



POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

Report for : John Doe

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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 organised 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 organised in terms of these seven dimensions.

Page 4 presents your HPI profile. The pages following the profile describe the behavioural 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 are positive and negative features to every scale score--there is no such thing as a “good” score. There are positive implications for both high and low scores, and 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 performance, 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, and to re-emphasise, 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

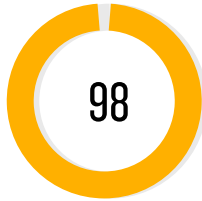
The seven scales of the Leadership Forecast Potential Report are defined below.

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|----------------------------------|--|
| ADJUSTMENT | The Adjustment scale reflects the degree to which a person is steady in the face of pressure, or conversely, sensitive and self-critical. High scorers seem confident, resilient, and optimistic. Low scorers seem self-critical, 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 needs and/or enjoys social interaction. High scorers seem outgoing, colourful, 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 sensitivity, 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 organised, 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 creative, adventurous, and analytical. High scorers seem imaginative, quick-witted, and visionary; 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 education and training. Low scorers are less interested in formal learning and more interested in hands-on learning on the job. |



ADJUSTMENT

Concerns self-confidence, self-esteem, and composure under pressure.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Deal with pressure well
 - Not take criticism personally
 - Expect to succeed
 - Be hard to coach
 - Ignore their mistakes
-

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you maintain your poise under pressure, stay in a good mood, remain patient with staff errors and mistakes, and persist in the face of challenges, frustration, and reversals. On the other hand, you may not realise when others are stressed, and may be reluctant to listen to negative feedback.

COMPETENCY ANALYSIS

COMPOSURE: You tend to remain calm even when provoked or under heavy stress. You are perceived as confident and self-assured, and expecting to succeed at whatever you undertake.

LISTENING: You are so confident in your views that you sometimes seem not to take others' views seriously. As a result, others may see you as arrogant, regardless of the merit of your views.

LEARNING AND PERSONAL COACHABILITY: You are open to and may even solicit feedback. At the same time, because you are so self-confident, you may tend to focus on the positive and ignore the negative. This can make you hard to coach.

BUILDING RELATIONSHIPS: Your positive mood and predictable demeanour should make you a rewarding person to deal with; you should have good success building and maintaining relationships when you choose to do so.

STRESS MANAGEMENT: You seem to deal comfortably with prolonged job stress and heavy workloads. In fact, you appear to thrive under pressure, perhaps taking on more than you should. Others admire and count on your resilience.





ADJUSTMENT

DEVELOPMENTAL RECOMMENDATIONS

COMPOSURE:

- Be a resource for those who don't deal with the unexpected as well as you do. Share tips and techniques that you have found to be helpful with others.
- Others see you as being unusually confident. You may also not understand when others are under pressure. As a leader, be sure to convey an appropriate sense of understanding to others.

LISTENING:

- Use active listening skills and positive body language – remember to paraphrase, reflect on what others have said, and do not interrupt.
- Try to display a genuine interest in what is being said by others--people can sense when you are “going through the motions” rather than actively listening to them.

LEARNING AND PERSONAL COACHABILITY:

- Fight the tendency to ignore criticism, particularly if you receive the same message from various sources.
- Ask your co-workers and colleagues for feedback. Make it "ok" for them to give you feedback. Ask yourself, “What do others keep telling me?” Pay attention to recurring themes in what you hear.
- Identify a trusted colleague who can give you honest, feedback, and regularly ask him/her for this information. Before meetings, presentations, or customer contacts, ask your colleague to observe your performance and provide a later critique (this will help your colleague focus on your behaviour, and he / she will be able to give you more useful feedback).

BUILDING RELATIONSHIPS:

- Remember that others watch you for signs of the organisation's stress level. When you see others becoming upset, step forward and use your skills to calm and motivate them.
- Because you are likely to be successful in building relations with others, become a mentor in this area.

STRESS MANAGEMENT:

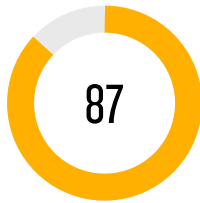
- Because you seem to deal with pressure and stress so well, others may not believe that you are as “concerned” as you should be. As a leader, it is important that you convey an appropriate level of involvement to your staff.
- Understand that others can be stressed when you are not. Try not to pile work on others because you are not feeling any pressure, or because you feel that others can deal with as much as you can.





AMBITION

Concerns initiative, competitiveness, and the desire for leadership roles.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Enjoy taking charge and making decisions
 - Accept difficult challenges
 - Enjoy public speaking
 - Intimidate younger or more junior people
 - Seem eager to advance
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LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are active, hard working, competitive, and eager to get ahead. You like leadership positions and enjoy being in charge. With the appropriate experience and interpersonal skills, you will be able to assume lead roles on complex projects. On the other hand, you may tend to compete with or intimidate colleagues without intending to do so.

COMPETENCY ANALYSIS

ACTION ORIENTATION: You are hard working, competitive, and like to win. People can depend on you to take initiative, solve problems, and get things moving.

CAREER ADVANCEMENT: You have a sense of what you can accomplish, and you have the energy and confidence to make things happen. You also seem persistent when faced with obstacles.

INITIATIVE: You have the confidence and ability to lead during a crisis. Others look to you for direction and you like to provide it. Others expect you to do what needs to be done without being asked.

ACHIEVING RESULTS: You take pride in getting things done; others expect that you will push yourself and staff to produce and exceed goals.

DECISION MAKING: You are not afraid to make decisions, even when all the information isn't available. However, you may need to practice delegating decision making when it is appropriate.



AMBITION

DEVELOPMENTAL RECOMMENDATIONS

ACTION ORIENTATION:

- Remember that part of being a leader involves developing the skills of other employees. Be sure not to compete with your staff, or even seem to do so.
- Although being action-oriented is desirable, remember that careful planning frequently leads to better decisions. As a leader, be careful not to deal with everything in a quick-fire manner—reserve this approach for situations that require it.

CAREER ADVANCEMENT:

- Given your intensity and competitiveness, be sure not to alienate your peer group. When possible, gain consensus on your plan(s) of action, communicate with your peer group, delegate to others, and share successes with all.
- Ask someone whom you trust for feedback about your work as a team member. If the feedback is not positive, create an action plan for improvement.
- Support the careers of your staff and colleagues. Involve others in projects, delegate tasks when possible, and look for opportunities to partner with other groups on projects.

INITIATIVE:

- Don't take on more than you can deal with. Unfulfilled promises can erode others' trust.
- Realistically evaluate what your team can accomplish and resist the tendency to over-commit your team's resources.
- Remember that not everyone has your level of intensity. Be careful not to burn out your staff. Being goal-oriented is desirable, but be aware of signs of disengagement and/or burnout on the part of others.

ACHIEVING RESULTS:

- You have high expectations for performance, but not everyone shares this orientation. Be sure to let others know where you set the bar, and then manage them accordingly. Not communicating this will lead to missed expectations, and will eventually reduce the level of motivation among employees.
- Be careful when pushing others--their capacity and/or skills may not equal yours.

DECISION MAKING:

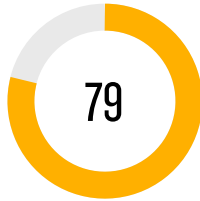
- Before making a decision, make sure you have located and reviewed all the important information regarding the decision. Remember the carpenter's adage: "Measure twice, cut once."
- You enjoy decision making, and probably do it quickly. As a result, others may rely on you to make decisions, which won't enhance their skills. Therefore, delegate down, make your subordinates responsible for the decisions in their work area.





SOCIABILITY

Concerns extraversion, gregariousness, and a need for social interaction.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you seem energetic and enthusiastic, enjoy meeting new people, and organise your work around social interaction. You should be particularly good at building relationships outside your immediate work group because you are so approachable and socially self-confident. Unless you are unusually conscientious, you may also be easily distracted.

COMPETENCY ANALYSIS

INITIATING INTERACTIONS: You have a talent for starting relationships and introducing people.

ENERGY: You seem to be an energetic and action-oriented person who gets noticed during meetings.

APPROACHABILITY: Others describe you as outgoing and approachable.

INTERPERSONAL NETWORK: You have good networking skills and can interact well with a wide variety of people throughout the organisation.

TEAM ORIENTATION: You are willing to speak up in team meetings.



SOCIABILITY

DEVELOPMENTAL RECOMMENDATIONS

INITIATING INTERACTIONS:

- When talking to direct reports, make sure to include both personal and work-related materials. Effective leaders balance the two.
- Remember that your exuberant, enthusiastic interaction style may disrupt others.

ENERGY:

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

APPROACHABILITY:

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

INTERPERSONAL NETWORK:

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

TEAM ORIENTATION:

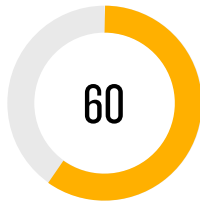
- While building your team, serve as a silent facilitator. Get input from others before making suggestions. If you find yourself dominating team interactions, step back, take a more passive role and see what develops. Your team members may surprise you.
- Recognise that some tasks are best done by individuals rather than by teams. Don't use a team approach to solve every problem. Evaluate the need for brainstorming, the criticality of the decision, and the time factor surrounding the decision before starting a group effort.





INTERPERSONAL SENSITIVITY

Concerns warmth, charm, and the ability to maintain 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
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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 likeable; although you seem congenial, you need to convey that you are not a pushover.

COMPETENCY ANALYSIS

COMPASSION: You show concern for the welfare of others and are alert for changes in staff morale.

COOPERATION: You understand the need for staff to collaborate and work as a team.

SEEKING INPUT: You may seem open to feedback on your performance, but you may take negative feedback too personally.

CONFRONTING SUBORDINATES: You are pleasant and tolerant, but you are able to confront problems when it is clear that it must be done.

STANDING ALONE: You understand the importance of consensus. However, you will take a stand on issues that involve values and principles.





INTERPERSONAL SENSITIVITY

DEVELOPMENTAL RECOMMENDATIONS

COMPASSION:

- Monitor your team's work environment, and let your staff know that you are concerned about their morale.
- You probably strike a balance between work-related and people-related concerns. Use this understanding to maximise 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 more opportunities to exercise it in the future.

SEEKING INPUT:

- Don't be defensive when receiving 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 things are ready to boil-over before acting.

STANDING ALONE:

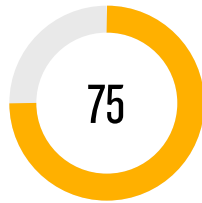
- You don't seek out confrontations, but you are willing to stand up for your team especially when representing them to the larger organisation.





PRUDENCE

Concerns being planful, self-disciplined, responsible, and conscientious.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Work hard for the company
 - Follow company rules and procedures
 - Plan work in advance and anticipate changes in the workload
 - Have trouble delegating, and tend to micromanage their staff
 - Get bogged down in details
-

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are a hard working and solid organisational citizen. You are concerned about rules, procedures, and task clarity. You value high quality work products and try to meet high performance standards. Others will see you as careful and precise, but also as strict and, perhaps, inflexible.

COMPETENCY ANALYSIS

HANDLING AMBIGUITY: You tend to be thorough and careful when faced with change and decision alternatives. As a result, others may see you as overly cautious, even though you believe you are being responsible.

FLEXIBILITY: When critical resources are at stake, you prefer tried and true methods rather than experimenting with procedures that might not work.

PLANNING: You like to plan, estimating time, steps, personnel, and resources required for tasks. You are most comfortable when goals, timetables, and a firm understanding of obligations are in place.

ATTENTION TO DETAIL AND TIMELINES: You place a premium on work that is technically accurate and on meeting deadlines, others see you as organised, efficient, and holding to high standards of performance for yourself and others.

RULE ORIENTATION: You respect the rules of the organisation and willingly follow and endorse them.



PRUDENCE

DEVELOPMENTAL RECOMMENDATIONS

HANDLING AMBIGUITY:

- Even carefully devised plans will change, and change is an inevitable part of organisational life. As a leader, you must be able to deal with changes. Identify someone in your organisation who adapts well to change and try to learn from this person.
- You will never have enough information; life is about making the best decisions with the information you have. Make a list of what you need to know and then act. Usually knowing 80% of the facts will result in a good decision.

FLEXIBILITY:

- You may try to complete every task equally well; if so, learn how to prioritise your work.
- Remember that policies, procedures, and rules never go away on their own. You are well-organised and planful, and this involves rules and procedures; but what may seem like a good rule today can become an obstacle tomorrow. Therefore, be selective about introducing new rules and procedures.
- Be sure you delegate decision making to those persons who will have to live with the decision, and do not make it yourself.

PLANNING:

- You have strong planning and organising skills. Help others who are not as planful to achieve their goals, and ensure that they remain responsible for completing their own work.
- Tell others about your schedules, plans, and deadlines. If they know what you expect, they will be better able to meet your targets.

ATTENTION TO DETAIL AND TIMELINES:

- Your strengths include thoroughness and attention to detail. Such strengths can become weaknesses if you micro-manage your staff. Give your staff space to succeed and encourage them to approach you with questions.

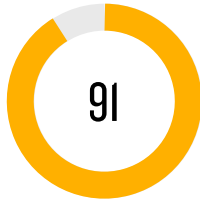
RULE ORIENTATION:

- Challenge existing rules if they are no longer appropriate. Don't blindly follow rules just because they are on the books; review them in terms of business necessity.
- You should remember that "rule breakers" sometimes have ideas and/or insights that others may lack. Stay objective and listen to their side of the story.



INQUISITIVE

Concerns imagination, curiosity, vision, and creative potential.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be seen as visionary about business
 - Think quickly on their feet and help solve problems
 - Understand and talk about the “big picture”
 - Be seen as worldly and sophisticated
 - Become easily bored with implementation or repetitious tasks
-

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you think quickly on your feet, generate lots of ideas, and are curious about how things work. You understand the big picture and think in a creative and often strategic manner. Others see you as original and imaginative, but easily bored, especially with the details of implementation.

COMPETENCY ANALYSIS

CREATIVITY: Others turn to you for help with solving problems that require thinking outside the box.

MANAGING INNOVATION: You seem curious about all sorts of new developments, including technology, processes, and products.

CURIOSITY: You are an open-minded person with a wide range of interests. Typically, you want more than a superficial understanding of how things work.

VISION: You think about the future and can talk about strategies for getting there.

PROBLEM SOLVING: Your ability to think analytically will make you a resource for solving problems within the organisation.





INQUISITIVE

DEVELOPMENTAL RECOMMENDATIONS

CREATIVITY:

- You are likely to be good at brainstorming and developing novel approaches to solving problems. However, not every issue requires a new solution. Try to determine whether an acceptable solution to the problem at hand already exists.
- Innovation and creativity have a price--namely, the time needed to develop unique solutions is time away from other duties. Keep track of the ROI for any rework, changes, or new strategies you adopt. Set a time and dollar limit for new projects and when you exceed them, learn to move on.

MANAGING INNOVATION:

- Technology may not be the solution to every problem. Identify the best practices on a topic before adopting new technology as a solution.
- Don't become so taken by technology that you miss straightforward logical solutions.

CURIOSITY:

- Effective leaders like to understand how things work, and they ask lots of questions. You probably do this, too. At some point, however, further questioning has little added value. Therefore, continue seeking information about “hows” and “whys”, but put some limits on your investigations, so that you have sufficient time to complete projects.

VISION:

- You probably enjoy thinking about strategic issues and problems. Be sure that you also spend time on important current problems.
- Make sure that you have a sound rationale for your vision, and present it carefully--you need to "sell" this vision to others to ensure their commitment and support. Ask colleagues for feedback on your vision and how well you are communicating it.

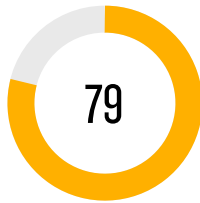
PROBLEM SOLVING:

- Be sure that your organisation is aware of your strengths—visioning and strategic planning—and act as a resource to other groups in these areas.
- Understand when a problem can benefit from a down-to-earth solution.



LEARNING APPROACH

Concerns taking pleasure in learning and actively staying up-to-date on business and technical matters.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Value training for themselves and their staff
 - Stay up-to-date with recent developments in business and technology
 - Be self-disciplined and conscientious about goals
 - Take action before others are on board
 - Have an opinion about everything
-

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you like to learn and acquire new knowledge. You will value training for yourself and others and will want to apply the latest relevant knowledge to your work. Although your friends may think of you as "bright," your critics may refer to you as a "universal authority."

COMPETENCY ANALYSIS

STAYING CURRENT: You seem knowledgeable and up-to-date on recent business trends and relevant developments in your industry.

LEARNING QUICKLY: You catch on quickly to new techniques and procedures, and you remember new material easily.

LEARNING STYLE: You seem comfortable learning new material either by listening or reading.

COMMUNICATING ACCURATELY: Your written communications seem clear and accurate.

INTELLECTUAL MOTIVATION: Others see you as bright, achievement-oriented, and hard-working.





LEARNING APPROACH

DEVELOPMENTAL RECOMMENDATIONS

STAYING CURRENT:

- As a leader, your interest in remaining current and up-to-date will enhance your effectiveness. You also tend to have an answer or opinion on most topics, and you are usually right. However, when appropriate, remember to let others solve problems on their own. Doing so is an essential development experience for them.
- As a leader, share with others your techniques for staying up-to-date. Build a learning environment within your own team, perhaps by holding information sessions or group Q&A sessions, discussing topical books and publications, sharing your vision of the company's future, and so forth.

LEARNING QUICKLY:

- Remember that not everyone learns at the same rate, and others may not learn as fast as you do. As a leader, your learning speed may intimidate others—be aware of this, and try to make others feel comfortable as they learn at their own rate.

LEARNING STYLE:

- You are likely to be comfortable in a classroom environment and may well prefer this style of learning. Learn to profit from hands-on and demonstration-style experiences, too.
- As a leader, do not assume that all of your team members learn as you do. Get to know your people, and try to match their developmental experiences with their individual learning styles.

COMMUNICATING ACCURATELY:

- Your staff probably finds your memos and instructions easy to read and understand. Use your strengths in this area to mentor and coach others who do not write as well as you. Remember to use tact when correcting others.

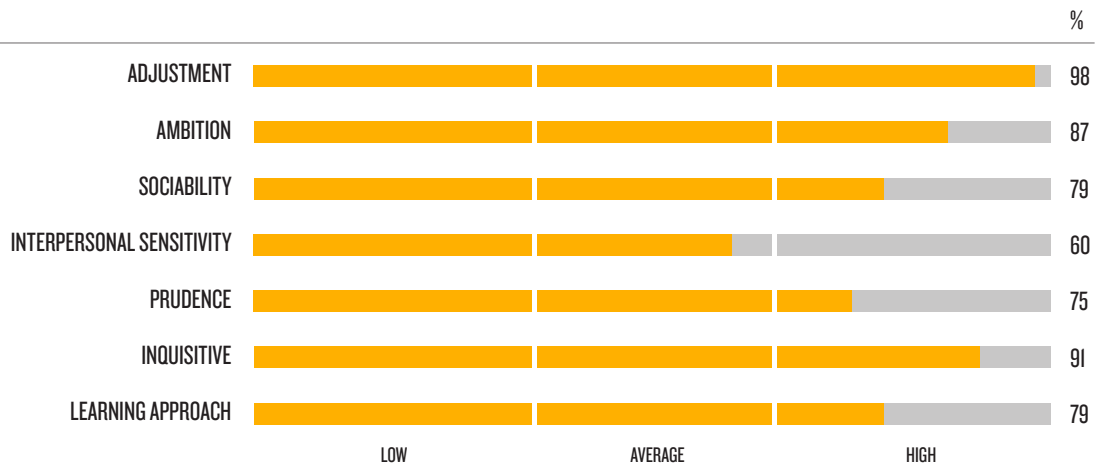
INTELLECTUAL MOTIVATION:

- Continue to set high standards for yourself and your staff regarding both job-specific and managerial/leadership training. Create a learning environment within your work group.
- Pursuing training for yourself and others is laudable, but training costs money. Therefore, do not become a “training junkie” and go to training programs simply because they are available. Instead, review the contents of the course, and only attend programs or seminars that are likely to be worthwhile for you and/or your team. Insist on professional reviews and endorsements before you commit substantial money for training.



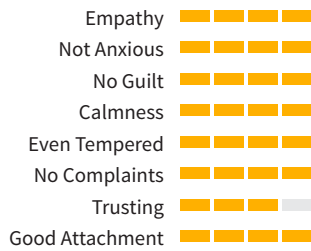


Scales



Subscale Scores

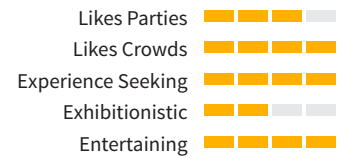
Adjustment



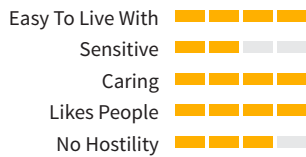
Ambition



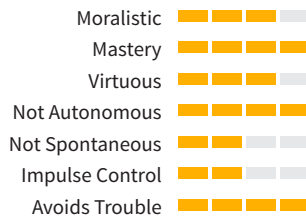
Sociability



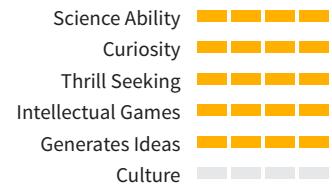
Interpersonal Sensitivity



Prudence



Inquisitive



Learning Approach

