierarchy distinctions
- You may prefer to complete tasks in standardized ways
- You may resent those who don’t give work the consistent attention it deserves

ALTRUISTIC

Wanting to help people who are struggling or in need.



Drivers

You tend to be personally motivated by a desire to:

- Enhance staff morale and welfare
- Promote fairness and social justice
- Temper the drive for results with a concern for others
- Improve the plight of the disadvantaged
- Encourage people who are experiencing setbacks

Fit

You should be most comfortable working in environments that:

- Treat people with respect
- Take staff welfare seriously
- Use consensus based decision making
- Are concerned with humanitarian issues

And you tend to dislike environments that:

- Are instrumental and profit obsessed
- Fail to respect the needs of those who are struggling

Leadership Style and Culture

As a leader, the culture you create tends to:

- Take staff morale into consideration
- Feature consensual and inclusive decision-making
- Be willing to accommodate individual wants and needs
- Avoid offending or insulting anyone
- Encourage mutual support and understanding

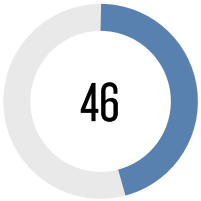
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may attempt to promote consensus and harmony
- You may sometimes treat morale as more important than productivity
- You tend to make decisions based on feelings rather than finances
- You may be reluctant to give negative feedback to staff and subordinates
- You may worry—sometimes excessively—over the right course of action

AFFILIATION

Seeking opportunities to build social networks and collaborate with people.



Drivers

You tend to be personally motivated by a desire to:

- Find some private time at work
- Solve problems by yourself
- Be able to concentrate and focus
- Work with known associates
- Avoid interacting with strangers

Fit

You should be most comfortable working in environments that:

- Reward individual contributions
- Encourage people to stick to their roles
- Require minimal social contact with clients
- Minimize gatherings after work

And you tend to dislike environments that:

- Emphasize solving problems in teams
- Expect interaction outside the group

Leadership Style and Culture

As a leader, the culture you create tends to:

- Require teamwork only when necessary
- Permit people to get on with their own work
- Keep meetings to a required minimum
- Sponsor very few after work events
- Limit committee work

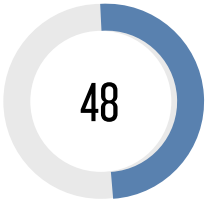
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may assume that people will do their best work on their own
- You may assume that everyone is (or should be) self-reliant
- You may assume that solving problems in groups is non-productive
- You may believe that highly social environments waste time

TRADITION

Respecting structure, rules, and authority.



Drivers

You tend to be personally motivated by a desire to:

- Question convention and authority
- Minimize external controls
- Seek novelty, change, and exploration
- Generate novel solutions to problems
- Pursue non-traditional work or careers

Fit

You should be most comfortable working in environments that:

- Are democratic and consultative
- Challenge, innovate, and experiment
- Tolerate diversity
- Encourage initiative

And you tend to dislike environments that:

- Are marked by authoritarian leadership
- Treat employees as expendable commodities

Leadership Style and Culture

As a leader, the culture you create tends to:

- Tend to be relaxed and informal
- Encourage spontaneity, openness, and initiative
- Value new ideas
- Seek interesting and novel projects
- Empower staff

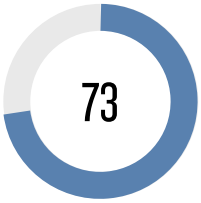
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You tend to challenge authority
- You may dislike setting expectations for others
- You tend to be concerned with finding new ways to do things
- You may make decisions that promote autonomy and self-direction
- You may make decisions that reduce hierarchy

SECURITY

Wanting stability, structure, and order.



Drivers

You tend to be personally motivated by a desire to:

- Be seen as sensible and practical
- Avoid taking unnecessary risks
- Be known as pragmatic and tough
- Generate clear results and expectations
- Know and understand the facts

Fit

You should be most comfortable working in environments that:

- Are stable and prudent
- Contain leaders who are pragmatic and cautious
- Minimize politics and emphasize accountability
- Feature organic growth

And you tend to dislike environments that:

- Seem careless about making risky decisions
- Implement intuitive solutions to problems

Leadership Style and Culture

As a leader, the culture you create tends to:

- Avoid unnecessary risk
- Be reliable, professional, and ethically sound
- Value stability and long-term planning
- Focus on compliance and process following
- Reward high quality, well thought-out decisions

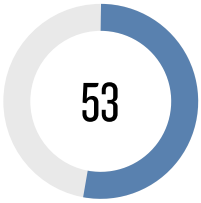
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may avoid decisions based on sentiment and feelings
- You may trust action and mistrust intuition
- You may avoid unnecessary risks
- You may resist deviations from accepted practice
- You may need hard data to justify decisions

COMMERCE

Seeking wealth and financial success.



Drivers

You tend to be personally motivated by a desire to:

- Achieve and succeed
- Outperform the competition and win
- Gain status and the control of resources
- Make money
- Work on tasks that have financial implications

Fit

You should be most comfortable working in environments that:

- Are hard charging and competitive
- Favor high risk and high reward strategies
- Rigorously evaluate performance
- Are task oriented and professional

And you tend to dislike environments that:

- Are bureaucratic or slow-growing
- Do not identify pathways to success

Leadership Style and Culture

As a leader, the culture you create tends to:

- Be aggressive and business focused
- Be competitive and aspirational
- Hold people accountable for performance
- Focus on the competitive landscape
- Set challenging goals for teams

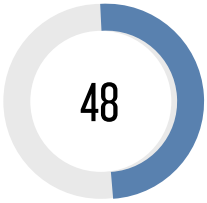
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may appreciate symbols of success
- You may favor high risk and high reward strategies
- You may tend to push your team to beat the competition
- You tend to rigorously evaluate performance
- You may like people who are task oriented and professional

AESTHETICS

Focusing on innovation, style, and appearance.



Drivers

You tend to be personally motivated by a desire to:

- Make decisions based on established facts
- Deliver practical and workable solutions
- Translate vague ideas into practical reality
- Avoid seeming weak and indecisive
- Emphasize substance over style

Fit

You should be most comfortable working in environments that:

- Are procedural and organized
- Work with tangible products and goals
- Are practical and action-oriented
- Have a traditional masculine orientation

And you tend to dislike environments that:

- Are so fraught with emotion that nothing gets done
- Use style to obscure practicality

Leadership Style and Culture

As a leader, the culture you create tends to:

- Mistrust emotion and sentiment
- Emphasize functionality and minimize frills
- Minimize concern with design issues
- Make decisions based on facts rather than feelings
- Focus on outcomes over process

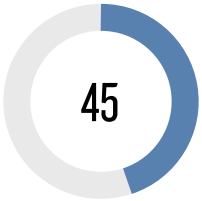
Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You may not be especially interested in marketing issues
- You may have little interest in why something works
- You may show only mild concern with staff morale
- You may tend to avoid speculation and theoretical discussions
- You may focus on hard facts and prior experience

SCIENCE

Preferring a rational, objective approach to decision-making.



Drivers

You tend to be personally motivated by a desire to:

- Make decisions and move on
- Pay attention to the practical realities of business and life
- Be specific, concrete, and functional
- Trust your gut feelings
- Avoid becoming overwhelmed by complexity

Fit

You should be most comfortable working in environments that:

- Are pragmatic, practical, and grounded
- Emphasize action over contemplation
- Mistrust hypotheticals
- Focus on what can be done with the resources available

And you tend to dislike environments that:

- Require extensive data-based justification for decisions
- Are prone to “paralysis by analysis”

Leadership Style and Culture

As a leader, the culture you create tends to:

- Prefer quick and intuitive decision making
- Favor action over reflection
- Be practical and tactical
- Avoid endless discussions of possible solutions
- Be impatient with data-based decision making

Unconscious Biases

You may not be aware of the following aspects of your leadership style:

- You tend to be impatient with hypothetical problems
- You may be impatient with overly careful decision-making
- You may value intuition to solve most problems
- You tend to emphasize the tactical over the strategic
- You may desire clarity and simplicity

Development Opportunities

RECOGNITION

- Find ways for your staff and colleagues to gain recognition
- Ask others for feedback regarding your leadership performance
- Be sure to share credit for accomplishments
- Encourage others to share and contribute ideas

POWER

- Share credit when working on a team
- Be realistic about the problems you meet while working on projects
- Recognize that not all projects are competitions
- Solicit ideas and suggestions from others

HEDONISM

- Recognize that your staff may be more productive if you allow them to relax once in a while
- Encourage “brainstorming” and creative problem solving
- Find ways to reduce your need to “take your work home”
- Allow subordinates to personalize their offices or workstations

ALTRUISTIC

- Don’t allow concerns about staff morale to affect your performance standards
- Base decisions on data as well as sentiment
- Make sure your staff understands what you expect of them
- Stay focused on the task at hand while respecting your staff as individuals

AFFILIATION

- Socialize more often with staff and clients—they will appreciate it
- Offer your staff multiple projects and roles; don’t insist that they specialize in their work
- Use work teams to solve the problems that impact them
- Let subordinates know when they have done well and how they can improve

Development Opportunities

TRADITION

- Remember that some people like and need rules
- Show respect for company expectations by staying on schedule for your performance goals
- Remember that not all of your subordinates will be self-motivated; give them clear direction and guidance
- Give your staff specific feedback regarding success and areas for improvement

SECURITY

- Be sure to invite the creative members of your staff to share their ideas
- Are confident enough to base decisions on “gut feelings” as well as data
- Forget about honest mistakes
- Stay alert for new procedures that will allow you to accomplish your team’s mission

COMMERCE

- Make sure you learn to manage work stress effectively
- Ask your staff to contribute ideas for improving productivity
- Be sure that your focus on immediate results doesn’t interfere with long-term performance
- Understand that some of your employees may not respond well to competitive pressure

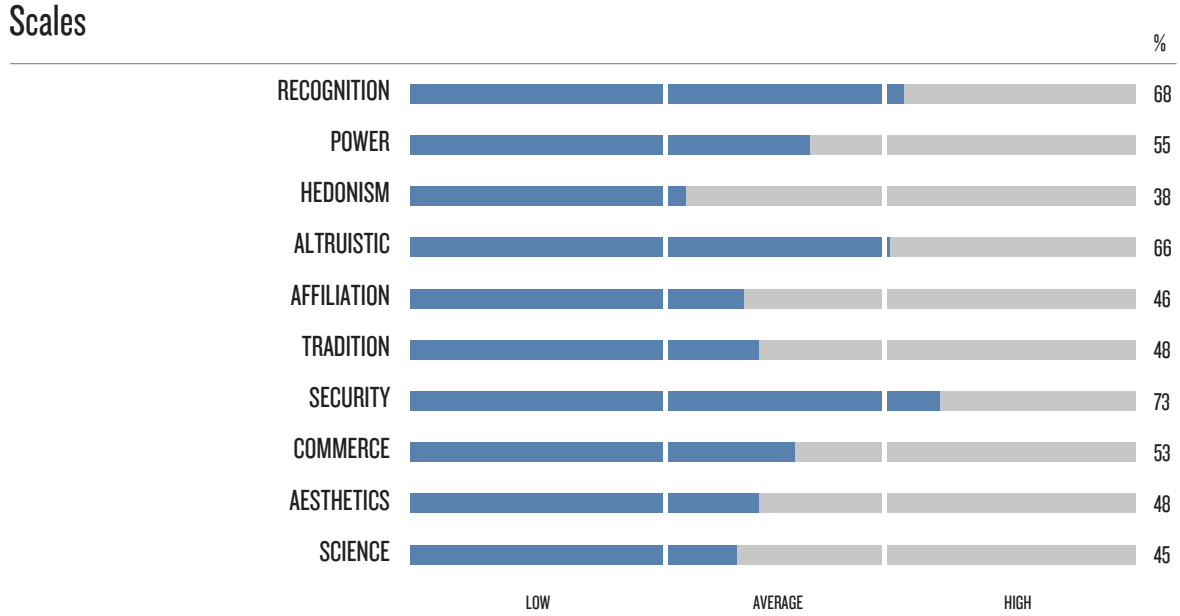
AESTHETICS

- Think carefully about potential gaps in the marketing effort
- Invite your staff to offer ideas about how to improve morale
- Think about the public image of you and your company
- Discuss with your colleagues possible future strategies for your team and the organization

SCIENCE

- Stay up to date with the innovations in your industry
- Challenge the traditional assumptions guiding your business
- Ask your staff to provide data to support their ideas and recommendations
- Find objective ways to evaluate the productivity of your team

Scales



Subscale Scores

HOGAN

LEADERSHIP FORECAST SERIES

COACHING

DEVELOPMENT PLAN FOR STRATEGIC SELF-AWARENESS

Report for: John Score-Average

ID: UH555944

Date: 11.08.2016

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Introduction

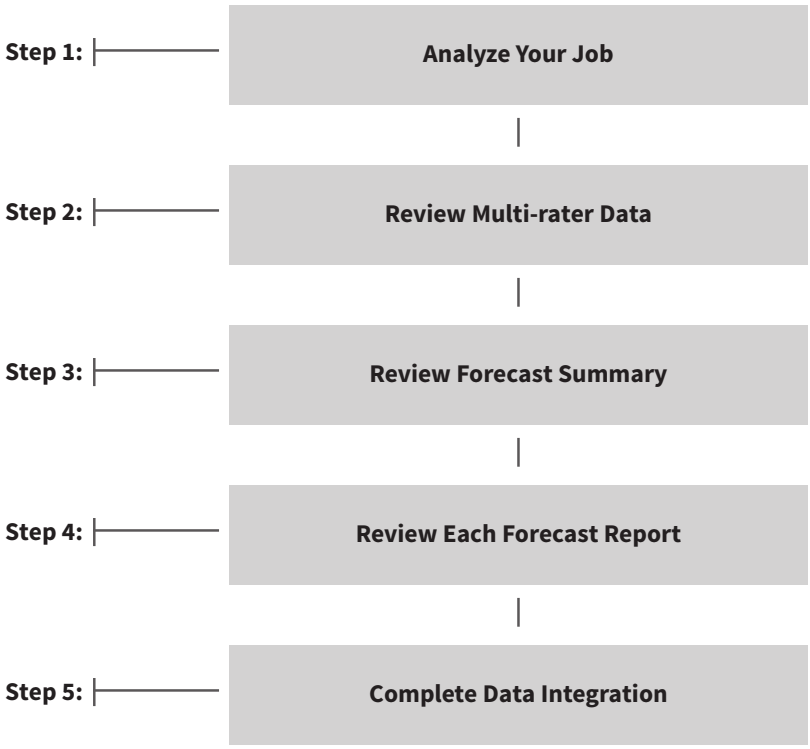
The Coaching Report is designed to guide you through the development planning process. The report will help you bring together the results from the Leadership Forecast Reports (and any other assessment data you may have) and integrate those results into a comprehensive development plan. You can make effective use of this report on your own or in conjunction with a more formal coaching process. The report includes the following components:

- Process Checklist designed to walk you through building a development plan
- Development Model that provides guidance for integrating assessment data
- Job Analysis Worksheet to better understand the target job for your development effort
- Multi-rater Worksheet to indicate 360 results or behavioral examples
- Forecast Summary that overviews the results of your Leadership Forecast Reports
- Assessment Worksheet to summarize results of your Leadership Forecast Reports
- Data Integration Worksheet to organize all results into an overall performance snapshot
- Development Planning Form to record your development information (Appendix A)

Process Checklist

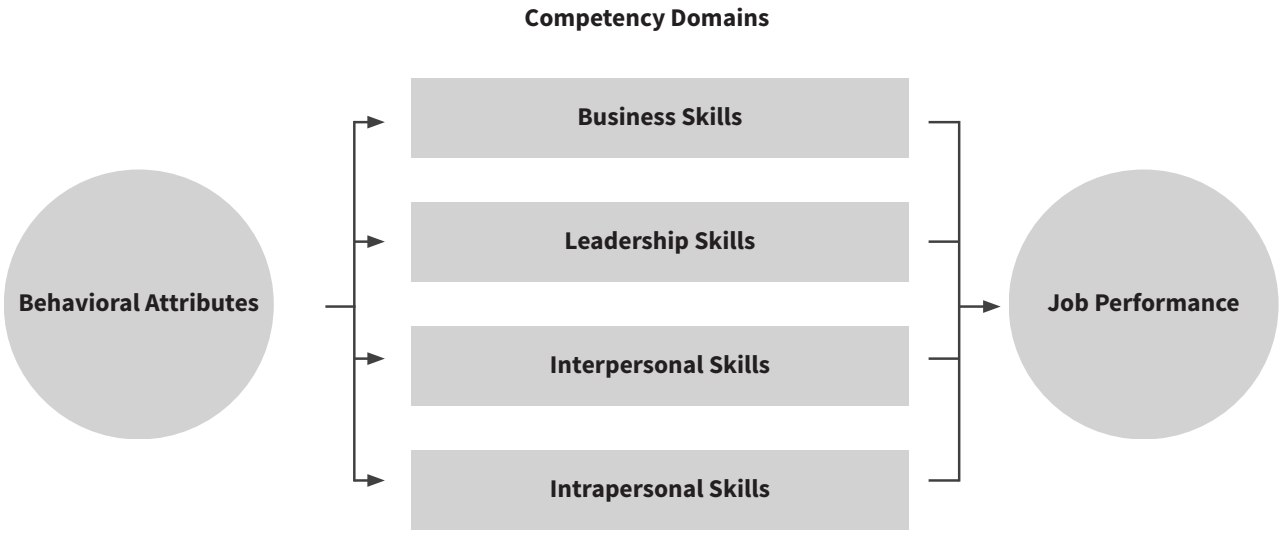
The process checklist shown below outlines the steps necessary to fully understand the large volume of information you now have regarding your development and how to use the information to create a comprehensive development plan. Before you begin to build your development plan, you should carefully read the next section outlining the Hogan Development Model. The model provides an excellent overview of the steps involved in creating a development plan.

This report follows the sequence of steps listed below beginning with the section following the Hogan Development Model.



General Model

One of the most difficult challenges associated with development is sifting through performance data and targeting areas for change. The Hogan Development Model is a simple way of meeting this challenge. The model has three components: Behavioral Attributes, Competency Domains, and Job Performance. Behavioral Attributes describe "why we do what we do." Competency Domains describe "what we do and how we do it." Job Performance represents the requirements necessary to be successful in a job. If you have development information on your Behavioral Attributes and Competency Domains, you can relate that information to job requirements. Accurately targeting development is a matter of choosing those areas that you can reasonably expect to change and, if you make the change, it will produce a noticeable performance improvement. The best targets are those that will produce the most improvement with the least amount of effort to change.



Job Performance

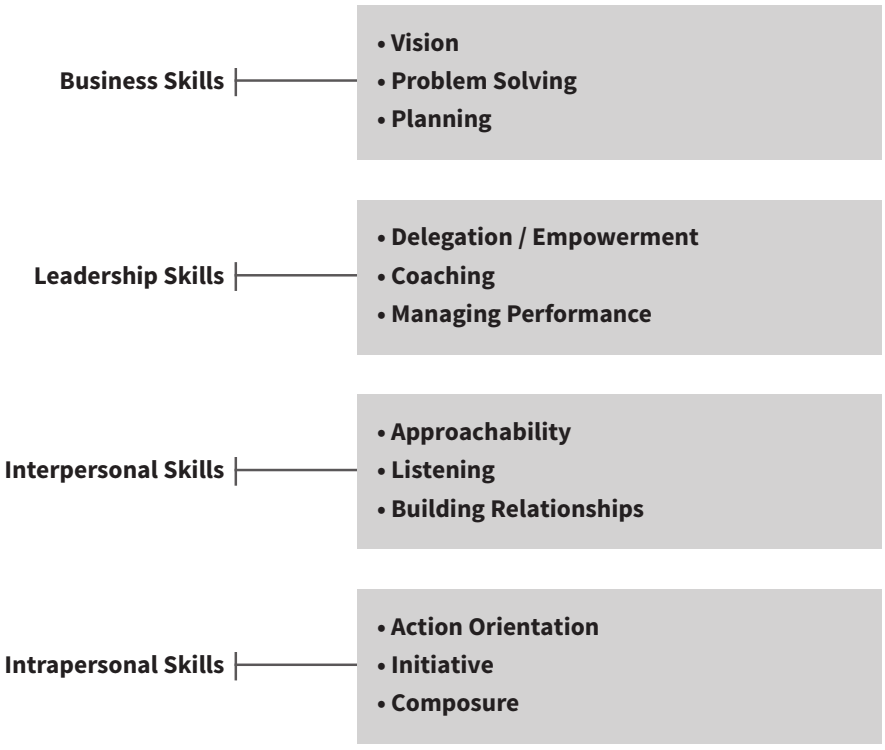
An appropriate development target should have a significant impact on job performance. If you understand the requirements of the job that impact successful performance, then targeting development is a matter of lining up the three components of the model. You should think about job requirements in terms of the Competency Domains. In other words, consider the competencies responsible for successful performance and group them according to the four domains. The domains will then serve as an organizing structure for all development planning activities. Your manager is probably the best source of information regarding those competencies most responsible for successful performance.

Competency Domains

Competency Domains are clusters of competencies that tend to go together. They are best measured using on-the-job behavioral examples obtained through feedback. This can be done systematically using a 360 rating process or by simply asking for feedback from those individuals that know your work best. Four domains capture most of the competencies that commonly occur in business. Business Skills include competencies that can be done on your own and usually are thoughtful in nature. Leadership Skills include competencies used in managing others. Interpersonal Skills encompass competencies used in getting along with others. Finally, Intrapersonal Skills refer to competencies considered to be at the core of how one approaches any work assignment.

The Competency Domains have an important developmental relationship to each other. Intrapersonal Skills develop early in life followed by Interpersonal, Leadership, and Business Skills. The earlier in life a skill is developed, the more difficult it is to change. For example, planning skills (Business Skills Domain) are much easier to develop than initiative (Intrapersonal Skills Domain). This distinction should be considered when choosing development targets.

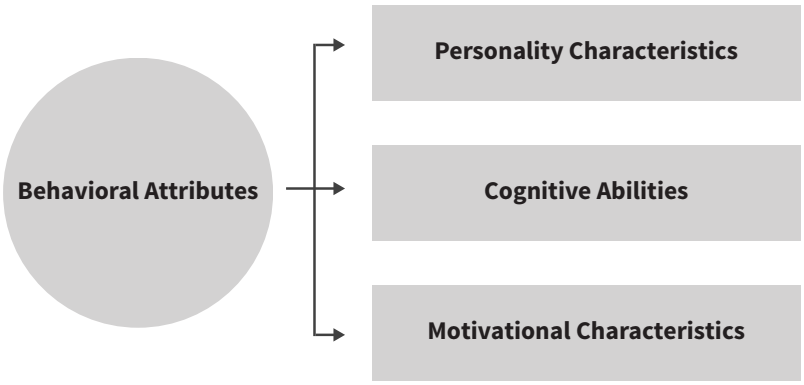
WHAT WE DO AND HOW WE DO IT, MEASURED USING JOB-RELATED FEEDBACK



Behavioral Attributes

Behavioral Attributes are best measured by assessment inventories that are capable of looking beyond a small sample of behaviors to provide a description of "why" those behaviors occur in the first place. Behavioral Attributes are comprised of personality characteristics, cognitive abilities, and motivational characteristics. The Leadership Forecast Potential Report and Challenge Report both provide excellent measures of personality characteristics. A measure of critical thinking such as the Watson-Glaser Critical Thinking Inventory is a good measure of cognitive abilities. Motivational characteristics speak to our wants and desires and are often manifested in our values. The Leadership Forecast Values Report provides a good understanding of motivational characteristics. Understanding your personality characteristics, cognitive ability, and motivational characteristics is the foundation for development. Knowing "why you do what you do" often dictates the targets you are likely to be successful in changing. It may also dictate the change strategy with the highest probability of success.

WHY WE DO WHAT WE DO, MEASURED USING ASSESSMENT INVENTORIES



Applying the Model

You now have a better understanding of the three components of the model. The next step is to apply these components to create a high impact development plan. The following example uses a sales job to illustrate how the model works.

Sales jobs have many critical requirements including planning (Business Skills), listening (Interpersonal Skills), and initiative (Intrapersonal Skills). In analyzing the sales job, you find that initiative is the most important competency followed by listening, then planning. In reviewing Competency Domain data (from your 360 ratings), you were rated high in initiative, but low in listening and planning.

Turning to data on your Behavioral Attributes, you were somewhat low on personality characteristics associated with listening and planning. Since you have Competency Domain and Behavioral Attribute data that indicate weaknesses in listening and planning, which one should be the primary target for development? You have to use some judgment at this point. Since listening was rated as more important to success than planning, it would be reasonable to target listening. However, it is important to realize that your listening skills develop long before your planning skills and will be a more challenging development target. You essentially have to balance the development challenge with the potential impact on successful job performance. In this case, it would be reasonable to conclude that, as a sales person, listening skills take priority over planning skills.

The following pages will help you apply this model in building a development plan for your target job.

Step 1 – Analyze Your Job

The starting point in building your development plan is to identify the key requirements of your job that are responsible for successful performance. Spend a few minutes thinking about the truly important requirements for success. You may want to ask your manager just to make sure you fully understand the requirements that will lead to success. In the space below, write down the competencies that are critical to success, grouping them according to the Competency Domains. Once you have listed them, describe in your own words what you think is the most important job requirement for each domain.

Domains	Competencies	Describe the most important requirement
BUSINESS		
LEADERSHIP		
INTERPERSONAL		
INTRAPERSONAL		

Step 2 – Review Multi-rater Data

Multi-rater data can be very important to understanding "what" you do and "how" you do it on the job. If you have multi-rater data such as a 360 assessment, you can use this section to summarize the results. If you do not have 360 data, but have feedback from your manager or others in your organization regarding your job performance, you may want to use this section to summarize that information. Skip this section if you do not have any feedback regarding your job performance.

Review your multi-rater data and think about what the results reveal about your strengths and opportunities for development in each of the competency domains. Note your strengths and opportunities in the space provided and write down the specific multi-rater item (or statement) that was most important in leading you to your conclusions.

Domains	Strengths / Opportunities	Multi-rater Items
BUSINESS	Strengths: Opportunity:	
LEADERSHIP	Strengths: Opportunity:	
INTERPERSONAL	Strengths: Opportunity:	
INTRAPERSONAL	Strengths: Opportunity:	

Step 3 – Review Forecast Summary

This section summarizes your results from the Leadership Forecast Potential Report, Values Report, and Challenge Report. The summary will prepare you to do a more detailed review of the individual Leadership Forecast Reports. This section is organized in four parts: (1) Performance Strengths; (2) Values and Drivers; (3) Challenges; and (4) a Career Development Summary. At the end of this section, there is a table containing your individual scale scores for each of the Leadership Forecast Reports.

Performance Strengths

Personal Impact
Low keyed and seemingly relaxed, you will not mind letting others be in charge and generally will avoid the "political behavior" that is sometimes necessary to advance in an organization. Because you tend not to seek leadership roles, your career promotions most likely will be based on technical competence rather than by maintaining a high profile within the organization. You appear friendly, outgoing, and approachable, but you are willing to listen and let others talk.

Interpersonal Skill
You are a pleasant and tolerant person, but one who will take a stand when necessary. You are reasonably planful and careful about procedures, but also able to be flexible enough to change directions when necessary.

Working and Learning Style
You tend to be reflective and self-critical. As a result, you are usually vigilant regarding mistakes, concerned about being evaluated, responsive to coaching and feedback, and work in bursts of energy. These characteristics are useful in research activities, and as a stimulus to productivity and hard work. You are open minded and curious, but you also take a practical approach to problem solving. You seem uninterested in education or training for its own sake and, relative to most other people, you are only moderately motivated by academic pursuits. This does not imply a lack of ability; rather, people with this characteristic are likely to see reading and learning as a means to an end rather than something intrinsically important.

Values and Drivers

Achievement Motivation

You like to strike a balance between working hard and playing hard and, although you respect traditional business manners and practices, you are also willing to change with the times. You seem appropriately interested in advancing your career, but you also pay attention to the demands of career, family, and social life. You like being noticed and enjoy having your achievements recognized—you are even willing to advertise them from time to time.

Social Interests

You seem equally happy working by yourself or as part of a team. You enjoy meeting new people, but you also like having time to yourself. You like people, but you do not need constant interaction. You enjoy assisting and developing others, especially those who need the most help. You help others because it is the right thing to do. You also think it is important to pay attention to staff morale, communicate with staff regularly, ask them for feedback, and to encourage and support their efforts. You seem to prefer a balance between change and diversity on the one hand, and stability and uniformity on the other. You are neither liberal nor conservative in management style; you seem to have a natural preference for moderation and compromise. You value the lessons of the past but are willing to experiment for the future.

Entrepreneurial Values

You seem to have a sensible attitude toward money; although you appreciate its value, you are not preoccupied by compensation issues. You judge yourself in part by income potential, but you also take pride in family, friends, and leisure time activities. You prefer to minimize risk and uncertainty; you like expectations to be spelled out and performance standards to be made explicit. You would rather be safe than sorry, which means that you will take few foolish chances, but you may also be reluctant to take the chances necessary to advance your career.

Decision Making Style

You seem to strike a balance between form and function in decision making. You want equipment to look good but also to perform reliably and efficiently. You understand the trade off between elegant style and durable performance and use it in making decisions. You seem willing to make decisions based on data and research as well as your own personal experience. You are comfortable with technology, but you are not interested in technological innovations for their own sake—you understand the use of technology without being addicted to it.

Challenges

Reactions to Others

You seem to be an energetic and enthusiastic person, but one who tends to be easily annoyed or disappointed with other people's performance. As a result, at times you may seem somewhat irritable, critical, and willing to give up on people or projects. You seem to be quite insightful about others' motives and intentions, but somewhat thin-skinned and easily offended. Under pressure, others may see you as mistrustful, uncooperative, or argumentative. You are a careful person who rarely makes silly mistakes. At the same time, however, you may be too careful and, as a result, may seem slow to act or make decisions, and reluctant to take any risks. You are a sturdy person who can stand up to criticism and adversity. Nonetheless, because you can be reserved, others may think you are aloof, detached, and unconcerned about their interests. Because you are so stoic, others may not know what is on your mind. You also dislike being interrupted, can be skeptical of others' competency, and possibly you are hard to coach.

Personal Performance Expectations

Others may see you as rather modest and reluctant to speak up unless your opinion is explicitly solicited. You seem candid, but somewhat reserved and careful to avoid what you see as unnecessary risks. You seem somewhat hesitant to call attention to yourself. You may be reluctant to put forward ideas that others may see as radical or different.

Reactions to Authority

You seem somewhat tolerant and flexible, but may be inconsistent in your standards for evaluating others' work, sometimes being too strict and other times too lenient. You seem attentive, cooperative, and like consensus rather than controversy. On the other hand, you may seem reluctant to take a stand or make independent decisions and perhaps too eager to please your boss.

Career Development

When Strengths Become Weaknesses—Development feedback for John Score-Average

You tend to be somewhat defensive and may take things personally. As such, periodically remind yourself to lighten up and perhaps even practice stress management. In view of your tendency to be somewhat passive in social settings, you would benefit from training (assertiveness and/or public speaking)—if needed for the current or future job—to enhance your willingness to speak up and take initiative. You should be reminded to talk regularly with your coworkers, to ask them questions, and seek their advice. The goal is for you to achieve a balance between the social and technical aspects of work. You should anticipate others' expectations during interactions and respect their needs. You should be positive and remember that you can gain others' trust by being rewarding and honest in interactions with them. Remember to be patient when others make mistakes—typically, others do not make errors on purpose. You should stay open to change and be flexible in uncertain situations. When making decisions, you should remember that you may never have all relevant information, but should still decide promptly. Make an effort to prioritize work, keeping in mind that not every task requires equal time or attention. There's a big picture for every organization—it is the strategy and vision for the business. Make sure you understand it, able to talk about it, and can determine how your activities contribute to this larger picture. Because you are not particularly interested in traditional education, you should make an effort to read, to take advantage of training opportunities, and encourage others to do the same. You should identify your preferred modes of learning and incorporate these into your development planning process.

Dealing with Derailment Tendencies

- First, remember your strengths—at your best, you are a cooperative, congenial person who works well as part of a team. You are good at resolving disputes and soothing ruffled feelings, and you are a loyal supporter of good people and admirable causes.
- Second, remember that if you want your staff to be loyal, then you must be loyal to them, even if that means sometimes annoying superiors.
- Third, when asked for an opinion, you should take your time, decide what you believe, and be prepared to defend your position when challenged.
- Fourth, although you dislike conflict, there will be times when confrontation and disagreement are inevitable. In the long run, credibility depends on confronting in a tactful yet persistent manner.

Summary of Scores from your Leadership Forecast Reports

Scale	%	Scale Interpretation
Hogan Personality Inventory		
Adjustment	32	Concerns composure, optimism, and stable moods.
Ambition	30	Concerns taking initiative, being competitive, and seeking leadership roles.
Sociability	48	Concerns seeming talkative, socially bold, and entertaining.
Interpersonal Sensitivity	47	Concerns being agreeable, considerate, and skilled at maintaining relationships.
Prudence	43	Concerns being conscientious, dependable, and rule-abiding.
Inquisitive	38	Concerns being curious, imaginative, visionary, and easily bored.
Learning Approach	24	Concerns enjoying formal education and actively staying up-to-date on business and technical matters.
Motives, Values, Preferences Inventory		
Recognition	68	Desire to be known, seen, visible, and famous.
Power	55	Desire for challenge, competition, achievement, and success.
Hedonism	38	Desire for fun, excitement, variety, and pleasure.
Altruistic	66	Desire to serve others, to improve society, and to help the less fortunate.
Affiliation	46	Need for frequent and varied social contact.
Tradition	48	Concerns for morality, family values, and devotion to duty.
Security	73	Need for structure, order, and predictability.
Commerce	53	Interest in earning money, realizing profits, and finding business opportunities.
Aesthetics	48	Interest in the look, feel, sound, and design of products and artistic work.
Science	45	Interest in new ideas, technology, and a rational and data-based approach to problem solving.
Hogan Development Survey		
Excitable	69	Concerns being overly enthusiastic about people/projects, and then becoming disappointed with them.
Skeptical	79	Concerns being socially insightful, but cynical and overly sensitive to criticism.
Cautious	70	Concerns being overly worried about being criticized.
Reserved	66	Concerns lacking interest in or awareness of the feelings of others.
Leisurely	68	Concerns being charming, but independent, stubborn, and hard to coach.
Bold	6	Concerns having inflated views of one's competency and worth.
Mischievous	34	Concerns being charming, risk-taking, and excitement-seeking.
Colorful	57	Concerns being dramatic, engaging, and attention-seeking.
Imaginative	63	Concerns thinking and acting in interesting, unusual, and even eccentric ways.
Diligent	38	Concerns being conscientious, perfectionistic, and hard to please.
Dutiful	85	Concerns being eager to please and reluctant to act independently.

Step 4 – Review Each Forecast Report

The Leadership Forecast Reports are designed to help you understand "why" you do what you do. There are three reports in the series including the Potential, Challenge, and Values Reports. Use this section to record strengths and opportunities as identified in the Leadership Forecast Reports.

In the previous step, you reviewed a summary of the three Leadership Forecast Reports. You are now ready to complete an in-depth review of the individual reports. We suggest you read all three reports before completing this section. Once you have read the reports, you should go back, and beginning with the Potential Report, review and record strengths and opportunities for development in each of the competency domains. Do the same for the Challenge and Values Reports. Keep in mind that it is not necessary to list something in every box. Only record the strengths and opportunities that are pertinent to your job success.

Domains	Potential Report	Challenge Report	Values Report
BUSINESS	Strengths: Opportunity:	Strengths: Opportunity:	Strengths: Opportunity:
LEADERSHIP	Strengths: Opportunity:	Strengths: Opportunity:	Strengths: Opportunity:
INTERPERSONAL	Strengths: Opportunity:	Strengths: Opportunity:	Strengths: Opportunity:
INTRAPERSONAL	Strengths: Opportunity:	Strengths: Opportunity:	Strengths: Opportunity:

Step 5 – Complete Data Integration

You have now completed an analysis of your job, reviewed your 360 results, and reviewed your assessment results. You have all the data you need to identify some high impact development targets. First, use your overall impression of the data to identify any behaviors that you believe need to change to improve your job performance. Record those behaviors in the right-hand column under the appropriate domain. It is not necessary to list something in every box. Record only those behaviors that indicate a clear need for attention. Second, in the middle column record the actual 360 items (or statements) that suggested a need for improvement. Finally, in the left-hand column record the Leadership Forecast Report results that help you understand "why" you exhibit these behaviors. Keep in mind, the best development targets are those that will significantly improve your job performance, you have clear data supporting the need for change, and you have acquired some insight as to "why" you exhibit the behavior.

Domains	Using the assessment data from Step 4, describe the results that indicate why you do what you do.	Using the 360 data (or statements) from Step 2, list items that led you to select behaviors needing improvement.	Describe behaviors that need to change in order to improve your performance.
BUSINESS			
LEADERSHIP			
INTERPERSONAL			
INTRAPERSONAL			

Building Your Development Plan

There are many options for creating a development plan. Two options you should consider are outlined below.

Your company's approach
Most companies offer some form of a development planning form that can be used to document and track your personal development. In-house approaches vary widely, but usually include a place to specify development goals, action plans, and a way to document progress. The advantage of using an in-house approach is that it is consistent with what other people are doing in the organization and likely has some structure which conforms to an in-house development process.

If an in-house approach is not available or if you are looking for an alternative, the following approach should be considered.

Development Planning Form
For those interested in a simple paper-and-pencil approach that does not require a large time investment to create, we have provided a planning form that is located in Appendix A. Based on the information you recorded in Section 5, you should identify one or two development goals and record them in the first column of the form. A good development goal is one that is stated in behavioral terms and can be measured over time to ensure progress. Development action items can be listed in the second column and progress toward achieving the goal can be recorded in the subsequent columns over time. If you need suggestions for development actions, the Internet provides a rich source of information. An inverted pyramid approach is recommended to complete a successful Internet search. Begin with a specific development question, perhaps even the goal you have selected. Work backward using less specific search questions until you locate information that you find useful. This approach often reduces search time on the Internet and improves the probability of finding information directly related to your development goal.

Appendix A – Development Planning Form

Goal	Development Actions	Results		
		3 Months	6 Months	9 Months

04 February,2015

JUDGEMENT REPORT

GN Doe ID HC781325

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EXECUTIVE SUMMARY

This report examines Mr./Ms. **Doe**'s judgement and decision-making style by evaluating how he/she processes information, makes decisions, and typically reacts to feedback about his/her decisions. This page summarises his/her results across all sections of the report. The following pages provide more detailed results for each section.

INFORMATION PROCESSING STYLE | VERSATILE

How effectively does Mr./Ms. **Doe** process the information needed to make decisions?

In terms of information processing style, Mr./Ms. **Doe** seems to be versatile and capable of processing information efficiently in any environment to solve a wide range of people and technical problems.

Verbal level HIGH

Numerical Level HIGH

DECISION-MAKING TENDENCIES & STYLE | POLITICIAN

How does Mr./Ms. **Doe** naturally approach making decisions?

Mr./Ms. **Doe**'s decision-making style resembles a Politician; he/she may try to maximise long-term rewards by making strategic decisions based on experience.

Threat vs. Reward REWARD-SEEKING

Tactical vs. Strategic STRATEGIC

Data vs. Intuitive INTUITIVE

REACTIONS TO FEEDBACK | RECEPTIVE

How does Mr./Ms. **Doe** typically react to feedback about his/her decisions?

Mr./Ms. **Doe** may react emotionally to bad news, but then focus once he/she calms down. People with similar tendencies tend to benefit from coaching because they are often motivated to change their behaviour and improve their performance.

Defensive vs. Cool-Headed DEFENSIVE

Denial vs. Acceptance ACCEPTANCE

Superficial vs. Genuine GENUINE

INTRODUCTION

The judgement of leaders is reflected in their decisions. Although leaders' decisions determine the fate of their organisations, on average, half of their decisions will be wrong. Therefore, good judgement involves not only making good decisions, but also responding appropriately to bad ones. When confronted with the news that their decisions are wrong, some leaders blame others and/or deny they have made mistakes; other leaders seek feedback, learn from their mistakes, and avoid repeating them. How leaders react to feedback about their decisions reflects their coachability, a key element of both good judgement and career success.

Because bad decisions are so common and have serious consequences, it is essential to try to improve decision-making. Becoming aware of one's decision-making style and becoming more coachable can help people make better decisions and correct bad ones more quickly. The Hogan Judgement Report provides feedback and developmental considerations to help people reach these goals.

This report describes decision-making style in terms of three components:

INFORMATION PROCESSING

How people process information

Verbal Information
vs.
Numerical Information

DECISION-MAKING APPROACHES

How people approach decisions

Threat Avoidance
vs.
Reward Seeking

Tactical Thinking
vs.
Strategic Thinking

Data-Driven Decisions
vs.
Intuitive Decisions

REACTIONS TO FEEDBACK

How people react to feedback about their decisions

Defensive
vs.
Cool-Headed

Denial
vs.
Acceptance

Superficial Engagement
vs.
Genuine Engagement

INFORMATION PROCESSING STYLE

People can be placed into one of four categories based on how they process the information needed to make decisions. Each of these groups has characteristic strengths and shortcomings in terms of solving problems and making decisions, primarily because the people in each group are interested in solving different kinds of problems:

	AVERAGE NUMERICAL	HIGH NUMERICAL
HIGH VERBAL	☐ **QUALITATIVE** These individuals process verbal information more efficiently than numerical information. Because they often prefer to use words to interpret events and create emotional experiences, they tend to do well in areas such as communications, literature, philosophy, journalism, and advertising.	■ **VERSATILE** These individuals efficiently process both numerical and verbal information. Because they can solve problems regardless of the topic area, they tend to do well in occupations requiring quick decisions across diverse topics.
AVERAGE VERBAL	☐ **DELIBERATE** These individuals take their time in processing both numerical and verbal information because they want to make good decisions based on a sound understanding of the facts. They tend to do well in occupations requiring carefully studied decisions based on a wide range of information.	☐ **QUANTITATIVE** These individuals process numerical information more efficiently than verbal information. Because they often like to identify patterns and rules in sets of numbers and predict outcomes, they tend to do well in areas such as finance, accounting, engineering, and IT.

Mr./Ms. **Doe** received high scores for processing both numerical and verbal information. People with similar scores are known as versatile information processors; they efficiently use both numerical and verbal information for decision-making purposes. They are often talented at making quantitative and qualitative decisions, and tend to do well in a number of fields. In general, versatile information processors are insightful about people issues as well as complex data-based problems.

NUMERICAL VS. VERBAL

Mr./Ms. **Doe**'s information processing style is derived by combining his/her results on the numerical and verbal sections of the Hogan Judgement assessment.

NUMERICAL SECTION

ITEMS ATTEMPTED **15** / **15**

TIME USED **0** / **10 Minutes**

OVERALL SCORE **15** / **15**

VERBAL SECTION

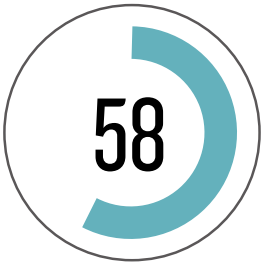
ITEMS ATTEMPTED **48** / **48**

TIME USED **0** / **2 Minutes**

OVERALL SCORE **48** / **48**

DECISION-MAKING APPROACHES

Most people's business decisions reflect three unrelated approaches. Mr./Ms. **Doe**'s pre-decision approaches are presented below:



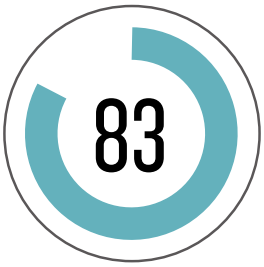
Threat Avoidance 42%
Reward Seeking 58%

THREAT AVOIDANCE VS. REWARD SEEKING | REWARD-SEEKING

Some people make decisions based on a desire to avoid financial, legal, physical, and other threats; they focus on the negative side of the risk-reward equation and try to minimise their potential losses. Other people make decisions based on a desire to pursue all possible rewards. They are attracted to the positive side of the risk-reward equation and consistently try to maximise their gains.

CONSIDER: Explain your rationale for important decisions you plan to make, and see if others understand your perspective. Do they see the same opportunities? Are they as excited by the potential rewards as you are.

Pay attention to not only potential rewards, but also potential risks. You may benefit from mentioning and exploring some potential problems with decisions.



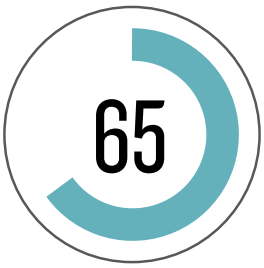
Tactical 17%
Strategic 83%

TACTICAL VS. STRATEGIC THINKING | STRATEGIC

Some people make decisions focusing on the immediate context and relevant details. They focus on short-term issues such as cost, implementation, and crisis management, and may be less concerned about larger strategic issues. Other people make decisions based on a future-oriented, big picture perspective. They focus on generating new possibilities, and may be less concerned about practical issues such as cost and implementation.

CONSIDER: Talk with people known for being able to execute and get things done. Pay attention to cost, implementation, and other immediate issues they consider when making decisions.

Recognise the importance of achieving small wins while pursuing higher-impact, larger goals. Posting small wins along the way may help others buy into your strategy.



Data-Driven 35%
Intuitive 65%

DATA-DRIVEN VS. INTUITIVE DECISIONS | INTUITIVE

Some people make decisions by carefully reviewing relevant data and other facts. They may also review their past decisions periodically to adjust them based on updated data. Other people are more intuitive in their approach; they often make decisions based on their past experience and move on.

CONSIDER: Make sure you can defend your intuitive decisions with logic and data in case you are asked to do so. Listen carefully when others present data that conflict with your experience-based conclusions.

Periodically reevaluate your important decisions, noting what worked and what you might have done differently. Not being willing to reflect on your previous decisions may prevent you from learning valuable lessons.

DECISION-MAKING STYLES

By combining scores across the three approaches to making decisions, we can describe a person's decision-making style. Each style is represented by an occupation best representing a combination of approaches to making business decisions. However, please note that these styles are representative of typical thinking styles, not indicators of likely vocational interests, preferences, or performance. Each decision-making style is characterised by its own set of strengths and challenges. In general, the eight styles and their typical decision-making approaches are defined as follows:

AUDITORS	**SURGEONS**	**STOCK TRADERS**	**DEFENSE ANALYSTS**
Avoid threats using tactical data-based decisions	Make tactical experience-based decisions to avoid threats	Seek rewards by making tactical, data-based decisions	Use strategic, data-based decisions to avoid long-term threats
POLITICIANS	**CHESS PLAYERS**	**PROMOTERS**	**INVESTORS**
Seek long-term rewards using strategic, experience-based decisions	Defend against threats using strategic, experience-based decisions	Seek short-term rewards based on tactical, experience-based decisions	Maximise long-term rewards based on strategic, data-based decisions

POLITICIAN

REWARD-SEEKING

STRATEGIC

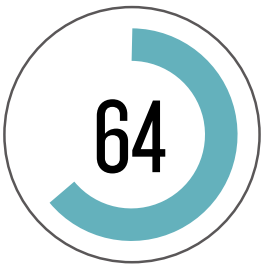
INTUITIVE

Mr./Ms. **Doe**'s decision-making approaches suggest he/she thinks like a Politician. Such people tend to:

- Remain alert for opportunities for future gains
- Make decisions to maximise their long-term competitive advantage
- Not worry about tactical implementation issues
- Prefer making quick decisions based on their experience and intuition
- Avoid detailed reviews of data and statistical trends
- Monitor important emerging trends
- Challenge authority and status quo thinking
- Encourage subordinates to test the limits
- Expect to succeed and be liked
- Exercise loose discipline when they are in charge

REACTIONS TO FEEDBACK

Most people respond to negative feedback about their decisions by relying on three unrelated tendencies. Mr./Ms. **Doe**'s reactions to this feedback are presented below:



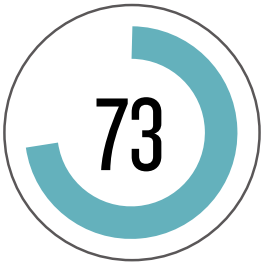
Defensive 64%
Cool-Headed 36%

DEFENSIVE VS. COOL-HEADED | DEFENSIVE

Some people respond emotionally to negative feedback by blaming external factors — other people, circumstances, timing, etc. — that are outside of their control. In short, they may project blame outwards. Other people respond to negative feedback by remaining cool-headed and calmly considering how they may have contributed to the bad decision.

CONSIDER: When people criticise your decisions, try to consider how the decisions might have been improved by focusing on the factors that you controlled. External factors are important, but spend time reflecting on what you could have done differently.

You may tend to respond emotionally to negative feedback. Be sure to compose yourself before responding or reacting.



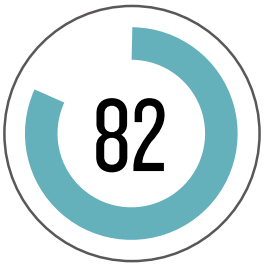
Denial 27%
Acceptance 73%

DENIAL VS. ACCEPTANCE | ACCEPTANCE

Some people respond to negative feedback with denial and deflection. They may refuse to recognise the facts, ignore the feedback, reinterpret failure as success, or just want others to move on. In short, they may deny that there are problems. Other people respond to negative feedback by carefully considering the facts, directly addressing the failure, and interpreting negative feedback as a means to improve future decisions.

CONSIDER: Think about how you might use feedback to learn about what you did right, not just what you could do differently.

Consider when you might have been too accepting of feedback. Taking responsibility for factors you cannot control can be just as ineffective as not taking responsibility for factors you can control.



Superficial 18%
Genuine 82%

SUPERFICIAL VS. GENUINE ENGAGEMENT | GENUINE

Some people may appear willing to admit failure and listen to advice about how to make better decisions in the future, but may actually just be putting on an act to gain acceptance and approval. Such people may use superficial agreement as a way to avoid genuinely confronting their problems. Other people tend to more actively engage in the negative feedback about their bad decisions to find new solutions and make better decisions in the future.

CONSIDER: Think about times when your desire to improve your performance may have resulted in your acting on feedback that may not have been constructive.

Consider what you can do to better evaluate the quality of the post-decision feedback you receive.

REACTIONS TO FEEDBACK

DEFENSIVE

ACCEPTANCE

GENUINE

Mr./Ms. **Doe**'s reactions to feedback about his/her decisions suggest that he/she may tend to:

- First react defensively and emotionally to negative feedback
- Initially blame other people and external factors for past mistakes
- Be willing to reflect on past mistakes once the initial storm has passed
- Be modest and straightforward in considering feedback
- Genuinely engage in feedback sessions
- Appear motivated to improve performance and change behaviour
- Benefit from coaching after the initial emotional reaction

OPENNESS TO FEEDBACK & COACHING

By combining scores across the three types of reactions to feedback, we can describe a person's overall openness to feedback and coaching. This is important because it concerns the challenges that Mr./Ms. **Doe** may face in developing and improving his/her business judgement through coaching. In general, people tend to fall into one of three categories of coachability, each with its own strengths and challenges:

RESISTANT

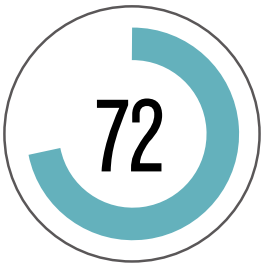
In response to feedback about bad decisions, feedback resistant individuals tend to blame others, deny their responsibility, and pretend to care about feedback without really engaging in it. However, such people are good at making hard decisions and standing by them.

NEUTRAL

People described as feedback neutral often seem moderately receptive to feedback, but may also sometimes struggle with tendencies to react poorly to bad news. Such individuals tend to demonstrate a balanced approach to feedback, neither resisting it entirely nor accepting responsibility for everything.

RECEPTIVE

In response to feedback about bad decisions, feedback receptive individuals tend to remain calm, thoughtfully analyse their missteps, and solicit advice about how to make better decisions. However, such people may also accept blame for other people's mistakes.



OPENNESS TO FEEDBACK & COACHING | RECEPTIVE

Mr./Ms. **Doe**'s coachability score suggests he/she is generally receptive to feedback and coaching.

CONSIDER: Remember to express your emotions during feedback. Appropriate emotional displays let others know that the feedback is important and that you take it seriously.

Before you take blame for past mistakes, consider what roles you and others played. Focus on being receptive to feedback about your performance without taking blame for others' mistakes.

Consider whether you agree or disagree with each piece of feedback before you internalise it. Constructive disagreement and debate are often effective ways to find solutions for making better decisions in the future.

During feedback sessions, make sure to recognise what you did right as well as what you could have done better. Acknowledging successes provides a foundation upon which to make better decisions in the future.