



Viewing Leadership Through the Right Lens

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# Technical Manual



**Hogan Leader Focus Report  
Technical Manual**

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Tulsa, OK 74120, USA

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# 1. Conceptual Background

## 1.1 Introduction

Organizational leaders are in a position to influence a wide array of individual and organizational outcomes. Their leadership style and the decisions they make will impact the morale, well-being, and productivity of the teams and organizations they lead. Leaders must inspire followership, organize people to work toward a common goal, and motivate others to exceed their potential. All managers possess a unique set of personal characteristics that define the way they relate to others, process information, perform tasks, set priorities, and lead teams. These unique abilities powerfully influence their ability to manage themselves and others.

Leadership is complex and multi-dimensional. Hogan's Leader Focus Report aims to simplify and provide insight into six leadership dimensions that profoundly influence leadership style and effectiveness. These dimensions affect what a leader will focus on, how he or she will define success, what behaviors will be rewarded and punished on their teams, and how a leader manages self, career, and relationships. Taken together, these dimensions provide powerful self-insight that will help a leader understand their reputation and unique personal brand.

## 2. The Hogan Leader Focus Model

The six leadership dimensions were developed by examining empirical and conceptual relationships between personality attributes measured by two core Hogan Assessment inventories:

### 2.1 Bright-Side Personality

The Hogan Personality Inventory (HPI: R. Hogan & Hogan, 2007): examines the “bright-side” of personality. The HPI reflects a person's normal, day-to-day behavior, and is backed by a global archive of evidence confirming its validity for predicting individual, leadership, and team performance. HPI attributes represent stable, enduring behaviors that determine how a leader pursues goals, manages relationships, solves problems, and processes information.

### 2.2 Motives, Values, & Preferences

The Motives, Values, Preferences Inventory (MVPI: J. Hogan & Hogan, 2010): assesses “the inside,” or a person's core values. Organizations use this assessment to evaluate person-organization fit and other occupational purposes. MVPI values form the lens through which people see the world, which powerfully influences a leader's priorities, decisions, and the standards he or she will set and enforce. In fact, many times our values create unconscious biases, or a filter of perceptions that operate outside conscious awareness in both thought and action.

### 2.3 Why These Assessments

When two related attributes from each of these assessments are combined, we are given an insightful glimpse into (a) what the leader values and (b) what behaviors they will employ in support of their core values. In other words, toward what will this leader focus his or her energy, attention, and resources?

For example, a leader who scores high on the MVPI Power scale values status, authority, competition, and winning. If he or she also scores high on the HPI Ambition scale, he or she is aggressive, competitive, confident, and driven. Taken together, these two personality attributes suggest this leader will focus squarely on objective results to define success for his or her team. He or she will set high levels of performance for self and others, establish lofty goals, and work tenaciously toward achievement of his or her objectives. He or she may even seem overly demanding, intimidating or forceful, and may need to manage this aspect of his or her reputation. We would call this person a strong Results Leader, or someone whose values and behaviors all point to a relentless focus on winning.

Below is a summary of the HPI and MVPI scale combinations with compelling empirical and conceptual relationships:

**Table 2.1** Correlations Between Selected HPI and MVPI Scales

	Power	Affiliation	Altruistic	Security	Aesthetics	Science
Ambition	<b>.34**</b>	.33**	.00	-.22**	-.07**	.05**
Sociability	.30**	<b>.48**</b>	.12**	-.29**	.15**	.09**
Interpersonal Sensitivity	.01	.47**	<b>.29**</b>	-.09**	.08**	-.05**
Prudence	.00	.03**	.17**	<b>.38**</b>	-.12**	.06**
Inquisitive	.25**	.14**	.20**	-.11**	<b>.30**</b>	.53**
Learning Approach	.16**	.13**	.09**	-.06**	.16**	<b>.26**</b>

N =14,039 Leaders

## 2.4 Leader Focus Dimensions

Based on these data, six leadership dimensions were created with two component Hogan HPI and MVPI scales each:

**Table 2.2** Hogan Leader Focus Dimensions and Scales

Leader Focus Dimension	Scales	Scale Definitions
<b>Results Leader   key focus: <i>winning</i></b>		
<ul style="list-style-type: none"> <li>Set high goals and expectations for themselves and others</li> <li>Results-oriented, competitive, tenacious, and expect high levels of performance from their direct reports</li> <li>Driven and demanding nature can be intimidating to others or might lead the team to become too internally competitive</li> </ul>	Ambition	Measures the degree to which the participant seems “leader-like,” outwardly confident, and driven
	Power	Extent to which the person values competition, achievement, and being perceived as influential; interested in challenges, and a lifestyle organized around worldly success
<b>People Leader   key focus: <i>relationships</i></b>		
<ul style="list-style-type: none"> <li>Skilled at building and maintaining nurturing relationships with others</li> <li>Tend to focus on the morale and well-being of their staff, and are seen as warm and caring</li> <li>Desire to maintain harmony with others can interfere with ability to deliver candid feedback to others or make unpopular decisions</li> </ul>	Interpersonal Sensitivity	Degree to which the participant’s interaction style seems warm, friendly, empathic, and nurturing versus direct, straightforward, and forthcoming
	Altruistic	Measures the desire to help others, concern for the welfare of the less fortunate, interest in public service and the betterment of humanity

**Table 2.2** Hogan Leader Focus Dimensions and Scales *Continued*

<b>Leader Focus Dimension</b>	<b>Scales</b>	<b>Scale Definitions</b>
<i>Process Leader   key focus: implementation</i>		
<ul style="list-style-type: none"> <li>• Focus on creating, following, and enforcing policies and procedures</li> <li>• Strong implementation focus and the ability to plan, stay organized, and follow through on commitments</li> <li>• Tendency to be inflexible about rules, micromanage processes, or resist change</li> </ul>	Prudence	Degree to which the participant seems detailed, rule-abiding, and organized versus flexible, spontaneous, and receptive to change
	Security	Concerns valuing certainty, predictability, and risk-free environments; an interest in structure and order, and a lifestyle organized around minimizing risk, uncertainty, and criticism
<i>Thought Leader   key focus: ideas</i>		
<ul style="list-style-type: none"> <li>• Focus on creativity, innovation, and open-minded evaluation of ideas and possibilities</li> <li>• Strategic problem-solving approach with a motivation to experiment and innovate</li> <li>• While often big-picture oriented and willing to embrace change, may ignore practical solutions or become bored with mundane but necessary day-to-day work activities</li> </ul>	Inquisitive	Degree to which the participant seems detailed, rule-abiding, and organized versus flexible, spontaneous, and receptive to change
	Aesthetics	Concerns a need for self-expression, a dedication to quality, an interest in how things look, feel, and sound, and close attention to the appearance of work products
<i>Social Leader   key focus: influence</i>		
<ul style="list-style-type: none"> <li>• Skilled at communicating, networking, and developing connections</li> <li>• Tend to use their relationship building abilities and social influence to engage and motivate their staff</li> <li>• May confuse their social activity with productivity or be distracting to others who are trying to complete assignments</li> </ul>	Sociability	Degree to which the participant is socially proactive, gregarious, and seems to enjoy interaction with others
	Affiliation	Concerns valuing frequent and varied social contact, an interest in working with others, and a lifestyle organized around social interaction
<i>Data Leader   key focus: information</i>		
<ul style="list-style-type: none"> <li>• Skilled at analyzing relationships between variables, identifying data trends; establishes credibility with technical expertise</li> <li>• Enjoys staying up-to-date with industry trends and prefer using technology to solve problems</li> <li>• May underestimate the importance of managing people or have a lack of tolerance for more intuitive decision-making approaches</li> </ul>	Learning Approach	Degree to which a person seems to enjoy academic activities and to value educational achievement for its own sake
	Science	Concerns being interested in science, comfortable with technology, and preferring data-based as opposed to intuitive decisions, and wanting to know how things work

## 3. Understanding The Leader Focus Report

### 3.1 Reading the Scores

The Leader Focus Report provides information about a person’s likely leadership style according to six broad leadership dimensions. These leadership “focus areas” influence the types of tasks the leader will prioritize, what information he or she will attend to, and the behaviors the leader will likely encourage and/or penalize on the team.

*Main Score.* Main scores are presented for each of the primary Focus Dimensions. Higher scores indicate greater focus on that dimension, whereas lower scores indicate less focus in that area. Balanced scores indicate showing balanced focus on that dimension. Your highest and lowest scores will provide greatest insight into which aspects of your leadership style will be noticed by others.

**Figure 3.1** Example of Leader Focus Dimensions Score

EXAMPLE: MAIN SCORE



*Sub-Components.* As referenced in the preceding section, each of the main Leader Focus scores are comprised of two personality-based Hogan scales: (1) A behavioral attribute and (2) a motivational value. The yellow bar represents the extent to which a leader will exhibit a specific behavioral attribute. The blue bar represents the degree to which the leader values and feels motivated by engaging in that behavior. For example, a person may behave as an extrovert, seeming talkative, gregarious, and socially skilled. However, they may value having alone time and create a leadership culture that emphasizes independence and self-sufficiency.

**Figure 3.2** How Sub-Components Create a Main Focus Dimensions



EXAMPLE: SUB-COMPONENTS



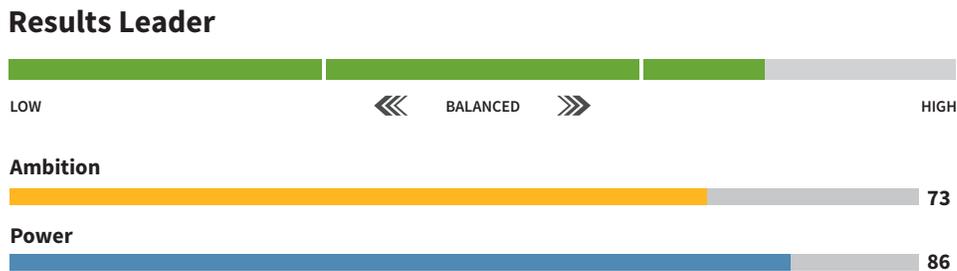
*Development Tips.* Regardless of whether the scores are high, balanced, or low, there are development considerations across the entire continuum for each Focus dimension. These tips may be useful in guiding personal development efforts.

*Individual Biases.* Values powerfully influence behavior. This section provides suggestions about how to raise awareness of and monitor unconscious biases as a leader.

### 3.2 Interpreting Scores

*High Scores.* High or “strong” scores are especially easy to interpret, as they indicate strong alignment between a leader’s behaviors and values. In the case of high scores, this alignment suggests a clear and consistent focus on that leadership dimension. Using the example from the previous section, let’s examine a high score on Results Leader.

**Figure 3.3** Example of a High Score



There is very little ambiguity in the high Results Leader score in the above example. This leader’s Ambition score indicates a relentless focus on getting ahead, reaching goals, and beating the competition. He or she will tend to take initiative, drive for goal achievement, and may even compete with peers. His or her high Power value indicates a preference for taking on challenging projects and seeking opportunities to advance.

*Low Scores.* Low scores are also relatively easy to interpret, as they also indicate strong alignment between a leader’s behaviors and values. In the case of low scores, this alignment suggests a lack of focus on that leadership dimension. Let’s examine a low score on the Social Leader dimension.

**Figure: 3.4** Example of a Low Score

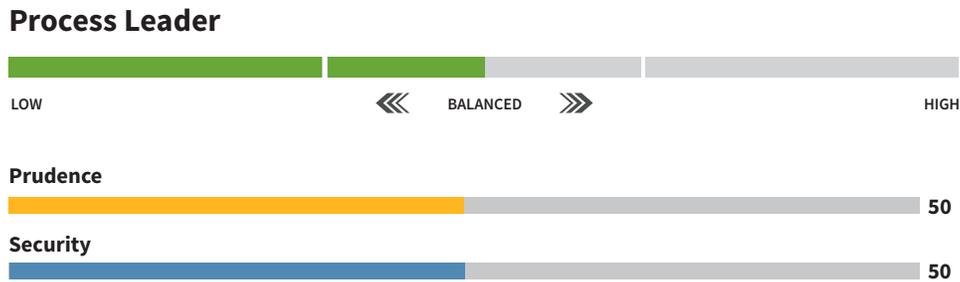


Similar to the observation made about high scores, there is very little ambiguity in the low Social Focus Leader score from the above example. This leader’s low Sociability indicates he or she is likely to seem introverted, uncommunicative and task-focused. He or she will tend to listen more than talk and seem quiet and socially reactive. His or her low Affiliation value indicates he or she is not motivated to engage in teamwork, and may prefer working alone.

*Balanced Scores.* Balanced scores are more difficult to interpret, and they can occur as a result of several different score combinations.

In cases where both scores are average, balanced scores indicate strong alignment between a leader’s behaviors and values.

**Figure 3.5** Example of a Balanced Score



In other cases, balanced scores may represent a score conflict. Let’s examine two additional configurations that would also result in a balanced score on the Process Leader dimension.



This combination indicates a natural ability for process but not necessarily a strong drive for it. These individuals are organized and attentive to detail, but are not motivated by structure and predictability. They will not be afraid of taking risks and will value trying new things, but will have a plan in approaching new ventures. As such, they are often good organizational citizens who follow rules and process, but they may not always think through the importance of applying structure in process when managing others.



This combination indicates that these individuals tend to be flexible and willing to challenge process. However, they also value working in predictable, secure environments. As a leader, these individuals may send conflicting messages to others between (1) their desire to implement process and structure and (2) their own willingness to break the rules and challenge authority structures. Direct reports are likely to be confused because they will be unsure of whether they should do as their managers say (e.g., follow the process) or do as their managers do (e.g., challenge the processes).

### **3.3 Intended Audience**

The Leader Focus Report is designed for use with entry- to mid-level managers and leaders. This solution may be particularly useful for the following audiences and scenarios:

- Those who have transitioned (or are considering a transition) from individual contributor to people leadership
- Senior technical talent who have transitioned (or are considering a transition) to management
- In-role leaders and managers who wish to gain greater insight into their leadership style and develop their leadership skills

The Leader Focus Report is not recommended for use with high-potentials, executives or senior-level leadership populations. Hogan produces several solutions that are more appropriate for use with these audiences, such as the Leadership Forecast Report Series and the High Potential Talent Report.

### **3.4 Implementation**

The Leader Focus Report is appropriate for employee and leadership development only. This product should never be used to identify talent or screen candidates for selection purposes. Rather, the Leader Focus Report is intended to provide developmental insights into one's likely leadership style and behaviors, which provides a useful foundation for development planning and personal growth.

Hogan recommends that participants receive some form of results debrief covering their Leader Focus Report. Debriefs may be conducted individually or in a group setting by a Hogan-certified professional. If feedback delivery is not possible or practical, this report can be used in combination with Hogan's web-based, self-guided personal development program. It is not recommended to provide the reports without some form of guided feedback, but is acceptable if there are no possible alternatives.

This report is designed to bring leadership style into focus. By understanding personal characteristics and core drivers more deeply, leaders will be better prepared to leverage strengths, monitor biases, and manage challenges to increase strategic self-awareness and overall leadership effectiveness.

## 4. Psychometric Properties of Hogan Leader Focus Dimensions

### 4.1 Descriptive Statistics

Table 4.1 presents descriptive statistics for each of the dimensions in the Leader Focus Report, including minimum and maximum observed scores, mean scores, standard deviations, skewness and kurtosis statistics, and internal consistency reliability coefficients.

“Skewness” refers to departure from symmetry in a distribution of scores. When the distribution is symmetrical, skewness values are around zero. Positive skewness values indicate that most scores fall toward the bottom end of a distribution, and negative skewness values indicate that most scores fall near the top end of a distribution. Skewness values greater than +1.0 or less than -1.0 generally indicate a significant departure from symmetry.

“Kurtosis” refers to how peaked or flat a score distribution is, relative to the normal distribution. When scores are normally distributed, kurtosis values are around zero and we refer to them as mesokurtic. When distribution is sharper than normal, kurtosis values are positive and we refer to them as leptokurtic. When distribution is broader than normal, kurtosis values are negative and we refer to them as platykurtic.

Internal consistency is a measure of reliability that estimates how well variables—in this case the HPI and MVPI scales—predict a common attribute (i.e., one of the Leader Focus Dimensions). When scales measure the same construct, internal consistency reliability is high. When scales measure different constructs, it is low.

To examine the descriptive statistics for our competencies and dimensions, we obtained data from a global sample of approximately 14,000 leaders. This group represents the intended population for this report. Most of the sample (60.2%) completed the HPI and MVPI as part of employee development or leadership coaching efforts and a smaller number completed the assessments for applicant screening (31.7%) or research (8.2%). Participants were 39.64 years old on average (SD = 8.65); 59.8% were male, and 33.8% were female (6.4% of participants did not indicate their gender).

**Table 4.1** Classical Scale Statistics for Leader Focus Dimensions

Focus	Min	Max	M	SD	Skew	Kurt	$\alpha$
Results	0.0	100.0	54.19	23.93	-0.19	-0.84	.49
People	0.0	100.0	51.91	23.79	-0.12	-0.84	.41
Process	0.0	99.5	48.67	23.80	0.03	-0.93	.55
Thought	0.0	100.0	49.84	22.68	0.02	-0.81	.46
Social	0.0	100.0	50.60	24.54	-0.04	-0.92	.62
Data	0.0	100.0	52.49	22.83	-0.10	-0.80	.41

Note: N = 14,039. Min = Minimum score; Max = Maximum score; M = Mean; SD = Standard deviation; Skew = Skewness statistic; Kurt = Kurtosis statistic;  $\alpha$  = Cronbach’s alpha

As shown in Table 4.1, minimum and maximum observed scores cover nearly the entire range of possible scores from 0 to 100. Average scores fall near the scales’ midpoints, ranging from 48.67 (Process Focus) to 54.19 (Results Focus). Standard deviations are consistent across all dimensions, ranging from 22.68 (Thought Focus) to 24.54 (Social Focus). Skewness statistics indicate that score distributions are adequately symmetrical, with results ranging from -.19 (Results Focus) to .03 (Process Focus). Kurtosis statistics indicate that score distributions for all dimensions are not abnormally peaked or flat, with results ranging from -.93 (Process Focus) to -.80 (Data Focus). Internal consistency reliability coefficients range from .41 (Data Focus and People Focus) to .62 (Social Focus). The Leader Focus Dimensions include related yet distinct HPI and MVPI scales, lowering internal consistency coefficients. The reliability of the Leader Focus Dimensions may be better viewed as consistency over time, which is more properly measured using test-retest reliability.

### 4.2 Test-Retest Reliabilities

Professional standards compel assessment providers to supply evidence that individual results do not vary widely across time. Because we score our dimensions using scale scores from the HPI and MVPI, we obtained this evidence by administering the assessments to the same sample of people twice, scoring their results, and correlating scores from the first administration with those from the second administration. Higher correlations indicate that scores are consistent across time; lower correlations reflect inconsistencies that may signal problems with construct measurement.

Table 4.2 provides test-retest reliability estimates for all dimensions included in our model. We collected these data from a sample of 541 individuals. Ages ranged from 17 to 62, with an average of 35.49 years (SD = 9.52). The sample included 61.9% male and 28.5% female participants (9.6% of participants did not indicate their sex). The interval between assessment administrations ranged from 0.00 to 5.72 years, with an average interval of 1.06 years. We separated our analyses between those whose interval was equal to or lesser than one year (N = 322) and those whose interval was greater than one year (N = 219).

**Table 4.2** Test-Retest Reliability Estimates for Hogan Leader Focus Dimension Scores

Focus	Test-Retest Correlation One Year or Less	Test-Retest Correlation More Than One Year
Results	.76	.70
People	.68	.68
Process	.82	.79
Thought	.81	.79
Social	.81	.74
Data	.82	.76

*Note:* One Year or Less N = 322; More Than One Year N = 219; Test-retest reliabilities computed using Pearson correlations between dimensions’ scores based on first and second assessment administrations.

Within the first-year test-retest reliabilities for dimensions’ range from .68 (People Focus) to .82 (Data Focus and Process Focus), with an average of .78. For those who take the assessments more than a year apart, test-retest reliabilities range from .68 (People Focus) to .79 (Thought Focus and Process Focus), with an average of .74.

### 4.3 Intercorrelations Between Leader Focus Dimensions

We computed correlations between the dimensions using our global sample of leaders previously described. Table 4.3 presents these results.

**Table 4.3** Correlations Between Leader Focus Dimensions

Focus	Results	People	Process	Thought	Social	Data
Results	1.00	.15**	-.03**	.19**	.45**	.30**
People		1.00	.18**	.28**	.38**	.14**
Process			1.00	-.11**	-.19**	.08**
Thought				1.00	.26**	.46**
Social					1.00	.15**
Data						1.00

*Note:* \*\* Statistically significant at the .01 level; N = 14,039.

Correlations between dimensions are generally small and positive with two exceptions. First, correlations between Leader Focus Dimensions are higher when their underlying HPI dimensions are related. For instance, Results Focus (HPI Ambition) and Social Focus (HPI Sociability), both related to Five-Factor Model (FFM) Extraversion, have a correlation coefficient of .45. Thought Focus (HPI Inquisitive) and Data Focus (HPI Learning Approach), both related to FFM Openness, have a correlation coefficient of .46. Second, Process has two negative correlations and one practically non-zero correlation. These patterns indicate that the relationships among the Leader Focus Dimensions reflect their underlying personality components and are conceptually distinct, particularly for the Process Focus dimension.

## 5. Validity

Validity concerns the degree to which scores predict meaningful behavioral outcomes. As such, the validity of our solution depends on the relationships between scores on each component of the data from other sources (cf. R. Hogan, Hogan, & Roberts, 1996). These sources include other assessments (construct validity) and adjective checklists (others' descriptions of the person).

### 5.1 Construct Validity

Information concerning construct validity includes correlations with relevant scales from assessments measuring personality, cognitive ability, and relationship styles, as well as relationships with job performance ratings.

The following section presents selected results from nine such assessments. Appendix B presents full correlation matrices between dimensions from the Hogan Leader Focus Report and scales from these assessments.

#### 5.1.1 Procedure and Sample

We collected data from 384 U.S. working adults who participated in an eight-week, online unproctored testing series. All participants completed the HPI and MVPI, and nine additional assessments described below. The sample included 44.5% males, 54.7% females, and 0.8% of participants who did not report their gender. Participant ages ranged from 18 to 64 years with a mean of 34.17 years ( $SD = 10.43$ ). Participants received compensation for their time, and all participants completed the assessments as part of low-stakes testing where results did not impact hiring, promotion, or any other personnel decisions.

#### 5.1.2 Instruments

**IPIP.** The International Personality Item Pool (IPIP; Goldberg, 1999; Goldberg, et al., 2006) is an online, public domain collection of over 3,000 personality assessment items researchers have used to create 274 scales. We present correlations with scales aligned with the FFM of personality reflected in the NEO-PI-R (Costa & McCrae, 1992): Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. This inventory consists of 100 five-point, Likert-type items. Goldberg et al. (2006) describe technical features of the IPIP, including norming samples, scale construction, and validity indices. The IPIP website (<http://ipip.ori.org>) provides additional information.

**Honesty-Humility from HEXACO.** The Honesty-Humility scale from the HEXACO personality inventory (HEXACO-100; Lee & Ashton, 2004; Lee & Ashton, 2016) consists of 16 five-point, Likert-type items and contains four subscales: Sincerity, Fairness, Greed Avoidance, and Modesty. Lee and Ashton (2016) used 100,000 online respondents and 2,000 Canadian undergraduate students to examine and report the psychometric properties of the HEXACO-100.

**HDS.** The Hogan Development Survey (HDS; R. Hogan & Hogan, 2009) concerns characteristics that can derail careers, relationships, and other productive activities. The HDS contains 11 primary scales: Excitable, Skeptical, Cautious, Reserved, Leisurely, Bold, Mischievous, Colorful, Imaginative, Diligent, and Dutiful. These scales assess dysfunctional dispositions that emerge when people stop considering how their actions affect others. Over time, these dispositions create a person's reputation and can impede job performance and career success.

The HDS is not a medical or clinical assessment. It does not measure personality disorders, which are manifestations of mental disorder. Instead, the HDS assesses self-defeating expressions of normal personality. The DSM-5 (American Psychiatric Association, 2013, p. 647) makes this same distinction between behavioral traits and disorders—self-defeating behaviors, such as those predicted by the HDS, come and go depending on the context. In contrast, personality disorders are enduring and pervasive across contexts.

The HDS Technical Manual (R. Hogan & Hogan, 2009) and the HDS Form 5 Technical Supplement (Hogan Assessment Systems, 2014a) provide more details about the reliability, validity, factor structure, and norm development of the assessment.

**MACH-IV.** The MACH-IV (Christie & Geis, 1970) includes 20 five-point, Likert-type items that assess Machiavellianism, which involves having a cynical world-view and being willing to manipulate others for one's personal gain. Christie and Geis (1970) provide information regarding the development and psychometric evidence for the MACH-IV.

**NPI.** The Narcissistic Personality Inventory (NPI; Raskin & Terry, 1988) consists of 40 forced-choice response items and contains seven subscales: Authority, Self-Sufficiency, Superiority, Exhibitionism, Exploitativeness, Vanity, and Entitlement. Raskin and Terry (1988) used over 1,000 U.S. undergraduate students to construct the NPI and examine its psychometric properties.

**PID-5.** The Personality Inventory for DSM-5 (PID-5; American Psychiatric Association, 2013; Krueger, Derringer, Markon, Watson, & Skodol, 2012) provides scale configurations that align with personality disorders from the DSM-5. Although the American Psychiatric Association (2013) does not recommend researchers use the PID-5 for clinical diagnoses, they do recommend it for research purposes or as a supplement when evaluating how personality function changes over time. The PID-5 includes 220 four-point, Likert-type responses and contains 25 scales: Anhedonia, Anxiousness, Attention Seeking, Callousness, Deceitfulness, Depressivity, Distractibility, Eccentricity, Emotional Lability, Grandiosity, Hostility, Impulsivity, Intimacy Avoidance, Irresponsibility, Manipulativeness, Perceptual Dysregulation, Perseveration, Restricted Affectivity, Rigid Perfectionism, Risk Taking, Separation Insecurity, Submissiveness, Suspiciousness, Unusual Beliefs and Experiences, and Withdrawal.

**Judgment.** The Hogan Judgment Report (Hogan Assessment Systems, 2014b) measures verbal and numerical information processing, four information processing styles, three decision-making approach dichotomies (Threat Avoidance vs. Reward Seeking, Tactical vs. Strategic Thinking, and Data-Driven vs. Intuitive Decisions), three decision reaction dichotomies (Defensive vs. Cool-Headed, Denial vs. Acceptance, and Superficial vs. Genuine Engagement), and openness to feedback and coaching. Its normative sample includes data from over 750 global executives, managers, and other high-level professionals (Hogan Assessment Systems, 2014b).

**HBRI.** The Hogan Business Reasoning Inventory (HBRI; R. Hogan, Barrett, & Hogan, 2009) contains 24 items that assess cognitive skills. Items reflect cognitive tasks with content reflecting business operations for managers and professionals. The HBRI includes an Overall Reasoning score comprised of Strategic and Tactical Reasoning scales. The HBRI Technical Manual (R. Hogan, Barrett, & Hogan, 2009) provides information on the technical features of the test, including reliability, scale construction, factor analysis, and validity.

**RQ.** The Relationship Questionnaire (RQ; Bartholomew & Horowitz, 1991) consists of four seven-point, Likert-type items. Each item describes one of four relationship styles that align with four attachment styles: Secure, Anxious-Preoccupied, Fearful-Avoidant, and Dismissive-Avoidant. The authors worded these items to reflect a general attitude toward close relationships. Bartholomew and Horowitz (1991) used 144 U.S. college students to construct and examine the psychometric properties of the RQ.

### 5.1.3 Results of Scale to Scale Correlates

The following tables present selected correlations between Hogan Leader Focus Dimensions and conceptually aligned scales from other assessments. Appendix B provides full correlation matrices with these assessments.

*Results Focus.* Table 5.1 presents selected correlations for the Results Focus dimension.

**Table 5.1** Construct Validity Evidence for Results Focus Dimension

Assessment	Scale	Results Focus
HDS	Bold	.65**
NPI	Narcissism	.61**
HDS	Colorful	.49**
IPIP	Conscientiousness	.39**
PID-5	Distractibility	-.31**
IPIP	Neuroticism	-.45**
HDS	Cautious	-.60**

*Note:* \*\* Statistically significant at the .01 level.

Results highlight the energetic and driving nature of the Results Focus Dimension. Others are likely to describe people with high scores as highly driven (HDS Bold), energetic (HDS Colorful), and persistent (IPIP Conscientiousness, IPIP Neuroticism, and PID-5 Distractibility). Others may also view high scorers as almost fearless (HDS Cautious), to the point of potentially unrealistic expectations from themselves and others (NPI Narcissism).

*People Focus.* Table 5.2 presents selected correlations for the People Focus dimension.

**Table 5.2** Construct Validity Evidence for People Focus Dimension

Assessment	Scale	People Focus
IPIP	Agreeableness	.63**
RQ	Secure Attachment Style	.37**
HEXACO	Honesty-Humility	.33**
HDS	Skeptical	-.44**
PID-5	Hostility	-.45**
PID-5	Callousness	-.48**
MACH-IV	Machiavellianism	-.51**
PID-5	Withdrawal	-.51**
HDS	Excitable	-.55**
HDS	Reserved	-.60**

*Note:* \*\* Statistically significant at the .01 level.

Results highlight the nurturing, supportive nature of the People Focus dimension. Others are likely to describe people with high scores as warm (IPIP Agreeableness, PID-5 Callousness, PID-5 Hostility, and HDS Skeptical) and engaging (HDS Reserved, RQ Secure Attachment Style, and PID-5 Withdrawal). Others may also view high scorers as modest (HEXACO Honesty-Humility), steady (HDS Excitable), and concerned about how their actions affect others (MACH-IV Machiavellianism).

*Process Focus.* Table 5.3 presents selected correlations for the Process Focus dimension.

**Table 5.3** Construct Validity Evidence for Process Focus Dimension

Assessment	Scale	Process Focus
IPIP	Conscientiousness	.38**
HDS	Diligent	.37**
HDS	Dutiful	.35**
PID-5	Irresponsibility	-.34**
PID-5	Impulsivity	-.51**
HDS	Mischievous	-.58**
PID-5	Risk Taking	-.60**

*Note:* \*\* Statistically significant at the .01 level.

Results highlight the planning nature of the Process Focus dimension. Others are likely to describe people with high scores as organized (IPIP Conscientiousness), reliable (PID-5 Impulsivity and PID-5 Irresponsibility), and conforming (HDS Dutiful). Others may also view high scorers as risk averse (HDS Mischievous and PID-5 Risk Taking) with a tendency to micromanage their subordinates (HDS Diligent).

*Thought Focus.* Table 5.4 presents selected correlations for the Thought Focus dimension.

**Table 5.4** Construct Validity Evidence for Thought Focus Dimension

Assessment	Scale	Thought Focus
IPIP	Openness	.62**
HDS	Imaginative	.52**
HDS	Colorful	.34**
PID-5	Risk Taking	.21**
HDS	Skeptical	-.16**
HDS	Cautious	-.18**

*Note:* \*\* Statistically significant at the .01 level.

Results highlight the innovative nature of the Thought Focus dimension. Others are likely to describe people with high scores as creative (IPIP Openness), trusting (HDS Skeptical), and willing to embrace new ideas and ways of doing things (HDS Cautious and PID-5 Risk Taking). However, others may also view high scorers as eccentric (HDS Imaginative) and as people who have difficulty effectively implementing creative ideas (HDS Colorful).

*Social Focus.* Table 5.5 presents selected correlations for the Social Focus dimension.

**Table 5.5** Construct Validity Evidence for Social Focus Dimension

Assessment	Scale	Social Focus
IPIP	Extraversion	.65**
HDS	Colorful	.59**
NPI	Narcissism	.49**
PID-5	Attention Seeking	.38**
RQ	Secure Attachment Style	.33**
PID-5	Manipulativeness	.28**
HDS	Excitable	-.27**
IPIP	Neuroticism	-.32**
PID-5	Withdrawal	-.48**
HDS	Reserved	-.57**

Note: \*\* Statistically significant at the .01 level.

Results highlight the outgoing nature of the Social Focus dimension. Others are likely to describe people with high scores as gregarious (HDS Reserved, IPIP Extraversion, PID-5 Attention Seeking, and PID-5 Withdrawal), good at building relationships (HDS Excitable, IPIP Neuroticism, and RQ Secure Attachment Style), and willing to use those relationships to accomplish goals (NPI Narcissism and PID-5 Manipulativeness). Others may also view high scorers as sociable to the point of interfering with their own and others' productivity (HDS Colorful).

*Data Leader.* Table 5.6 presents selected correlations for the Data Focus dimension.

**Table 5.6** Construct Validity Evidence for Data Focus Dimension

Assessment	Scale	Data Leader
IPIP	Openness	.37**
IPIP	Conscientiousness	.35**
HBRI	Overall Critical Reasoning	.34**
Judgment	Numerical Information Processing	.29**
Judgment	Verbal Information Processing	.27**
HDS	Diligent	.18**
HDS	Cautious	-.24**
PID-5	Distractibility	-.27**

Note: \*\* Statistically significant at the .01 level.

Results highlight the analytical nature of the Data Focus dimension. Others are likely to describe people with high scores as intellectual (HBRI Overall Critical Reasoning, IPIP Openness, Judgment Numerical Information Processing, and Judgment Verbal Information Processing) and adventurous (HDS Cautious). Others will also likely view high scorers as detail oriented (IPIP Conscientiousness), meticulous (HDS Diligent), and focused (PID-5 Distractibility).

## **5.2 Correlations with Others' Descriptions**

Correlations with observer ratings are one of the most important sources of information for interpreting scores. According to Socioanalytic Theory, the same processes underlie social interaction and response to assessment items. In theory, this is the reason certain scores are associated with certain peer descriptions (Mills & Hogan, 1976). Thus, finding correlations between scores on our model and others' descriptions allows us to evaluate the validity of our model for predicting people's reputations at work.

We obtained peer rating information from the Eugene-Springfield Community Sample (ESCS; Goldberg, 2008). The next section contains selected correlations between our dimensions and observer ratings from the ESCS. For full correlation matrices between scales used to score Leader Focus competencies and descriptors from the ESCS, consult the technical manuals for the HPI and MVPI.

### **5.2.1 Procedures, Samples, and Instruments**

As part of Goldberg's (2008) longitudinal community research, respondents and observers (e.g., significant others, spouses, friends, acquaintances, coworkers) completed the Self/Peer Inventories, which include 88 items taken from Saucier's (1994) 40-item Big-Five Mini-Markers, and the 44-item Big Five Inventory (John & Srivastava, 1999; Benet-Martinez & John, 1998). In this survey, respondents described how well each adjective or phrase described either themselves or the target individual using a Likert-type scale ranging from 1 (extremely inaccurate) to 5 (extremely accurate).

Each participant, and up to four observers of each participant, completed these items. The sample of 196 participants providing self-ratings included 87 males and 109 females. Ages of subjects ranged from 21 years to 72 years with a mean of 45.45 years ( $SD = 8.72$ ). Observers also responded to items assessing how and how well they knew the target, how much they liked the target, and basic demographic questions on gender and age.

The sample of 538 respondents providing observer ratings included 208 males and 330 females. Ages ranged from 7 to 89 years with a mean of 41.50 years ( $SD = 16.24$ ). Observers included spouses and other relatives ( $N = 300$ ), friends, coworkers, acquaintances, and significant others ( $N = 207$ ), and 31 observers not indicating their relationship to the target. Most observers indicated knowing the target "well" or "very well" ( $N = 522$ ), and most indicated they "liked" the target or liked the target "very much" ( $N = 520$ ).

For each of the items, we averaged observer ratings to create a composite on each item for each target. We used these mean responses ( $N = 196$ ) to calculate correlations between observer ratings and our dimensions.

### 5.2.2 Results of Observer Description Correlates

*Results Focus.* Table 5.7 provides selected correlations for the Results Focus Dimension.

**Table 5.7** Adjective Checklist Correlates for Constituent Scales of the Results Focus Dimension

HPI Ambition		MVPI Power	
Has an assertive personality	.34**	Has an assertive personality	.20*
Bold	.33**	Bold	.18*
Energetic	.32**		
Perseveres until the task is finished	.26**		
A reliable worker	.25**		
Prefers routine work	-.19*	Prefers routine work	-.22**
Tends to be lazy	-.30**		
Easily distracted	-.33**		

*Note:* \* Statistically significant at the .05 level; \*\* Statistically significant at the .01 level.

Results reflect the goal-oriented nature of the Results Focus Dimension. Others describe individuals with high scores as assertive, persistent, and energetic, and those with low scores as lazy and unfocused.

*People Focus.* Table 5.8 provides selected correlations for the People Focus Dimension.

**Table 5.8** Adjective Checklist Correlates for Constituent Scales of the People Focus Dimension

HPI Interpersonal Sensitivity		MVPI Altruism	
Considerate and kind to almost everyone	.30**	Warm	.32**
Warm	.28**	Helpful and unselfish with others	.29**
Likes to cooperate with others	.28**	Considerate and kind to almost everyone	.28**
Helpful and unselfish with others	.22**	Likes to cooperate with others	.25**
Cold	-.23**	Cold	-.19*
Finds fault with others	-.24**	Can be cold and aloof	-.28**
Unsympathetic	-.32**	Unsympathetic	-.32**

*Note:* \* Statistically significant at the .05 level; \*\* Statistically significant at the .01 level.

Results reflect the caring-oriented nature of the People Focus Dimension. Others describe individuals with high scores as kind, warm, helpful, and cooperative, and those with low scores as cold, unsympathetic, and critical.

*Process Focus.* Table 5.9 provides selected correlations for the Process Focus Dimension.

**Table 5.9** Adjective Checklist Correlates for Constituent Scales of the Process Focus Dimension

HPI Prudence		MVPI Security	
Prefers routine work	.28**	Prefers routine work	.20*
Organized	.23**		
Makes plans and follows through	.21**		
Efficient	.21**		
Practical	.19*		
Sloppy	-.20*	Likes to reflect/play with ideas	-.19*
Can be somewhat careless	-.20*	Imaginative	-.24**
Likes to reflect/play with ideas	-.31**		

Note: \* Statistically significant at the .05 level; \*\* Statistically significant at the .01 level.

Results reflect the procedure-oriented nature of the Process Focus Dimension. Others describe individuals with high scores as organized, efficient, practical, and more comfortable with the familiar, and those with low scores as careless, sloppy, and more interested in the new or novel.

*Thought Leader.* Table 5.10 provides selected correlations for the Thought Focus Dimension.

**Table 5.10** Adjective Checklist Correlates for Constituent Scales of the Thought Focus Dimension

HPI Inquisitive		MVPI Aesthetics	
Likes to reflect/play with ideas	.41**	Has an active imagination	.25**
Imaginative	.37**	Imaginative	.23**
Has an active imagination	.34**	Likes to reflect/play with ideas	.20*
Original/comes up with new ideas	.30**	Original/comes up with new ideas	.17*
Uncreative	-.23**		
Unintellectual	-.25**	Unintellectual	-.21**
Prefers routine work	-.31**	Uncreative	-.27**

Note: \* Statistically significant at the .05 level; \*\* Statistically significant at the .01 level.

Results reflect the creative nature of the Thought Focus Dimension. Others describe individuals with high scores as imaginative and inventive, and those with low scores as uncreative and unintellectual.

*Social Focus.* Table 5.11 provides selected correlations for the Social Focus Dimension.

**Table 5.11** Adjective Checklist Correlates for Constituent Scales of the Social Focus Dimension

HPI Sociability		MVPI Affiliation	
Extraverted	.30**	Extraverted	.45**
Outgoing/Sociable	.28**	Outgoing/Sociable	.45**
Energetic	.27**	Energetic	.26**
Withdrawn	-.17*	Withdrawn	-.29**
Quiet	-.20**	Is reserved	-.31**
Is reserved	-.24**	Shy	-.33**
Shy	-.26**	Quiet	-.35**

Note: \* Statistically significant at the .05 level; \*\* Statistically significant at the .01 level.

Results reflect the gregarious nature of the Social Focus Dimension. Others describe individuals with high scores as socially outgoing and easygoing, and those with low scores as shy, quiet, and more likely to withdraw from social interaction.

*Data Focus.* Table 5.12 provides selected correlations for the Data Focus Dimension.

**Table 5.12** Adjective Checklist Correlates for Constituent Scales of the Data Focus Dimension

HPI Learning Approach		MVPI Science	
Intellectual	.41**	Complex	.25**
Complex	.35**	Systematic	.16*
Deep	.27**	Intellectual	.16*
Systematic	.17*		
Has a forgiving nature	-.19*	Unintellectual	-.22**
Unintellectual	-.26**	Has a forgiving nature	-.22**

*Note:* \* Statistically significant at the .05 level; \*\* Statistically significant at the .01 level.

Results reflect the analytical nature of the Data Focus Dimension. Others describe individuals with high scores as intellectual, deep, and systematic, and those with low scores as unintellectual and more forgiving of others.

## Appendix A: Sample Hogan Leader Focus Report



# Leader Focus

Viewing Leadership Through the Right Lens

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**Report for:** Sam Poole

**ID:** HE381940

**Date:** 6.29.2017

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## Introduction

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**Who you are determines how you lead.** As a leader, you will influence others in their jobs – your actions will impact the morale, well-being, and productivity of your team. You need to encourage followership, persuade people to work toward common goals, and motivate them to work hard. All leaders have a distinct set of qualities that define how they relate to others, process information, perform tasks, set priorities, and lead teams. These qualities influence your ability to get along with others and have a successful career as a leader.

**Leadership is complex.** This report concerns six behavior patterns that influence leadership effectiveness. They affect what you focus on, how you are seen by others, and how you manage yourself, your career, and your relationships. This report provides information about your reputation and personal brand, and can provide powerful self-insight.

**Your leadership context.** Regardless of your current or aspirational role, you are constantly making leadership impressions on those around you. This report is designed for individuals in traditional people leadership roles, but is also applicable to those who want to understand the ways in which they influence others or work in a broad range of leadership contexts – leading a product, project, process, initiative, technical team or just informally leading in everyday life. Regardless of the specific leadership context, the six dimensions described in your report concern universal leadership dimensions that will help you better understand your natural leadership style, sharpen your influence strategies, and improve your overall effectiveness.

**Understanding your results.** There are a few important things to keep in mind when reading your report:

- Resist the temptation to evaluate high scores as "good" and low scores as "bad". High scores do not necessarily indicate greater leadership competence, nor do low scores necessarily indicate leadership deficiency. Interpretation is context-specific; it is critical to consider your unique leadership context and role demands when interpreting your scores.
- All profiles will indicate some specific areas of strength as well as some potential development needs. It is important to examine your profile holistically and consider how your individual scores interact with each other and the context. You can use this report to help you understand how to best leverage your strengths as well as how you may need to adapt your approach to meet situational demands.
- Higher scores indicate greater focus on that style dimension, whereas lower scores indicate less focus on that style dimension. For example, a person may score high on "Results Leader" but low on the "People Leader" dimension, indicating a relentless focus on winning, while possibly competing with or overwhelming others on their team. There are contexts in which this focus may contribute to success and others in which it could detract from success. Becoming more aware of your areas of focus can help you identify situations or contexts in which you may need to flex your style to achieve greater results.

 Leader Focus

## Reading Your Report

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This report is organized in terms of six broad patterns of leadership behavior.

**Main Score.** You will receive feedback on a score for these six leadership themes. Higher scores indicate greater relevance, whereas lower scores indicate less focus in that area. Your highest and lowest scores indicate which aspects of your leadership style tend to be most salient, impactful, and readily noticed by others.

### Example



**Sub-Dimensions.** Each focus dimension contains two components: (1) A behavioral attribute and (2) a personal value. The yellow bar indicates the likelihood that you will exhibit that behavioral attribute. The blue bar indicates the degree to which you value that behavior. For example, people may act like extraverts, and seem talkative, gregarious, and socially active. However, they may value their quiet time and create a leadership culture that emphasizes independence and self-sufficiency.

### Example



**Development Tips.** These are developmental considerations that apply, whether your scores are high or low on each focus dimension. These tips should be useful in guiding your personal development efforts.

**Personal Biases.** Leaders' values powerfully influence their behavior and the kind of culture they are likely to create within their teams and work groups. This section concerns raising awareness of a person's unconscious biases as a leader.



## Executive Summary

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### Results Leader



**Focus on:**  
Cooperation, collaboration

**Focus on:**  
Competition, goal attainment

### People Leader



**Focus on:**  
Transparency, task completion

**Focus on:**  
Relationships, morale

### Process Leader



**Focus on:**  
Flexibility, autonomy

**Focus on:**  
Planning, risk-management

### Thought Leader



**Focus on:**  
Pragmatics, idea implementation

**Focus on:**  
Innovation, idea generation

### Social Leader



**Focus on:**  
Autonomy, efficiency

**Focus on:**  
Communication, networking

### Data Leader



**Focus on:**  
Experience, intuition

**Focus on:**  
Facts, research

 Leader Focus

## Results Leader



You are likely seen as a person who drives results in your organization. Although others will appreciate your goal focus and willingness to take charge, you may also intimidate some people. Your strong focus on competition, status and achievement may result in a tendency to prioritize results and personal advancement over cooperation and team effort. When working toward important goals, you will likely bounce back easily from setbacks and seem confident in your ability to succeed, but may not demonstrate a strong sense of urgency.

### Qualities



### Development Tips

- Your drive to succeed may intimidate new or more junior staff members. Please remember that not everyone shares your drive for results; some may prefer lower profile roles.
- You have the energy and confidence needed to make things happen. However, be sure realistically to evaluate what your team can get done and avoid overcommitting your own and your team's resources.
- You tend to have high expectations for yourself and others; be sure to clearly communicate these expectations so your staff will understand their gaps, and can chart a clear path to success.

### Unconscious Biases

- Don't let your desire to get things done interfere with your ability to create organizational value. Remember not to compete with your peers, team members, or other business units.
- It is important to focus on both intangible results and hard metrics to maximize your team's contributions to the organization. Be willing to take on projects with long-term potential, even if they do not immediately affect the bottom-line.
- Your drive for results will likely shape your management style and the behaviors you reward and punish. Understand that others can contribute in their own way, even if they seem to lack your drive to win.

 Leader Focus

## People Leader



You are likely seen as having strong people skills. Although others will appreciate your warm communication style, you may struggle to hold people accountable and deliver tough messages. Your strong interest in helping others, giving back, and supporting your team may result in a tendency to prioritize team harmony and cohesion over personal responsibility for results. When dealing with sensitive people problems, you tend not to overreact and typically seem mature and emotionally in control. However, you may also tend to dismiss critical feedback from others.

### Qualities



### Development Tips

- You seem willing to gather input from others before making decisions, but remember that management by consensus is not always appropriate. Learn when to consult your team and when to take independent action.
- You may find it difficult to give your staff negative feedback, but providing timely feedback will produce better results, while withholding feedback may cause inefficiencies and can create perceptions of favoritism.
- Although conflict is uncomfortable, avoiding confrontations may undermine your effectiveness as a leader. You can maintain friendly relations with your staff, but also be prepared to confront the difficult issues.

### Unconscious Biases

- You seem to care about the welfare of your staff and probably find opportunities to develop your team. Remember that you may need to draw lines with direct reports who do not respond to coaching or development.
- One of your strengths as a leader is your concern for staff growth and well-being. Try to seek out development activities that will allow your direct reports to grow, but also be ready to hold them accountable for their performance.
- Keep in mind that others may try to take advantage of your considerate management style. Realize when it is time to take corrective action with team members who consistently fail to meet expectations.

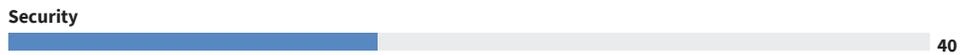
 Leader Focus

## Process Leader



Others likely perceive you as organized, compliant, and disciplined about process. Although people will appreciate your operational skills, you may also seem inflexible and overly focused on details. You probably focus on both sides of the risk-reward equation when making important decisions, suggesting a balanced tendency around smart risk-taking. When working on important tasks or projects, you should seem calm under pressure and maintain a positive attitude when problems arise, but may minimize your mistakes.

### Qualities



### Development Tips

- Your strengths include being thorough and attentive to detail. These important strengths can become a problem, however, if you micromanage your staff. Be sure you empower them to do their jobs.
- Plans almost always change, and change is part of organizational life. As a leader, you must be ready to manage change. Identify someone in your organization who seems comfortable with change and learn from him/her.
- You will rarely have enough information to make the best possible decision. Effective management is about making the best decisions with the information you have. Make a list of what you need to know and then act.

### Unconscious Biases

- Although you are likely to create structure for your team, you also allow some flexibility within these parameters. This leadership style will work with a wide variety of people, but remember that some team members will need more, and some need less structure than others.
- You tend to be calculated risk-taker and likely to encourage your team to do the same. As a leader, you might periodically step out of your comfort zone to take strategic, more aggressive risks. You can serve as an example to your team in this are.
- You tend to examine both sides of the risk-reward equation when making decisions. Although this promotes effective decision-making, be sure you pay attention to context to determine when to pursue potentially risky opportunities.

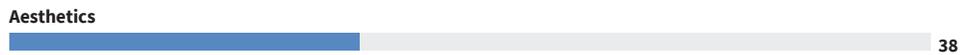
 Leader Focus

## Thought Leader



People in your organization likely view you as a pragmatist. Although others will appreciate your originality, you may seem to become easily bored with the details of implementation. You seem able to balance the competing demands of style versus functionality, to be willing to listen to creative input from others, and to appreciate the importance of branding issues as they serve business goals. When evaluating new ideas, you typically assume that things will go well, and tend to minimize the risks and the possibilities of failure.

### Qualities



### Development Tips

- Innovation is an essential component of successful leadership. However, not every task needs a novel solution. When solving problems, try to determine whether an acceptable solution already exists.
- You seem to enjoy thinking more about strategic, long-range issues and find tactical problems a bit boring. Make considering the short term effects of decisions a consistent part of your problem-solving process.
- Make sure you have a sound rationale for your ideas and present it carefully. You need to sell your ideas to others to ensure their commitment and support. Ask colleagues for feedback on how well you are communicating your vision with others.

### Unconscious Biases

- In a debate regarding form versus function, you seem to balance these two considerations. Try to identify team members who are skilled in each area and encourage them to work together to bring the best of both worlds to important projects.
- You seem to balance the competing demands of style and functionality when it comes to work products. Be sure to gather input from others when making critical design choices that impact user experience to find the highest-quality solution.
- You probably pay attention to your organization's branding, marketing, and advertising strategies. Leverage this interest by supporting the company's efforts to manage brand consistency and presence in your market.

 Leader Focus

## Social Leader



LOW

HIGH

Others probably see you as an active and vigorous communicator. Although your proactive communication style will serve you well, you may sometimes seem to confuse activity with productivity, and you may not always listen well. You seem to enjoy frequent and varied opportunities to connect with others. Although your networking skills will serve you well, you may rely too heavily on group decision-making. When building new networks, you will seem appropriately self-confident, but perhaps too trusting about others' intentions.

### Qualities

#### Sociability



#### Affiliation



### Development Tips

- You seem to enjoy interacting and working with others. Be sure to practice active listening and to set aside time for your own work. Effective leaders move back and forth easily.
- Be aware that your high energy and strong social presence may overwhelm peers and subordinates. Be sure to give others a chance to speak, solicit their opinions, and practice active listening skills by remaining quiet while you wait for others to contribute.
- You probably communicate with many people across your organization, and this is a hallmark of successful leaders. Be sure to leverage your many relationships to help your team get things done.

### Unconscious Biases

- Because you value collaboration and group decision-making, you may sometimes rely on it too much. Remember that some decisions should only be made by you alone, whereas other issues are best decided in a group.
- You value an open-door policy. Your staff will appreciate you being accessible and willing to discuss how the team is working together - but be sure you know when it's time to close the door.
- Because you enjoy social interaction, you may sometimes confuse activity with productivity. Try to identify the activities that contribute to productivity and those that detract from it.

 Leader Focus

## Data Leader



LOW HIGH

Others will observe that you enjoy learning thoroughly, stay up-to-date on industry trends, and have well-informed opinions. People will likely see you as bright and well-informed, but possibly pedantic at times. When evaluating past experiences, you seem to prefer to make decisions using rational, analytical, data-based methods. Although this is likely to result in high-quality decisions, others may become impatient with your careful analytical style. You seem to be a person who makes confident decisions, who tends not to worry about past mistakes, and may miss opportunities to learn from them.

### Qualities



### Development Tips

- Your interest in staying informed and up-to-date with business trends will enhance your effectiveness. However, avoid seeming to have all of the answers, and allow your staff to solve problems on their own when appropriate.
- As a leader, you seem likely to build a rich learning environment for your team. Try to add variety in the learning opportunities you offer. For example, hold information sessions, after action reviews following important projects, or regular discussions of an important topic in your business unit.
- You seem likely to encourage frequent staff development opportunities, remember that people learn differently. Try to allow for hands-on training opportunities in addition to more traditional, classroom-style learning activities.

### Unconscious Biases

- Because you are curious and analytical, you may have trouble making rapid decisions by insisting that you need more data or better analytical methods. Learn to appreciate when you have enough information to make a decision.
- Although you may enjoy problem solving analyses, not all people enjoy data analysis. Try to appreciate other methods of problem-solving and remember that people with differing styles can contribute as well.
- You will be most satisfied working in organizations that value using the latest thinking, technology, and analytical strategies to do their work. Understand that intuitive and experience based approaches offer real value at times.

## Appendix B: Complete Correlations Matrices For Leader Focus Dimensions

**Table B.1** Correlations with International Personality Item Pool (IPIP) Scales

Scale	Results	People	Process	Thought	Social	Data
Agreeableness	.16**	.63**	.37**	.14*	.19**	.18**
Conscientiousness	.39**	.39**	.38**	.03	.15*	.35**
Extraversion	.61**	.52**	-.01	.20**	.65**	.26**
Neuroticism	-.45**	-.42**	-.08	-.14*	-.32**	-.26**
Openness	.29**	.37**	-.08	.62**	.31**	.37**

Note: N = 298; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

**Table B.2** Correlations with HEXACO Honesty-Humility Scale & Subscales

Scale	Results	People	Process	Thought	Social	Data
Honesty-Humility	-.06	.33**	.35**	.05	-.11	.08
Fairness	.12*	.37**	.32**	.10	.03	.08
Greed	-.15**	.21**	.20**	.08	-.17**	.10
Modesty	-.18**	.24**	.28**	-.05	-.12*	.07
Sincerity	-.01	.15*	.24**	-.01	-.08	-.03

Note: N = 285; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

**Table B.3** Correlations with Hogan Development Survey (HDS) Scales

Scale	Results	People	Process	Thought	Social	Data
Excitable	-.24**	-.55**	-.25**	-.09	-.27**	-.14**
Skeptical	-.05	-.44**	-.20**	-.16**	-.17**	-.07
Cautious	-.60**	-.29**	.09	-.18**	-.44**	-.24**
Reserved	-.30**	-.60**	-.14**	-.15**	-.57**	-.14**
Leisurely	-.07	-.30**	-.15**	.00	-.14**	-.08
Bold	.65**	.17**	-.09	.24**	.45**	.26**
Mischievous	.43**	.05	-.58**	.36**	.46**	.12*
Colorful	.49**	.18**	-.30**	.34**	.59**	.21**
Imaginative	.42**	.18**	-.31**	.52**	.37**	.21**
Diligent	.22**	.14**	.37**	-.01	.02	.18**
Dutiful	-.21**	.16**	.35**	-.12*	.00	-.06

Note: N = 382; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

**Table B.4** Correlations with MACH-IV Scale & Subscales

Scale	Results	People	Process	Thought	Social	Data
Total Score	-.15*	-.51**	-.31**	-.12*	-.18**	-.17**
Tactics	-.13*	-.43**	-.29**	-.08	-.08	-.12*
Views	-.14*	-.46**	-.25**	-.15**	-.24**	-.22**
Morals	-.01	-.17**	-.16**	.08	-.03	.11

Note: N = 284; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level

**Table B.5** Correlations with Narcissistic Personality Inventory (NPI) Scale & Subscales

Scale	Results	People	Process	Thought	Social	Data
Total Score	.61**	.02	-.31**	.18**	.49**	.14*
Authority	.71**	.13*	-.20**	.20**	.45**	.20**
Self-Sufficiency	.50**	.09	-.08	.09	.28**	.14*
Superiority	.41**	.02	-.27**	.19**	.40**	.13*
Exhibitionism	.31**	-.03	-.33**	.10	.40**	.01
Exploitativeness	.42**	-.01	-.27**	.20**	.36**	.12*
Vanity	.27**	.01	-.19**	-.01	.30**	.05
Entitlement	.34**	-.21**	-.30**	.08	.28**	-.01

Note: N = 285; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

**Table B.6** Correlations with Personality Inventory for DSM-5 (PID-5) Scales

Scale	Results	People	Process	Thought	Social	Data
Anhedonia	-.41**	-.42**	-.11	-.10	-.33**	-.21**
Anxiousness	-.37**	-.27**	-.01	-.08	-.25**	-.17**
Depressivity	-.33**	-.34**	-.12*	-.04	-.21**	-.16**
Emotional Lability	-.24**	-.26**	-.18**	.03	-.11	-.12*
Hostility	-.12*	-.45**	-.32**	-.08	-.10	-.15*
Perseveration	-.21**	-.31**	-.24**	.00	-.13*	-.14*
Rigid Perfectionism	-.01	-.19**	.05	-.03	-.12*	.03
Separation Insecurity	-.21**	-.16**	-.04	-.01	-.05	-.06
Submissiveness	-.28**	-.12*	.08	-.06	-.12*	-.02
Suspiciousness	-.16**	-.38**	-.20**	-.12*	-.17**	-.18**
Withdrawal	-.42**	-.51**	-.12*	-.09	-.48**	-.20**
Attention Seeking	.25**	-.05	-.31**	.15*	.38**	.09
Callousness	-.07	-.48**	-.37**	-.06	-.06	-.17**
Deceitfulness	-.05	-.31**	-.35**	.03	.07	-.06
Grandiosity	.26**	-.13*	-.20**	.12*	.19**	.06
Manipulativeness	.25**	-.08	-.29**	.14*	.28**	.11
Intimacy Avoidance	-.26**	-.31**	-.17**	-.03	-.20**	-.21**
Restricted Affectivity	-.07	-.29**	-.17**	-.07	-.17**	.03

**Table B.6** Correlations with Personality Inventory for DSM-5 (PID-5) Scales *Continued*

Scale	Results	People	Process	Thought	Social	Data
Distractibility	-.31**	-.33**	-.29**	-.03	-.14*	-.27**
Eccentricity	-.15**	-.31**	-.37**	.14*	-.08	-.08
Perceptual Dysregulation	-.15**	-.26**	-.31**	.08	-.04	-.13*
Risk Taking	.37**	-.05	-.60**	.21**	.36**	.07
Unusual Beliefs and Experiences	-.03	-.19**	-.34**	.15*	.03	-.07
Impulsivity	-.05	-.26**	-.51**	.00	.08	-.19**
Irresponsibility	-.14*	-.30**	-.34**	.02	-.02	-.15**

Note: N = 297; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

**Table B.7** Correlations with Verbal and Numerical Scales from the Hogan Judgment Report

Scale	Results	People	Process	Thought	Social	Data
Verbal	-.00	.05	-.01	.12*	.11	.27**
Numerical	.03	-.02	-.14*	.11	.08	.29**

Note: N = 296; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

**Table B.8** Correlations with Hogan Business Reasoning Inventory (HBRI) Scales & Subscales

Scale	Results	People	Process	Thought	Social	Data
Overall	-.05	.00	-.03	.07	-.05	.34**
Tactical	-.03	.10	.02	.07	-.05	.30**
Strategic	-.06	-.08	-.06	.04	-.04	.28**

Note: N = 297; \*\* Correlation is significant at the .01 level.

**Table B.9** Correlations with Relationship Questionnaire Scales & Subscales

Scale	Results	People	Process	Thought	Social	Data
Secure	.27**	.37**	.12*	.16**	.33**	.19**
Fearful-Avoidant	-.32**	-.32**	-.15**	-.06	-.29**	-.16**
Anxious-Preoccupied	-.16**	-.22**	-.12*	.00	-.03	-.12*
Dismissive-Avoidant	.04	-.12*	-.12*	.01	-.11	-.03

Note: N = 297; \* Correlation is significant at the .05 level; \*\* Correlation is significant at the .01 level.

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