



# POTENTIAL

## STRENGTHS AND COMPETENCIES FOR LEADERSHIP

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**Report for :** John Score-Average

**ID:** UH555944

**Date :** 21.11.2016



# INTRODUCTION

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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

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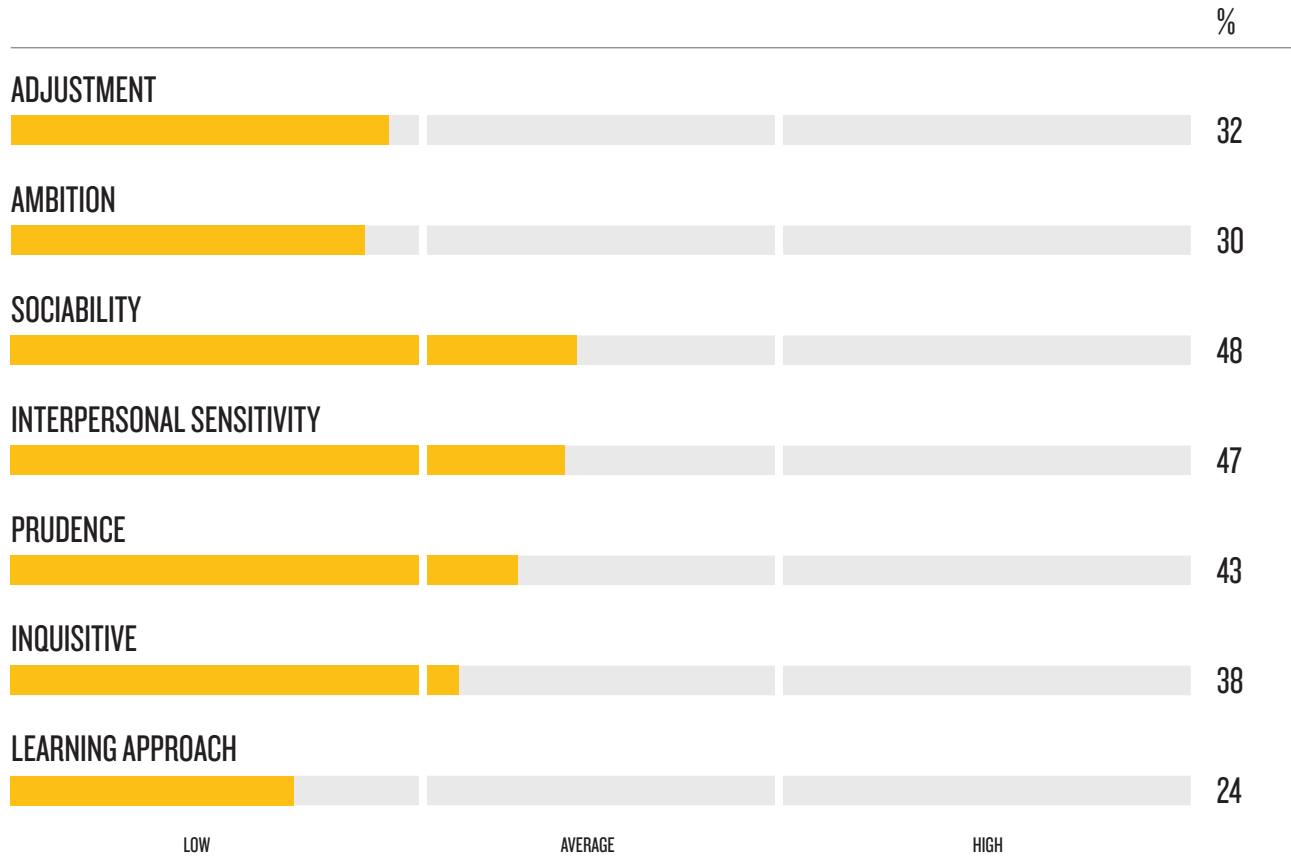
The seven scales of the Leadership Forecast Potential Report are defined below.

<b>ADJUSTMENT</b>	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.
<b>AMBITION</b>	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.
<b>SOCIABILITY</b>	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.
<b>INTERPERSONAL SENSITIVITY</b>	The Interpersonal Sensitivity scale reflects social sensitivity, tact, and perceptiveness. High scorers seem friendly, warm, and popular. Low scorers seem independent, frank, and direct.
<b>PRUDENCE</b>	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.
<b>INQUISITIVE</b>	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.
<b>LEARNING APPROACH</b>	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.



# LEADERSHIP POTENTIAL PROFILE

## Scales



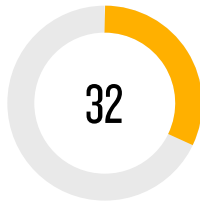
**This Report is Valid and Interpretable**



# ADJUSTMENT

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

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## BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Admit their shortcomings and try to fix them
  - Remember their mistakes
  - Seem driven and intense
  - Take criticism personally
  - Have a sense of urgency
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## LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you approach your work with passion and intensity and care deeply about performing well. In addition, you may be easily annoyed with unexpected delays and staff mistakes. On the other hand, you understand when your staff is stressed, you can admit your mistakes, listen to feedback and coaching, and try to improve your performance.

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## COMPETENCY ANALYSIS

**COMPOSURE:** You may seem tense or edgy when under pressure, when faced with deadlines, or when others make mistakes, and this, in turn, could affect your team's concentration.

**LISTENING:** When you are facing deadlines or heavy work pressure, you may tend to stop communicating and listen only for bad news. You can relieve some pressure by planning and delegating before a job starts.

**LEARNING AND PERSONAL COACHABILITY:** You are open to feedback and interested in improving your performance; however, you may tend to pay more attention to the negative than to the positive feedback.

**BUILDING RELATIONSHIPS:** Your occasional moodiness can make you unpredictable which, over time, can erode relationships. Because relationships are built on positive interactions, your tendency to see the negative will impede your ability to build trusting alliances.

**STRESS MANAGEMENT:** You tend to be self-critical and intense. You need to learn to be kinder to yourself.



# ADJUSTMENT

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## DEVELOPMENTAL RECOMMENDATIONS

### COMPOSURE:

- Recognise that unexpected events may bother you. Plan for the unexpected circumstances or difficult people that you may encounter. Doing so will help you stay focused and composed.
- Realise that others may not react the way you think they will. When this happens, prepare to have alternative responses. Mentally rehearse what is likely to occur and how you would ideally respond. This will help you maintain your composure when surprises occur.
- When things don't go as planned, carefully review what happened. Identify ways to prevent these events from occurring in the future.

### LISTENING:

- When you are annoyed, try to take a break or think about something else. Resist the tendency to be defensive, and don't take feedback personally.
- As a leader, try to understand that it is acceptable for others to make honest mistakes due to their inexperience.

### LEARNING AND PERSONAL COACHABILITY:

- Give yourself credit for the things you do well and note the areas in which you need to improve. Document at least three of your strengths and three areas in which you need to improve. Create an action plan that capitalises on your strengths while allowing you to work on your developmental areas.

### BUILDING RELATIONSHIPS:

- If you find that you have a tendency to be critical and negative, try to identify what triggers this behaviour and be alert for those circumstances in the future.
- Remember that, as a leader, part of your job involves leading by example and staying positive.
- Ask a trusted colleague for feedback regarding your behaviour. Talk to him or her about how you might improve your performance.

### STRESS MANAGEMENT:

- Identify situations that you find stressful, and develop plans to deal with them. Isolate the "threat" associated with stress and consider alternatives to minimise it.
- Do not let troublesome issues fester until they erupt. Instead, discuss them and ask for help from others to resolve them. You will be surprised at how many people will be happy to help if you only ask for their assistance.

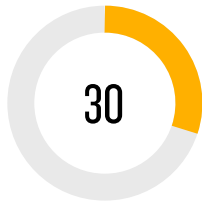




# AMBITION

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

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## BEHAVIORAL IMPLICATIONS

**Leaders with similar scores tend to:**

- Let others take charge
  - Prefer to finesse rather than confront others
  - Have a flexible agenda
  - Be reluctant to speak in public
  - Avoid difficult challenges on which they may not succeed
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## LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you tend to take a low profile and support the useful initiatives of others. As a result, you may be reluctant to exert influence in areas where you could make an impact. Because you tend not to seek leadership roles directly, your career advancement may depend more on your technical competence than your political ability.

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## COMPETENCY ANALYSIS

**ACTION ORIENTATION:** You are low-key and prefer to let others get out in front on new initiatives.

**CAREER ADVANCEMENT:** Generally speaking, you are not interested in playing politics in order to advance professionally, and you seem content with the career opportunities that are readily available to you.

**INITIATIVE:** People will depend on you to collaborate rather than try to take charge in a crisis situation. You follow leads and suggestions rather than handing them off to others.

**ACHIEVING RESULTS:** You seem to be more concerned about work processes than work products. Be sure to persevere with projects until they are completed.

**DECISION MAKING:** You may prefer to let others make tough decisions, especially when all the information is not available and the stakes are high.



# AMBITION

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## DEVELOPMENTAL RECOMMENDATIONS

### **ACTION ORIENTATION:**

- As a leader, try to create energy in your work group, establish goals, share your team's progress with others, and hold regular performance reviews with staff.
- Volunteer for specific projects which make use of your knowledge and skills.
- Find a challenging project and break it down into definable action steps (a trusted colleague can help here). Identify the first three steps of the project, as well as timeline. Inform others of your project and ask them to hold you accountable.

### **CAREER ADVANCEMENT:**

- Understand that politics are part of organisational life. The better you understand office politics, the more likely you will be in advancing your career.
- As a leader, others count on you to be their advocate within the organisation. If you avoid office politics, you may not represent your staff adequately to others. Ask a trusted friend or colleague for feedback on this issue.
- If you want to advance within your organisation, you will need to develop a plan. Part of this plan should involve identifying the position(s) in your organisation to which you aspire, and defining the steps needed to get there.

### **INITIATIVE:**

- You seem to be a good team player, on whom others can rely. Make sure that they know you are willing to contribute and help achieve group results.
- Taking initiative is an important part of leadership. If others think you don't display initiative, ask them why. Consult a trusted friend for feedback to help you take more initiative in the future.

### **ACHIEVING RESULTS:**

- Be aware of the needs of your internal customers. Let them know that you understand their issues, and commit to a specific plan of action to resolve these issues.
- Determine the amount of time required to complete assigned tasks, and clearly communicate this time frame to internal customers, peers, and superiors. In addition, remember to update others regularly on progress.
- As a leader, you set the tone for your work group. If you convey the message that timely results are not important--even if it is unintended--your team members will behave accordingly.

### **DECISION MAKING:**

- Making tough decisions is an important part of leadership. Discuss with your boss which decisions should be made jointly, by you alone, or by others. Having clear guidelines on your decision-capabilities will give you more confidence.
- Determine what information you need to make a decision (e.g., cost estimates, staffing needs, cost/benefit analyses, P&L impact, risk evaluation, etc.). Once you have this information, make your decision.
- Find someone with whom you can discuss important decisions. Think through your decision, and then share your reasoning with this person. Use this experience to build your self-confidence in this area.



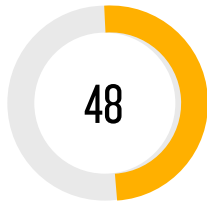




# SOCIABILITY

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

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## BEHAVIORAL IMPLICATIONS

**Leaders with similar scores tend to:**

- Seem approachable, not distant
  - Be comfortable either working alone or with others
  - Prefer formal rather than casual meetings
  - Provide staff relevant feedback
  - Balance listening with talking
- 

## LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are flexible with your time, and don't mind working either alone or as part of a team. You meet the public well, but you don't need to be the centre of attention or constantly on stage.

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## COMPETENCY ANALYSIS

**INITIATING INTERACTIONS:** You are able to initiate and maintain good relations with others.

**ENERGY:** Others see you as having the energy to do what needs to get done.

**APPROACHABILITY:** Your ability to initiate interactions is a positive skill for leaders. Continue to develop contacts in the organisation and include team members in your interactions.

**INTERPERSONAL NETWORK:** Your networking skills are sufficient to keep you in touch with the organisation.

**TEAM ORIENTATION:** Others see you as participating appropriately in team tasks.



# SOCIABILITY

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## DEVELOPMENTAL RECOMMENDATIONS

### INITIATING INTERACTIONS:

- Be sure to talk with each member of your staff everyday in their work place.

### ENERGY:

- You are probably seen as an energetic person who can bring the work group together, which is an important quality for leaders. Maintain your energy during interactions, particularly if you tend to become low-key and passive.

### APPROACHABILITY:

- Make sure that you are accessible to all members of your team. Make sure that you don't unconsciously “play favourites” with some team members. Try to interact regularly with all the members of your team and peer group.

### INTERPERSONAL NETWORK:

- Be sure that your organisational network is broad and covers the relevant portions of your organisation.
- Even though you may have a solid organisational network, set a goal for establishing a relationship with at least one new department or work unit per quarter.
- Recognise that your network is dynamic and changing, and that it needs to be nurtured to be sustained. If you haven't talked with a particular person recently, call them. Don't let relationships become stagnant or distant.

### TEAM ORIENTATION:

- You seem to be comfortable either working as part of a team or by yourself. This balance is healthy because some tasks are best done as part of a team, while others are best done individually.

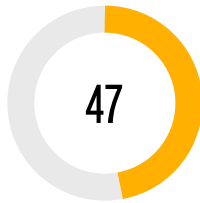




# INTERPERSONAL SENSITIVITY

Concerns warmth, charm, and the ability to maintain relationships.

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## 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.

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## 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

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## 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.

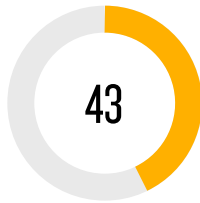




# PRUDENCE

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

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## BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be orderly and dependable
  - Be able to adjust to change
  - Strike a good balance between speed and accuracy
  - Plan and maintain schedules appropriately
  - Delegate responsibly
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## LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are reasonably planful and careful about following procedures. Also, you seem to be able to change directions and show flexibility when necessary.

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## COMPETENCY ANALYSIS

**HANDLING AMBIGUITY:** You seem able to deal with change without being anxious or uncomfortable. Others see you as being good at weighing the pros and cons of an issue rather than being a roadblock.

**FLEXIBILITY:** You tend to be flexible and open-minded about change. Others find that you can be persuaded by a sound argument.

**PLANNING:** You understand how to balance the benefits of sticking to a plan with the deviations needed to improve the process. You appreciate that rules are necessary, but you are not rigid in following them.

**ATTENTION TO DETAIL AND TIMELINES:** Although you respect project requirements and deadlines, you seem willing to give others latitude as long as they maintain quality and adhere to timelines.

**RULE ORIENTATION:** You understand and appreciate the importance of the rules of the organisation.



# PRUDENCE

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## DEVELOPMENTAL RECOMMENDATIONS

### HANDLING AMBIGUITY:

- As a leader, you probably maintain a balance between being planful and organised and being able to act when there are no guidelines. Serve as a role model for others in this area.

### FLEXIBILITY:

- You are likely to remain flexible in most situations. Although you are normally well-organised and careful, you are able to incorporate last-minute changes. As a leader, you should serve as a mentor or coach to others who you see struggling in this area.

### PLANNING:

- As a leader, your staff appreciates how you develop and adhere to plans and schedules, and they know you will be able to adapt to necessary changes. Encourage and involve your staff in planning efforts.

### ATTENTION TO DETAIL AND TIMELINES:

- As a leader, you probably balance a big picture view of your work team (strategising, planning) with an understanding of how the people in your unit actually do their work. Continue to maintain this balanced approach.
- Others enjoy the autonomy you give them. Continue to do this without sacrificing accountability.

### RULE ORIENTATION:

- You normally follow the important rules of the organisation, while allowing some latitude for the less important rules. This balance is healthy, but be aware that as a leader, others are looking to you to set an example. Be careful not to spawn a department full of rule breakers, who are simply following your lead.

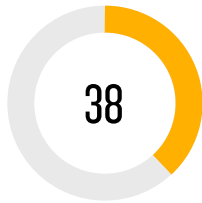




# INQUISITIVE

Concerns imagination, curiosity, vision, and creative potential.

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## BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be flexible problem solvers
  - Have interests outside business
  - Be willing to speculate about business scenarios
  - Have a normal degree of imagination
  - Understand practical as well as technological solutions
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## LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are open-minded and curious, but have a practical turn of mind for problem solving.

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## COMPETENCY ANALYSIS

**CREATIVITY:** Others turn to you for advice when problems require a well-reasoned solution.

**MANAGING INNOVATION:** You may not champion new ideas, but you are appropriately receptive to those that seem useful.

**CURIOSITY:** You seem reluctant to move on projects without some basic understanding of how processes and procedures will work.

**VISION:** You seem adequately concerned about the big picture.

**PROBLEM SOLVING:** Your ability to think innovatively is balanced by your capacity to stay focused.



# INQUISITIVE

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## DEVELOPMENTAL RECOMMENDATIONS

### CREATIVITY:

- You probably perform equally well in situations that require practical problem solving and in situations that require new approaches. Your team members may not be as balanced as you are. Work to develop your subordinates so that they understand when innovation is useful.

### MANAGING INNOVATION:

- Continue to support new ideas that make sense, and encourage your work group to brainstorm and be creative. Identify a role model inside the organisation who is successful at introducing new ideas and learn some techniques for conducting focus groups.

### CURIOSITY:

- You probably ask questions to further your knowledge of new technologies, developments, and so forth. Continue doing this, and encourage the same from your work group.

### VISION:

- You may tend to favour practical problem solving over “big picture” concerns, but you are likely to be able to function in both camps. As a leader, you should convey a broad perspective on issues and show your ability to be visionary.
- Your team members need to know your vision for the team and the organisation. If you have not conveyed it, begin doing so now. The corporate mission statement is a good place to start. Consult others who are successful in communicating with conviction.

### PROBLEM SOLVING:

- Think about which types of problem solving activities most appeal to you (i.e., practical vs. big picture), and choose work assignments that complement your strengths. Alternately, if your current job requires one style of decision making, and you feel that it is time for a change, then consider assignments that will allow you to use more of your preferred decision making and thinking skills.



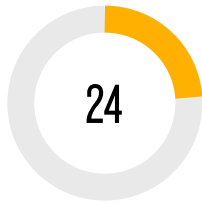




# LEARNING APPROACH

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

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## BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Prefer hands-on learning over traditional educational instruction
  - Be more concerned with improving existing skills than acquiring new ones
  - Make sure others are on board before taking action
  - Ignore training opportunities for their staff
  - Not spend much time reading, especially technical material
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## LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are only moderately interested in education for its own sake. You want education to have a pragmatic payoff--that is, you tend to see training as a means to an end rather than an end in itself. You may be interested more in solving today's problems than getting ready for problems of the future.

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## COMPETENCY ANALYSIS

**STAYING CURRENT:** You may put off training activities due to your demanding schedule. Consequently, you may not be very efficient using new technology or understanding how it can impact your business.

**LEARNING QUICKLY:** You seem inclined to learn new techniques and procedures, but only when it becomes clear that you have no alternatives.

**LEARNING STYLE:** You seem to be a hands-on learner, preferring to develop new skills when you are confronted with a problem.

**COMMUNICATING ACCURATELY:** Your communication style seems problem-oriented, practical, and to the point. Others will appreciate your clarity and patience when explaining things.

**INTELLECTUAL MOTIVATION:** You seem interested in learning when there is a clear payoff for information.





# LEARNING APPROACH

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## DEVELOPMENTAL RECOMMENDATIONS

### STAYING CURRENT:

- Begin an active program of reading topical publications (i.e., Business Week, Fortune, Wall Street Journal, Harvard Business Review). If you are unsure of what to read, ask someone who seems up-to-date for suggestions.
- Use the Internet to follow business-related links that will help you keep up on new developments in the business world.

### LEARNING QUICKLY:

- Remind yourself to keep up with new techniques, including new computer applications and software. It is easy to become outdated if you don't continually upgrade your skills.
- As a leader, you set the tone for your work team. If you are not improving your skills, they are less likely to advance theirs. Establish a positive, proactive learning environment within your own group.

### LEARNING STYLE:

- You may not enjoy classroom learning, but such training can help make you a stronger leader. Many topics cannot be taught in a hands-on manner, particularly the skills and perspective that leaders are expected to demonstrate. Courses and seminars are often the best way to learn.
- Establish a learning environment in your work group by identifying one or two seminars that would be of value to you and your staff. Attend these seminars, and then discuss them with your staff. Identify two or three points from the seminars that can be applied to your work.

### COMMUNICATING ACCURATELY:

- As a leader, make it "OK" for your staff to ask you about any written memos that they find unclear. It's better to spend some time at the start discussing the memo rather than spending more time later correcting mistakes that resulted from the misunderstanding.

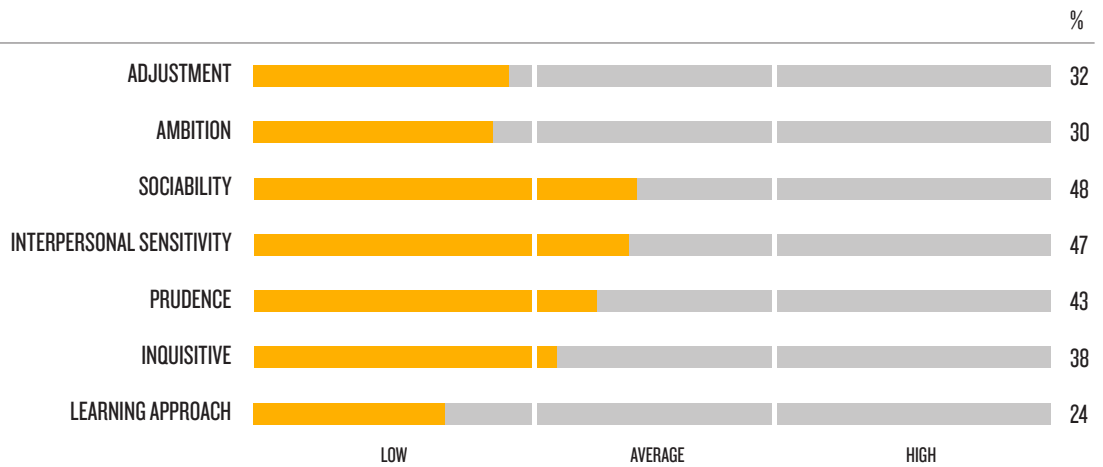
### INTELLECTUAL MOTIVATION:

- You may enjoy learning practical skills which can be applied immediately to your job, but you also need to learn more abstract skills to enhance your performance as a leader and manager. Leadership and management seminars can broaden your perspective, and improve judgment and decision-making skills. Don't underestimate the importance of such training for both you and your staff.



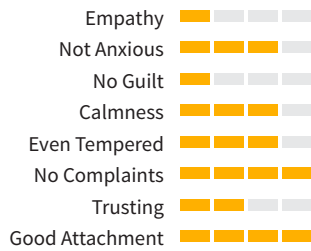


## Scales



## Subscale Scores

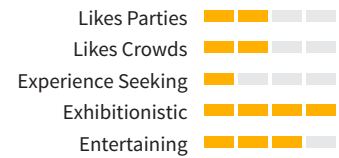
### Adjustment



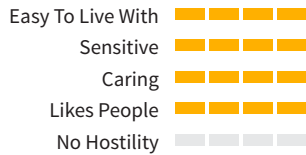
### Ambition



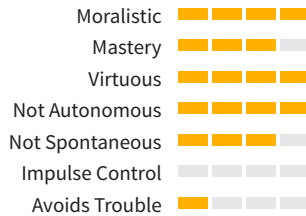
### Sociability



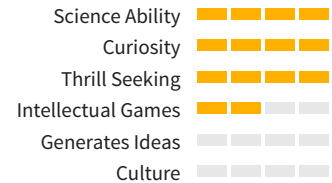
### Interpersonal Sensitivity



### Prudence



### Inquisitive



### Learning Approach

