

The Leadership Forecast Series



potential / report

HOGAN
ASSESSMENT SYSTEMS

The Science of Personality™

Leadership Forecast™ Potential Report

Report for:

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Date:

May 9, 2006

CONFIDENTIAL



I NTRODUCTION

The Leadership Forecast Potential Report describes your strengths and developmental needs as a manager and executive. The report is based on the Hogan Personality Inventory (HPI), and is organized in terms of seven dimensions; each dimension addresses a different component of leadership performance. Leadership concerns building and maintaining a high-performing team, while getting people to forego individual goals to take on group goals.

Page 3 defines the dimensions of the HPI; once again, this report is organized in terms of these seven dimensions.

Page 4 presents your HPI profile. The pages following the profile describe the behavioral and leadership implications of your scores on each HPI dimension. The last section of the report provides developmental recommendations associated with your competencies. This information will be helpful as you move forward in your career.

BACKGROUND

There are some points you should keep in mind while reading this report. First, there is no such thing as a "good" score. There are positive and negative implications for both high and low scores, although certain scores are more important for some competencies than others. Thus, you should interpret your scores in terms of your own career aspirations and goals rather than in absolute terms.

Second, you can change your typical behavior, but change depends on three things. First, you need to know what you want to change. Second, you must decide to change it. And third, you need to know how to change it. The information in this report will be important for any effort toward change and development.

Third, the results in this report are based on leadership research conducted over the past 20 years with samples of working adults and leaders. In addition, your scores are compared to those of an international sample of over 4,000 executives, and not on the general population. The point is that the report compares you with your peers and not with your staff.

Finally, as noted above, the most essential feature of leadership is the ability to build and maintain a high-performing team. The various parts of the report all concern your potential for doing this.

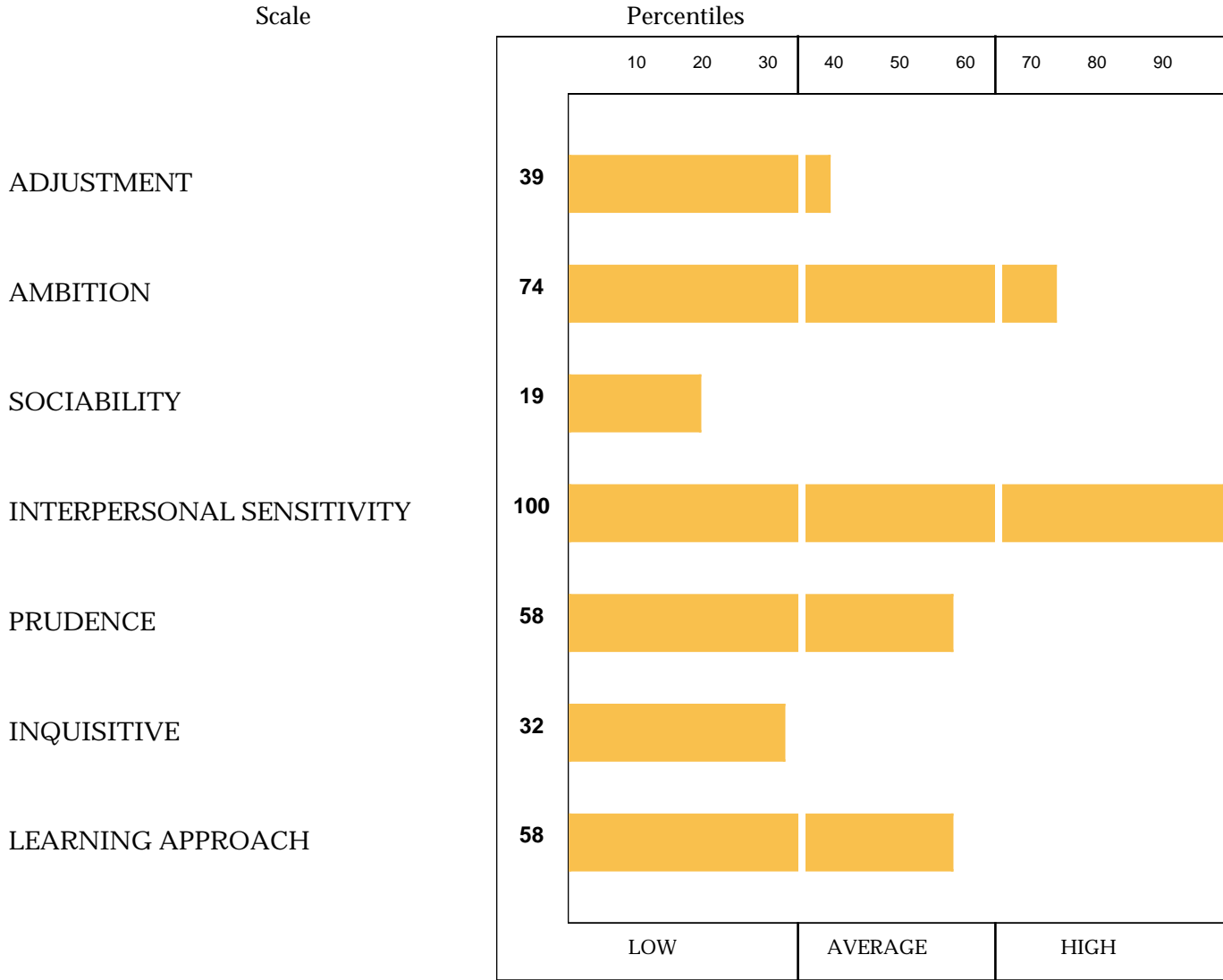
DEFINITIONS

The seven scales of the Leadership Forecast Potential Report are defined as follows:

Adjustment	The Adjustment scale reflects the degree to which a person is calm and even tempered or conversely, moody and volatile. High scorers seem confident, resilient, and optimistic. Low scorers seem tense, irritable, and negative.
Ambition	The Ambition scale evaluates the degree to which a person seems leaderlike, seeks status, and values achievement. High scorers seem competitive and eager to advance. Low scorers seem unassertive and less interested in advancement.
Sociability	The Sociability scale assesses the degree to which a person appears talkative and socially self-confident. High scorers seem outgoing, colorful, and impulsive, and they dislike working by themselves. Low scorers seem reserved and quiet; they avoid calling attention to themselves and do not mind working alone.
Interpersonal Sensitivity	The Interpersonal Sensitivity scale reflects social skill, tact, and perceptiveness. High scorers seem friendly, warm, and popular. Low scorers seem independent, frank, and direct.
Prudence	The Prudence scale concerns self control and conscientiousness. High scorers seem organized, dependable, and thorough; they follow rules and are easy to supervise. Low scorers seem impulsive and flexible. They tend to resist rules and close supervision; however, they may be creative and spontaneous.
Inquisitive	The Inquisitive scale reflects the degree to which a person seems curious, adventurous, and imaginative. High scorers tend to be quick-witted and visionary, but they may be easily bored and not pay attention to details. Low scorers tend to be practical, focused, and able to concentrate for long periods.
Learning Approach	The Learning Approach scale reflects the degree to which a person enjoys academic activities and values education as an end in itself. High scorers tend to enjoy reading and studying. Low scorers are less interested in formal education and more interested in hands-on learning on the job.

LEADERSHIP POTENTIAL PROFILE

This Report is Valid and Interpretable

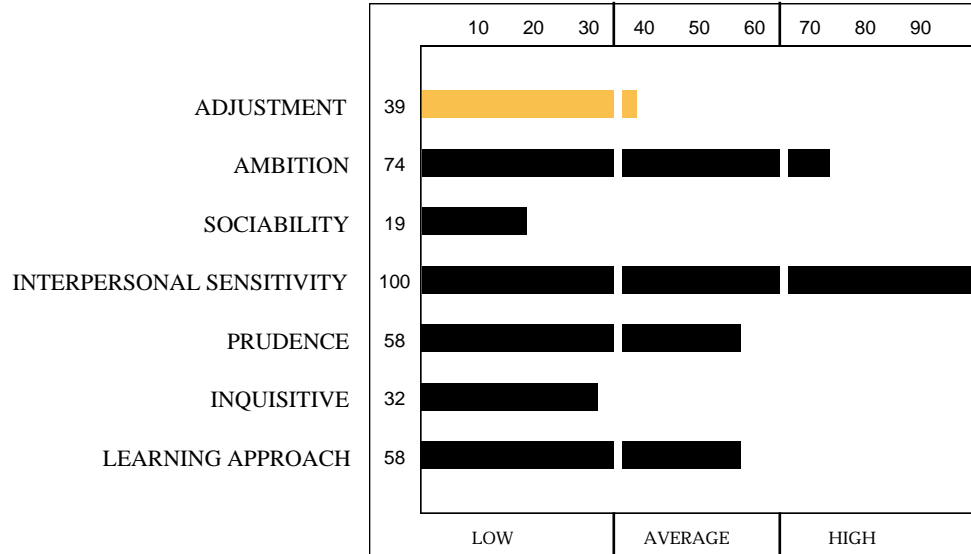


A DJUSTMENT

Concerns composure, optimism, and stable moods.

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Seem calm in stressful situations
- Listen to criticism without taking it personally
- Understand their own strengths and shortcomings
- Learn from their mistakes
- Be patient with their staff

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you seem calm and even-tempered, respond to coaching, listen to staff feedback, and persist even when frustrated.

COMPETENCY ANALYSIS

COMPOSURE: You are typically able to handle pressure and express your emotions appropriately. Although you may sometimes become annoyed or frustrated, you tend not to be hostile or critical of others.

LISTENING: Most people see you as neither self-absorbed nor unconcerned about others. They can count on you to pay attention, understand, and not abuse others.

LEARNING AND PERSONAL COACHABILITY: You are interested in performance feedback and you seem to be able to take the good with the bad. Others see you as realizing your mistakes and not wanting to repeat them. You should handle feedback well and learn from past experience.

BUILDING RELATIONSHIPS: Your steadiness and predictability will enhance your ability to build and maintain relationships.

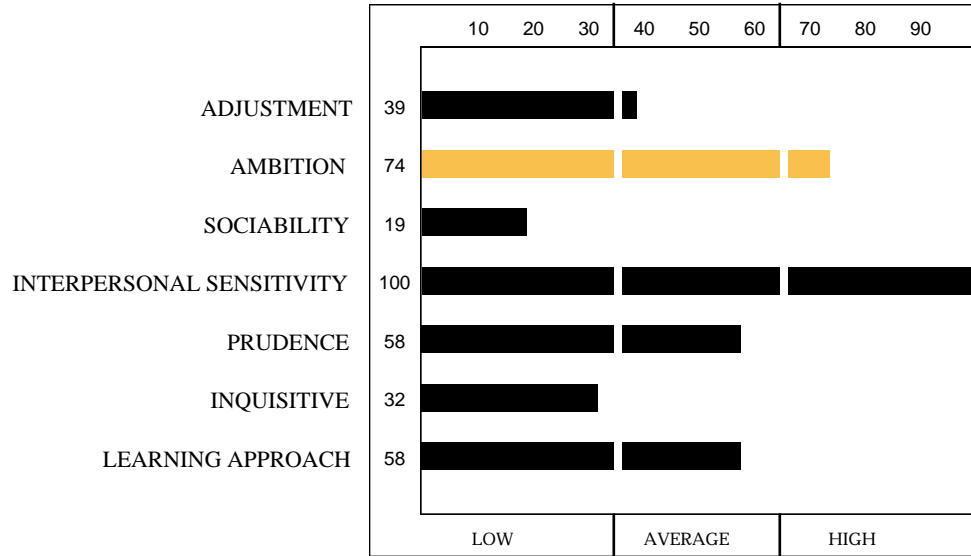
STRESS MANAGEMENT: You seem to deal appropriately with job stress, and it rarely interferes with your ability to get your work done in a timely manner.

AMBITION

Concerns taking initiative, being competitive, and seeking leadership roles.

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

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

COMPETENCY ANALYSIS

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

CAREER ADVANCEMENT: You have a sense of what you can accomplish, and you have the energy and confidence to make things happen. You seem willing to push projects through to completion.

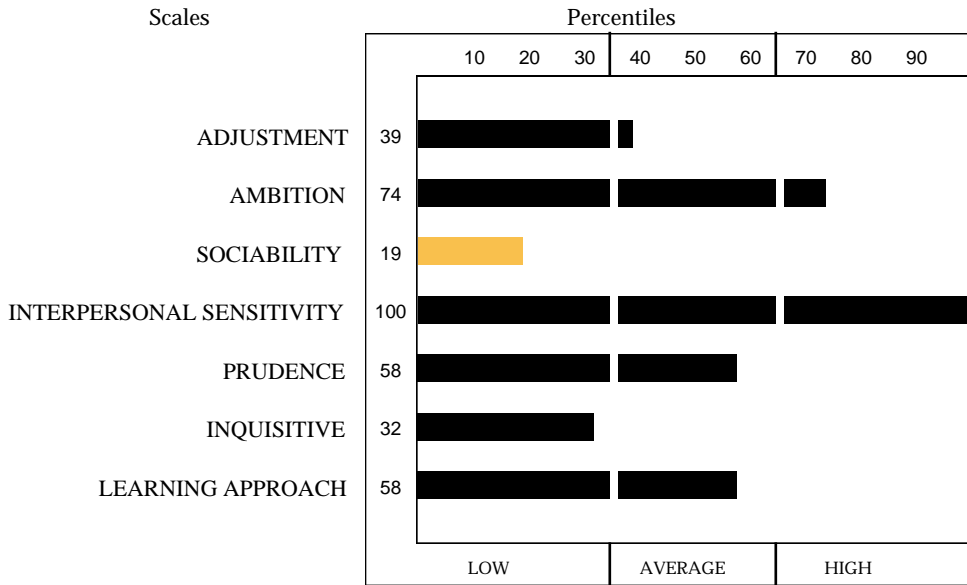
INITIATIVE: You have the confidence and desire to lead during a crisis. Others often look to you for direction and you like to provide it. Others expect you to do what needs to be done when problems arise, without being asked.

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

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

SOCIABILITY

Concerns seeming talkative, socially bold, and entertaining.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Listen more than they talk and think before they speak
- Prefer to work by themselves
- Not interrupt or distract their subordinates
- Prefer formal, structured meetings
- Not give their staff enough feedback

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you like to work alone, value your privacy, and prefer to communicate in writing rather than face to face. You may seem reserved or socially reticent, but you give your staff room to breathe, and don't interrupt or pester them. Because you refrain from self-promotion, others must find out for themselves what a good job you are doing.

COMPETENCY ANALYSIS

INITIATING INTERACTIONS: You seem reluctant to initiate contact with strangers or people you don't know well, but as a leader you need to develop contacts with others in the organization.

ENERGY: Others may perceive you as quiet, reserved, and somewhat unenthusiastic about new people or projects. Be sure to communicate.

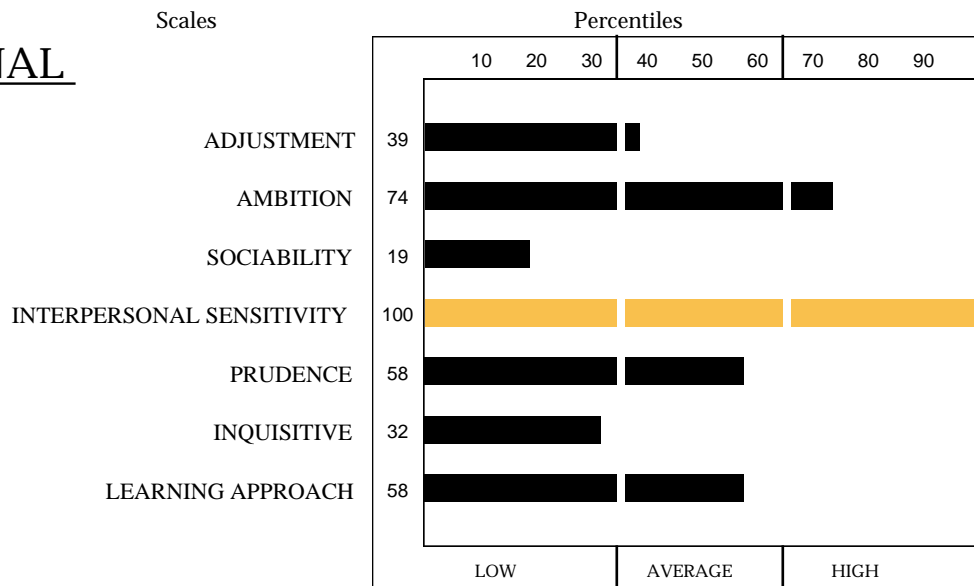
APPROACHABILITY: Others may see you as hard to get to know, and, perhaps, shy, aloof, or reserved.

INTERPERSONAL NETWORK: Your social reticence may inhibit your ability to develop the networks you need to advance your career.

TEAM ORIENTATION: Because you prefer to work by yourself, you may need to develop strategies for working as part of a team.

INTERPERSONAL SENSITIVITY

Concerns being agreeable, considerate and skilled at maintaining relationships.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be pleasant and rewarding to deal with
- Be socially appropriate and good team players
- Read social and political cues easily
- Promise more than they can deliver
- Avoid confrontations

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you dislike conflict, and try to maintain cordial relations with others. You are a good team player and value encouraging and helping others. Your staff should like and trust you, but just might try to take advantage of your good nature.

COMPETENCY ANALYSIS

COMPASSION: You are a thoughtful and considerate person, you appreciate how your actions will affect others, and you avoid offending people unnecessarily.

COOPERATION: You value cooperation, you are a great team player, and you provide a model for your staff and others regarding how to accomplish goals through collaboration.

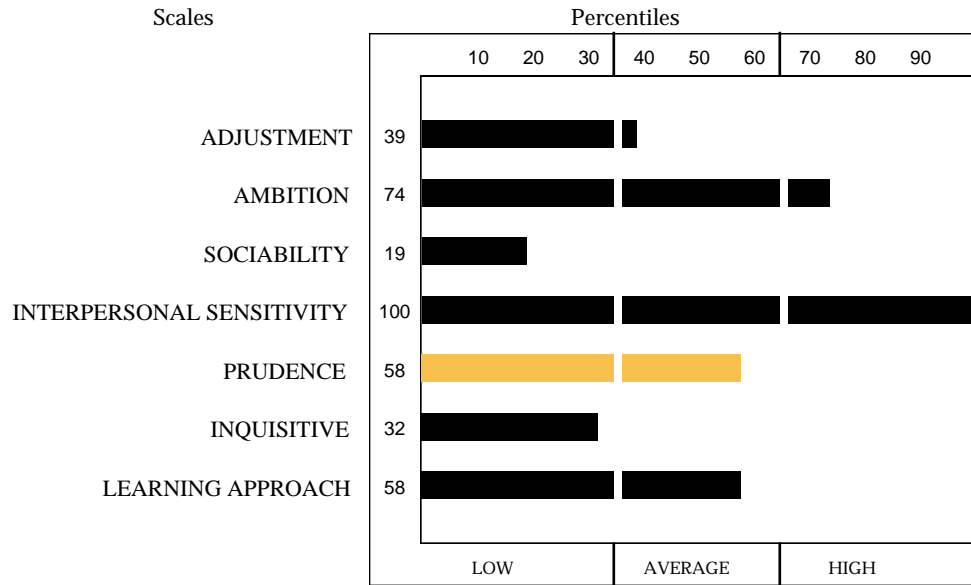
SEEKING INPUT: You respect others and seek their input, especially regarding issues that will affect them personally.

CONFRONTING SUBORDINATES: Because you value cooperation and you dislike upsetting people, you may find it difficult to confront problem performers.

STANDING ALONE: You seem uncomfortable taking unpopular positions, especially when doing so may annoy others, and you tend to avoid confrontations.

PRUDENCE

Concerns being conscientious, dependable, and rule-abiding.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are reasonably conscientious and careful about following procedures. However, you also seem to be able to change directions and be flexible when necessary.

COMPETENCY ANALYSIS

HANDLING AMBIGUITY: You seem able to work without constant guidance or direction. You seem willing to weigh the pros and cons of an ambiguous issue and make a decision rather than asking your boss for guidance.

FLEXIBILITY: You tend to be willing to change and adapt new methods for doing things, especially if you are given a sound argument.

PLANNING: You understand how to balance the benefits of following a plan with the benefits of changing the plan to improve the process. You know that rules are necessary, but you are not rigid about following them.

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

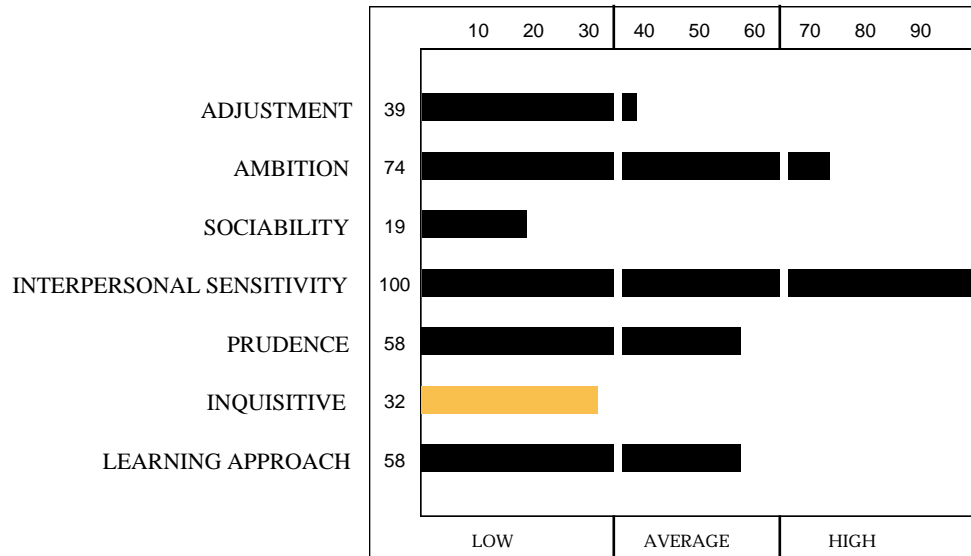
RULE ORIENTATION: You understand the importance of rules in an organization, and you are comfortable working within them.

I NQUISITIVE

Concerns being curious, imaginative, visionary, and easily bored.

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be more pragmatic than strategic in their work
- Be practical and hands-on in their problem-solving
- Understand applications and implementation
- Rarely talk about the larger corporate vision
- Solve problems using standard procedures

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are a practical, no-nonsense problem solver who doesn't get caught up in needless abstractions. You seem able to stay on task and remain focused even when the problems are repetitious. Although others see you as a good "sounding board" for new ideas, they may also think you are unconcerned about the bigger organizational picture.

COMPETENCY ANALYSIS

CREATIVITY: You prefer to solve problems using methods that have worked well for you in the past. It is important to read, listen, and stay alert for problem solving methods based on new technology that can be adapted to your business.

MANAGING INNOVATION: You may not actively seek out the newest ideas in your field, but you seem receptive to new ideas that have a practical payoff.

CURIOSITY: Your task orientation and tendency to focus on your current work may cause you to ignore important information that doesn't seem immediately relevant; if so, this will limit your ability to think "outside the box."

VISION: Your interest in practical problems may cause you to ignore the big picture.

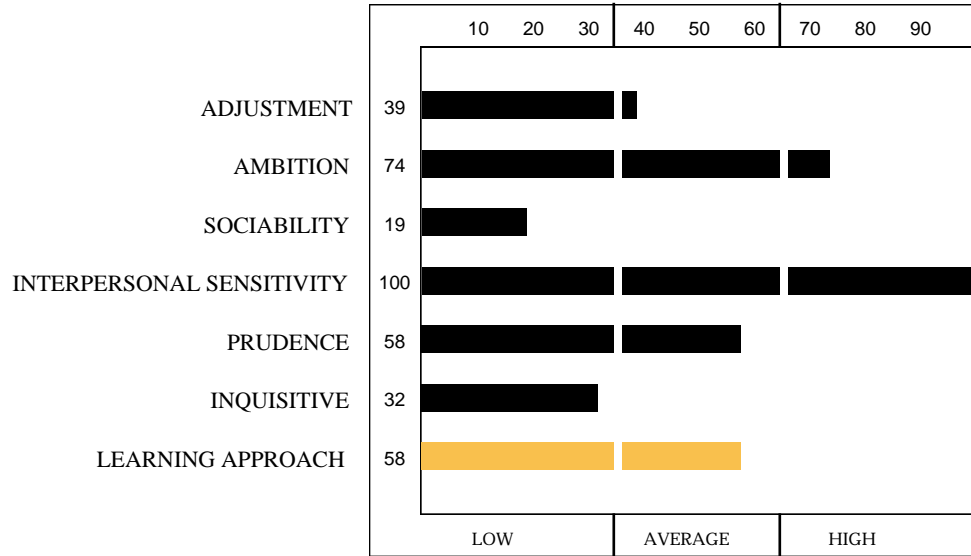
PROBLEM SOLVING: Although you are most comfortable solving problems using tried-and-true methods, those methods might not always work, especially when you are dealing with novel issues.

LEARNING APPROACH

Concerns enjoying formal education and actively staying up-to-date on business and technical matters.

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Take advantage of training opportunities
- Enjoy learning new technology
- Encourage staff to stay current on technology issues
- Respond positively to requests for staff training
- Support staff development

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you should be interested in learning new material, and you understand the need to stay current, but you also see education as a practical tool rather than as an end in itself.

COMPETENCY ANALYSIS

STAYING CURRENT: You seem appropriately interested in learning new developments in business, finance, and technology.

LEARNING QUICKLY: When you see the relevance of new material, you learn it promptly.

LEARNING STYLE: You seem able to learn equally well through hands on experience or formal training.

COMMUNICATING ACCURATELY: Your communication style is problem-oriented and factual. Others will appreciate your directness, although they may ask for additional information.

INTELLECTUAL MOTIVATION: You seem appropriately interested in learning new skills in order to expand your job-relevant expertise.

D VELOPMENTAL RECOMMENDATIONS

ADJUSTMENT

COMPOSURE

- As a leader, your staff will see you as an example of how to behave. Because you are a role model, share helpful tips and techniques with others.
- Even though you are normally calm in most situations, there are probably one or two things that really annoy you. Identify the events that irritate you, try to anticipate them, and control your annoyance when they arise.

LISTENING

- You seem able to set aside your personal concerns and pay attention to others' problems when necessary.

LEARNING AND PERSONAL COACHABILITY

- Identify your strengths and use them while working on your development areas. Ask trusted colleagues for targeted, specific feedback about your performance.
- You tend to use feedback constructively without taking it personally.

BUILDING RELATIONSHIPS

- You tend to remain calm in most situations, and this will enhance your ability to build relationships with others. Continue to act this way, and be a role model for others in the organization.

STRESS MANAGEMENT

- As a leader, be aware that others may not handle pressure as well as you do. Try to understand how your work group reacts to heavy workloads and, when appropriate, take steps to reduce the level of stress in your group.
- Share suggestions for managing stress and for using stress reduction techniques with members of your staff. You should also serve as a role model in this area.

AMBITION

ACTION ORIENTATION

- Part of being a leader involves developing the skills of other employees. Be careful not to compete with your staff, or even seem to do so.
- Although being action-oriented is desirable, careful planning frequently leads to better decisions. As a leader, be careful not to treat every issue as urgent—use rapid responses in situations that require it.

CAREER ADVANCEMENT

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

INITIATIVE

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

ACHIEVING RESULTS

- You have high expectations for staff performance, but not everyone shares this orientation. Be sure to let others know what your expectations are, and then manage them accordingly.
- Be careful when pushing others--their capacity and/or skills may not equal yours.

DECISION MAKING

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

SOCIABILITY

INITIATING INTERACTIONS

- As a leader, you need to get out of your comfort zone and force yourself to interact with others. Your interactions do not need to focus on work; make your conversations casual, and get to know your people.
- You may interact regularly with 1-2 people; however your team is likely composed of many more. Get to know the rest of them.

ENERGY

- Leaders with scores similar to yours sometimes seem uncomfortable in front of groups. If this describes you, then work on your public speaking skills. Find a role model, emulate his or her speaking style, and work with him or her to develop your skills. Look for opportunities to practice your presentation skills.

APPROACHABILITY

- Leaders must seem approachable. Keep your door open, and circulate regularly within your work group.
- If you are using e-mail for more than half of your interactions, make an effort to phone or interact personally with others.
- Try to have at least three face-to-face interactions each day. Doing so will enhance staff morale and gain greater buy-in from others.

INTERPERSONAL NETWORK

- As a leader, begin to develop a network within your organization. Develop a relationship with a key person in each department of your organization. Identify joint projects to work on, and find out what other departments need and how your group can help them. Other members of the organization will appreciate your trying to find out about their work, which can broaden your network.
- Find a role model with an extensive internal network, ask this person for feedback and advice, and then create a plan for development in this area.

TEAM ORIENTATION

- As a manager, you are responsible for leading a group of people, and you shouldn't work by yourself. Conduct regular meetings and involve your team members in the decision-making process.
- Build your team outside of work through off-site retreats, social gatherings after work, and shared lunch hours.

INTERPERSONAL SENSITIVITY

COMPASSION

- As a leader, you will sometimes have to make tough decisions. Learn that although you may have to confront others, you can still remain friends.
- Because you are a considerate and tolerant person, some people will try to take advantage of your good nature.

COOPERATION

- In trying to be helpful, don't promise more than you can deliver. Evaluate your current situation before taking on additional tasks or requests from others.
- Management by consensus is not always appropriate. Learn when to consult your staff and when to make independent decisions.

SEEKING INPUT

- When asking others for feedback, don't focus solely on the positives or the negatives--try to walk away with 2-3 of each.
- Be selective about whom you ask for feedback, because giving feedback can be an emotionally draining task for others.

CONFRONTING SUBORDINATES

- Giving your staff timely feedback will produce better results. Not giving it causes inefficiencies and can create perceptions of favoritism.
- Make your performance expectations clear up front. That way, you will set standards and feel comfortable addressing future shortcomings.

STANDING ALONE

- Your staff counts on you to express their concerns to the senior management in the organization. If you don't, then your work group will begin to doubt your leadership. Stick up for your staff.
- Your tendency to avoid confrontations and contentious situations may undermine your effectiveness as a leader. Be prepared to endure occasional unpleasantness.

PRUDENCE

HANDLING AMBIGUITY

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

FLEXIBILITY

- Although you are normally well-organized and careful, you are able to incorporate last-minute changes. As a leader, you should serve as a mentor or coach to others who seem to be inflexible in their planning.

PLANNING

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

ATTENTION TO DETAIL AND TIMELINES

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

RULE ORIENTATION

- You normally follow the important rules of the organization, while being flexible about the less important rules. This balance is healthy, but remember that others look to you to set an example. Be careful not to create a department full of rule breakers, who are simply following your lead.

INQUISITIVE

CREATIVITY

- You tend to approach problems in a standard way. Although this works for you, certain solutions can only be found by thinking differently. If this seems strange, find colleagues who are strong in this area. Listen to them to expand your perspective and enhance your ability to think differently.

MANAGING INNOVATION

- Evaluate what your competition is doing in order to refine your competitive vision. What practices work in other companies, and do they make sense for your organization?

CURIOSITY

- You seem task-oriented and may prefer to focus on your immediate assignments. Effective leaders take a broad perspective and question standard procedures. The next time you start a project, ask: "Why am I doing this?"; "How can I do it more effectively?"; "How does this work impact others?"; and so forth. Your perspective will change, and you will make better decisions for yourself and your team.

VISION

- Effective leaders have a vision of the future that they try to put into practice. Think about the changes you would like to see in your organization, the challenges your organization currently faces, how technology may change your business, and what your competitors are likely to do. Doing this will help define your vision of the future, which you should share with your work team.
- Ability to take their ideas and turn them into workable solutions.
- Don't let the fear of being "wrong" prevent you from developing a vision for the future. Predicting future events is difficult, and no one is completely accurate in doing so, but your views are as important as anyone's in this exercise.

PROBLEM SOLVING

- You may prefer tried-and-true solutions to problems, but ask yourself if there are better ways to achieve the same results. Make a list of alternative solutions, evaluate them against the decision you normally choose, and then make a decision.
- Ask your group to identify alternative solutions to problems and then review these ideas. That way, you encourage innovation and increase your chances for success.

LEARNING APPROACH

STAYING CURRENT

- Use a variety of sources to stay current and up-to-date. Relying on only one or two sources of information can lead to "blind spots." Check out the internet for additional resources.

LEARNING QUICKLY

- You tend to take advantage of job-related training and skill development programs. Continue seeking these opportunities. Even training that may not seem job-related (communication skills training, problem-solving training, etc.) can have long-term payoffs.

LEARNING STYLE

- You seem to learn well from both hands-on and classroom-type experiences. Use both types of training to your advantage.
- As a leader, recognize that your team members may learn differently from one another, and may not be receptive to certain modes of training.

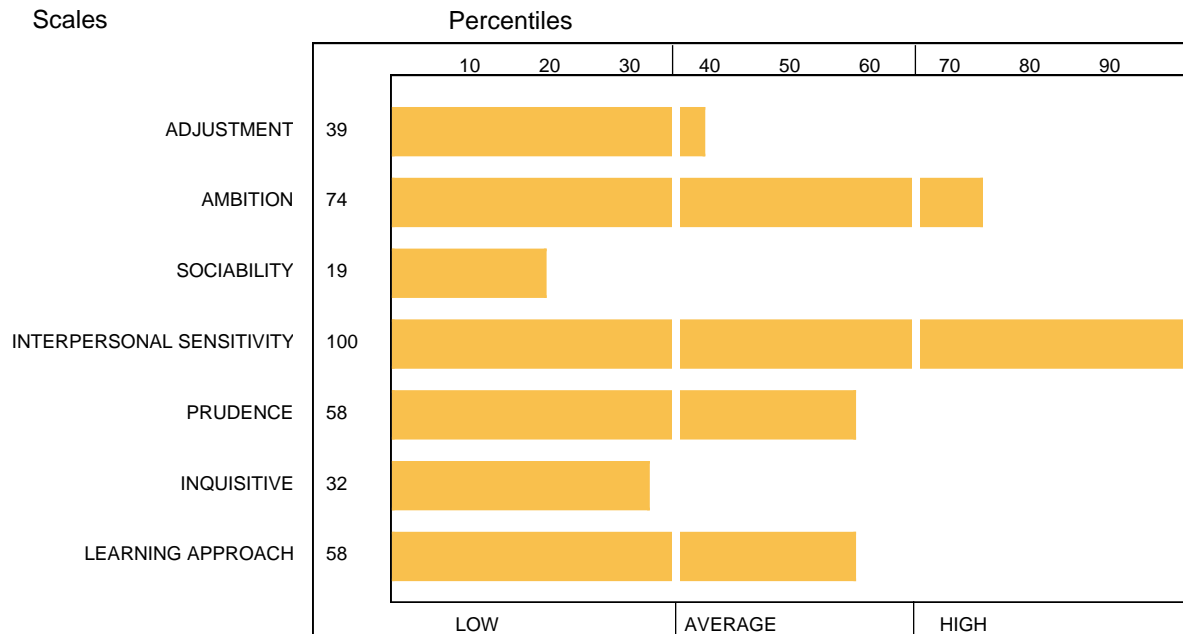
COMMUNICATING ACCURATELY

- Others will normally be able to understand your written memos. Seek feedback on ways to make them even more effective. Identify someone who writes well, get some editing advice, and learn their "tricks of the trade."

INTELLECTUAL MOTIVATION

- It is as important to learn new job skills as it is to learn new management skills. Leaders need the perspective and problem-solving skills that are included in good management seminars and training programs.
- Recognize that your staff also needs to participate in both specific, job-related training and management or administrative skills seminars.

Leadership Potential Coaches Report



Subscale Scores

(No. items endorsed / No. items in subscale)

<u>Adjustment</u>		<u>Ambition</u>		<u>Sociability</u>	
2. Empathy	4 / 5	10. Competitive	5 / 5	16. Likes Parties	2 / 5
3. Not Anxious	2 / 4	11. Self-Confident	3 / 3	17. Likes Crowds	0 / 4
4. No Guilt	5 / 6	12. Accomplishment	5 / 6	18. Experience Seeking	4 / 6
5. Calmness	2 / 4	13. Leadership	5 / 6	19. Exhibitionistic	2 / 5
6. Even Tempered	3 / 5	14. Identity	3 / 3	20. Entertaining	0 / 4
7. No Complaints	2 / 5	15. No Social Anxiety	5 / 6		
8. Trusting	3 / 3				
9. Good Attachment	4 / 5				
<u>Interpersonal Sensitivity</u>		<u>Prudence</u>		<u>Inquisitive</u>	
21. Easy To Live With	5 / 5	26. Moralistic	1 / 5	33. Science Ability	4 / 5
22. Sensitive	4 / 4	27. Mastery	3 / 4	34. Curiosity	3 / 3
23. Caring	4 / 4	28. Virtuous	4 / 5	35. Thrill Seeking	0 / 5
24. Likes People	6 / 6	29. Not Autonomous	3 / 3	36. Intellectual Games	0 / 3
25. No Hostility	3 / 3	30. Not Spontaneous	2 / 4	37. Generates Ideas	3 / 5
		31. Impulse Control	3 / 5	38. Culture	2 / 4
		32. Avoids Trouble	5 / 5		
<u>Learning Approach</u>					
39. Education	2 / 3				
40. Math Ability	3 / 3				
41. Good Memory	3 / 4				
42. Reading	1 / 4				