

DELVING INTO THE DARK SIDE OF PERSONALITY

BEYOND THE FUNDAMENTALS

AGENDA

- ▶ Reminder of derailers taxonomy measured by Hogan Development Survey (HDS)
- ▶ Introducing the subscales
- ▶ Coaching strategies
- ▶ Coaching case studies to demonstrate subscale utility
 - ▶ Moving Away
 - ▶ Moving Against

DERAILER TAXONOMY

▶ MOVING AWAY FROM PEOPLE

- ▶ Managing one's feelings of inadequacy by avoiding contact with others

- ▶ **EXCITABLE – PASSIONATE / MOODY & SELF-CRITICAL**

- ▶ **SCEPTICAL – ASTUTE / MISTRUSTING**

- ▶ **CAUTIOUS – PREPARED / FEARFUL**

- ▶ **RESERVED – SELF-SUFFICIENT / DISTANT**

- ▶ **LEISURELY – FOCUSED / RESISTANT TO ADVICE**

DEFINING DERAILERS

▶ MOVING AGAINST PEOPLE

- ▶ Managing one's self-doubts by dominating & intimidating others

- ▶ **BOLD – CONFIDENT & OPTIMISTIC / ARROGANT & OPINIONATED**

- ▶ **MISCHIEVOUS – CHARMING & PERSUASIVE / MANIPULATIVE & RISK TAKER**

- ▶ **COLOURFUL – VIVACIOUS / DRAMATIC & ATTENTION SEEKING**

- ▶ **IMAGINATIVE – CREATIVE IDEAS / SELF ABSORBED ECCENTRICITY**

DEFINING DERAILERS

▶ MOVING TOWARDS PEOPLE

▶ Managing one's insecurities by building alliances

▶ DILIGENT – ORGANISED / FUSSY & CRITICAL

▶ DUTIFUL – AGREEABLE / INDECISIVE & DEPENDENT

INTRODUCING THE SUBSCALES

Recognition of behavioural themes associated with each HDS scale



Clients began asking for more detailed information for HDS scales



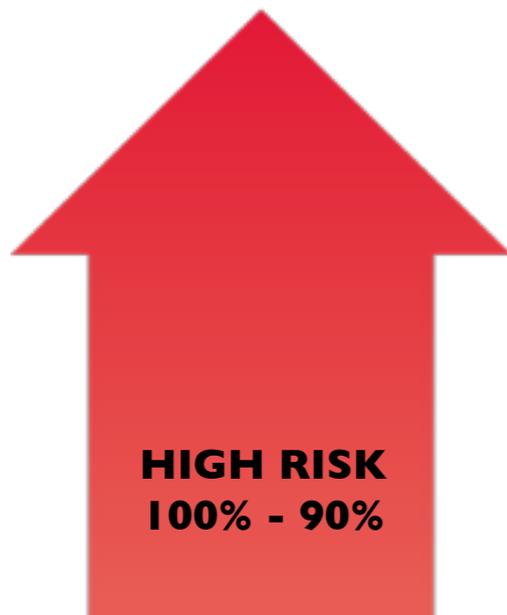
Reliability and validity evidence of a subscale structure

PRIMARY SCALE DESCRIPTORS WITHOUT SUBSCALE INFORMATION

Do all descriptors apply?

COLOURFUL: DESCRIPTORS

Colourful concerns behaviour that ranges from modesty and quiet self-restraint to dramatic and colourful self-expression.



PERFORMANCE IMPLICATIONS:

- **Colourful, quick-witted, and socially skilled**
- **Often over-commits**
- **May not listen well**
- **Seeks leadership positions**
- **Dominates social situations**

PRIMARY SCALE DESCRIPTORS WITH SUBSCALE INFORMATION

HDS SCALES	%
Excitable	53
Sceptical	83
Cautious	15
Reserved	24
Leisurely	85
Bold	86
Mischievous	99
Colourful	93



This individual may behave in a dramatic and attention-seeking manner, *but may not be easily distracted in these situations.*

SCALES & SUBSCALES

EXCITABLE

VOLATILE

EASILY DISAPPOINTED

NO DIRECTION

SCEPTICAL

CYNICAL

MISTRUSTING

GRUDGES

CAUTIOUS

AVOIDANT

FEARFUL

UNASSERTIVE

RESERVED

INTROVERTED

UNSOCIAL

TOUGH

LEISURELY

PASSIVE AGGRESSIVE

UNAPPRECIATED

IRRITATED

BOLD

ENTITLED

OVERCONFIDENCE

FANTASIZED TALENT

MISCHIEVOUS

RISKY

IMPULSIVE

MANIPULATIVE

COLOURFUL

PUBLIC CONFIDENCE

DISTRACTIBLE

SELF DISPLAY

IMAGINATIVE

ECCENTRIC

SPECIAL SENSITIVITY

CREATIVE THINKING

DILIGENT

STANDARDS

PERFECTIONISTIC

ORGANISED

DUTIFUL

INDECISIVE

INGRATIATING

CONFORMING

LEISURELY SUBSCALES

PASSIVE AGGRESSIVE

Overtly pleasant and compliant but privately resentful and subversive regarding requests for improved performance.

I sometimes put off doing things for people I don't like.

UNAPPRECIATED

Believing that one's talents and contributions are ignored; perceiving inequities in assigned workloads.

People at work expect me to do everything.

IRRITATED

Privately but easily irritated by interruptions, requests, or work related suggestions.

It irritates me to be interrupted when I am working on something.

MISCHIEVOUS SUBSCALES

RISKY

Prone to taking risks and testing limits; deliberately bending or breaking inconvenient rules.

I try things that other people think are too risky.

IMPULSIVE

Tending to act impulsively without considering the long term consequences of one's actions.

I often do things on the spur of the moment.

MANIPULATIVE

Machiavellian tendencies--using charm to manipulate others and no remorse about doing so.

When I want to get my way, I know how to "turn on the charm."

DUTIFUL SUBSCALES

INDECISIVE

Overly reliant on others for advice and reluctant to make decisions or act independently.

On important issues, I dislike making decisions on my own.

INGRATIATING

Excessively eager to please one's superiors, telling them what they want to hear, and never contradicting them.

There is nothing wrong with flattering your boss.

CONFORMING

Taking pride in supporting one's superiors and following their orders regardless of one's personal opinion.

I take pride in being a good follower.

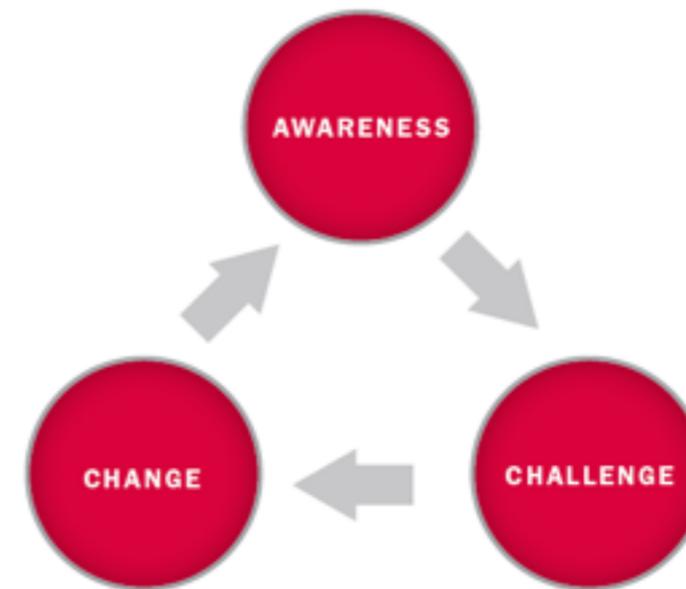
COACHING STRATEGIES

POTENTIAL STRUCTURE FOR FEEDBACK:

STEP 1 – RAISING AWARENESS

STEP 2 – CHALLENGING ASSUMPTIONS

STEP 3 – ENCOURAGE BEHAVIOUR CHANGE



CASE STUDY A – JOSH RESERVED

- ▶ Josh is CEO for very successful software company
- ▶ In good times did engage with others and listen to their ideas
- ▶ But in a crisis he retreated into his office, became immersed in his own work while trying to save the company



CASE STUDY A – JOSH RESERVED

EVALUATING AWARENESS & THE NEED FOR CHANGE

- ▶ Do you tend to hide weaknesses?
- ▶ Are you hard to read?
- ▶ Do you disappear in a crisis?
- ▶ Do you have a hard time dealing with conflict?

CASE STUDY A – JOSH RESERVED

▶ CHALLENGE WITH COACHING STRATEGIES

- ▶ Josh needs to understand goal is NOT to interact with others all the time, but to effectively communicate when needed and to be able to disengage from interactions without damaging relationships
- ▶ 3 steps
 - ▶ Need to become proficient at identifying need to pull away from others and the triggers that elicit this need
 - ▶ Become adept at asking others for a time-out when need time alone to think through an issue, but accompany this with follow up plan to re-engage with others on the issue
 - ▶ Learn how to re-engage, this bridge could be as basic as a set of scripts for various scenarios

SUBSCALE INFORMATION – RESERVED

▶ INTROVERTED

- ▶ High scorers value private time and prefer to work alone. Trigger points occur when forced to work in one-on-one or group settings for lengthy periods. Their response may make them seem uninterested, aloof, or they actually leave. Internally they may feel exhausted by social contact
- ▶ Strategy refinements include helping leader establish need for downtime and communicating this need to others in a positive way. If they have to socially interact they will do better if there are clear time limits.

SUBSCALE INFORMATION – RESERVED

▶ UNSOCIAL

- ▶ Tends to limit close relationships and keeps others at a distance, they lack the need and motivation for social interaction, hence reputation for being detached, cold & unapproachable, even uncaring & unfriendly
- ▶ Two keys to working with leader with high score - help the leader understand the cost of unsocial behaviour and help them explore ways that being bit more sociable could benefit, comfort or please others

SUBSCALE INFORMATION – RESERVED

- ▶ **TOUGH**
- ▶ High scorers focus on work rather than people & seem indifferent to others. They have little tolerance for others' complaints, may achieve a lot themselves but leave others distressed
- ▶ Two key goals - develop greater tolerance and compassion for others and develop a balance between people issues and getting things done. Need to be alerted to potential danger of being too tough

CASE STUDY A – JOSH RESERVED

CHANGE

▶ **Keep:**

- ▶ Showing steadiness even when others are becoming emotional and overwrought

▶ **Stop:**

- ▶ Tuning other people out, and ignoring their concerns

▶ **Start:**

- ▶ Asking others for feedback and check for understanding after important interactions or meetings

CASE STUDY B – LINDA BOLD

- ▶ By age 40 top executive in one of world's largest global companies
- ▶ Described as brilliant, strategic, expected to become next CEO
- ▶ BUT became more and more assertive, began to lose trust and respect



CASE STUDY B – LINDA BOLD

EVALUATING AWARENESS & THE NEED FOR CHANGE

- ▶ Does your ego cause you to dominate?
- ▶ Are you unwilling to back down in an argument?
- ▶ Do you typically believe you are right before checking with others' views?
- ▶ Are you unwilling to change your position in a fight?

CASE STUDY B – LINDA BOLD

CHALLENGE WITH COACHING STRATEGIES

- ▶ Linda will see herself as special and entitled. While she is very interested in how she comes across she is probably oblivious to the negative reputational impact of her behaviours
- ▶ Challenging Linda's assumption that she is special is unlikely to be successful in a coaching relationship
- ▶ Instead, general strategy needs to guide Linda to be more self-aware of how her actions are perceived and persuade her to change her behaviour in order to be perceived more positively. Coaching can address behaviours that might be blocking the special status she feels she deserves, hopefully increasing her self-monitoring and ultimately greater self-awareness

SUBSCALE INFORMATION – BOLD

▶ ENTITLED

- ▶ High scorer believes they deserve special treatment and should receive recognition for their special qualities
- ▶ Rather than challenge the assumption of 'specialness' may be more productive to engage in discussions about appropriate behaviours that can be used to achieve recognition. They may come to see that being magnanimous is a more effective way to gain status than personal aggrandisement

SUBSCALE INFORMATION – BOLD

▶ OVERCONFIDENCE

- ▶ High scorer believes they can succeed at any task and make overly optimistic projections of success. When failures occur they probably blame others or external events. They may try to do things that are beyond their capability
- ▶ Coaching discussions about exercising greater caution will be more effective if framed in terms of the limitations of the leader's team, not the leader

SUBSCALE INFORMATION – BOLD

▶ FANTASISED TALENT

- ▶ High scorers believe they have unusual talents or gifts or some special destiny for greatness. When things go well it is their doing; when things go badly it is the fault of others or circumstances
- ▶ Coaching discussions are likely to be more productive if they focus on how dialling down some of the high Bold behaviours will increase chances of attaining the greatness they believe they deserve

CASE STUDY B – LINDA BOLD

CHANGE

- ▶ **Keep:**
- ▶ Being a role model for positive attitude to change
- ▶ **Stop:**
- ▶ Over promising and blaming others for failure
- ▶ **Start:**
- ▶ Sharing credit for accomplishment

FURTHER ACTIONS

- ▶ [Coaching the Dark Side of Personality](#), Warrenfeltz & Kellelt , Hogan Press
- ▶ HDS Advanced Courses - next dates are
 - ▶ 17 March
 - ▶ 10 May
 - ▶ 14 July
- ▶ Book by 31 March and get 15% discount (quote HDSWEBINAR)

QUESTIONS

- ▶ Thank you for listening
- ▶ Contact: info@psychological-consultancy.com
Tel: 01892 559540
Twitter: @pclconsultancy
LinkedIn: [linkedin.com/company/psychological-consultancy-ltd](https://www.linkedin.com/company/psychological-consultancy-ltd)