

- SELECT
- DEVELOP
- LEAD

HOGANLEAD

POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

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Date: May 12, 2011



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INTRODUCTION

The Leadership Forecast Potential Report describes your strengths and developmental needs as a manager and executive. The report is based on the Hogan Personality Inventory (HPI), and is 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 for over 20 years with working adults and leaders. The implications discussed here are intended for professionals and leaders.

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.

Leadership concerns
building and maintaining a
high-performing team,
while getting people to
forego individual goals to
take on group goals.



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.



ADJUSTMENT

Concerns composure, optimism, and stable moods.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Handle pressure well
- Not take criticism personally
- Expect to succeed
- Be hard to coach
- Overlook their mistakes

LEADERSHIP IMPLICATIONS

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

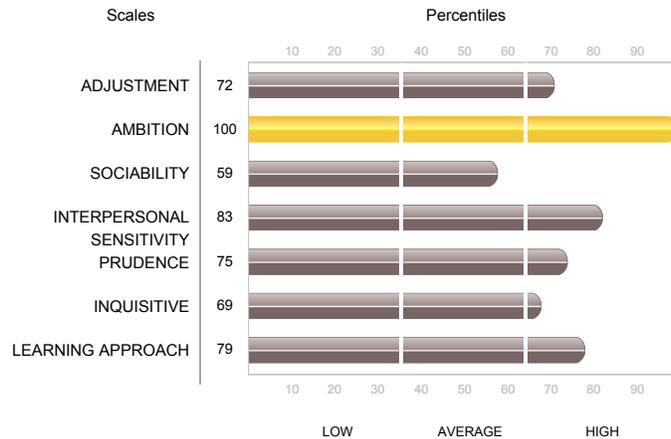
COMPETENCY ANALYSIS

- **COMPOSURE:** You tend to remain calm even when provoked, or faced with deadlines and heavy external pressure. You are perceived as confident and self-assured, and you express your emotions in a mature and socially appropriate manner.
- **LISTENING:** You are so confident in your judgments that you may sometimes seem not to take others' views seriously. As a result, others may see you as arrogant, regardless of the merit of your views.
- **LEARNING AND PERSONAL COACHABILITY:** You are open to and may even solicit feedback. At the same time, because you are so self-confident, you may tend to focus on the positive and ignore the negative. This can make you hard to coach.
- **BUILDING RELATIONSHIPS:** Your positive mood and predictable demeanor should make you a rewarding person to deal with; you should have good success building and maintaining relationships when you choose to do so.
- **STRESS MANAGEMENT:** You seem to deal comfortably with frustrations, delays, and the pressures of deadlines and heavy workloads. In fact, you appear to thrive under pressure, perhaps taking on more than you should. Others admire and count on your resilience.



AMBITION

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



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Enjoy taking charge and making decisions
- Accept difficult challenges
- Enjoy public speaking
- Intimidate inexperienced 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.

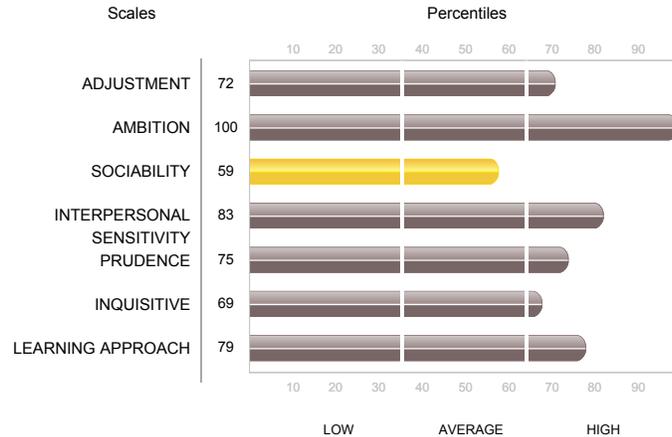
COMPETENCY ANALYSIS

- **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:

- 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 center of attention or constantly on stage.

COMPETENCY ANALYSIS

- **INITIATING INTERACTIONS:** You are able to initiate and build good relations with others in your organization, including people you don't already know.
- **ENERGY:** Others see you as having appropriate energy and enthusiasm for new people and projects.
- **APPROACHABILITY:** Your ability to initiate interactions with new people is an important skill for leaders. Continue developing contacts in the organization, and include your staff in the interactions.
- **INTERPERSONAL NETWORK:** Your networking skills are sufficient to keep you in touch with the organization.
- **TEAM ORIENTATION:** Others see you as participating appropriately in team tasks.



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.

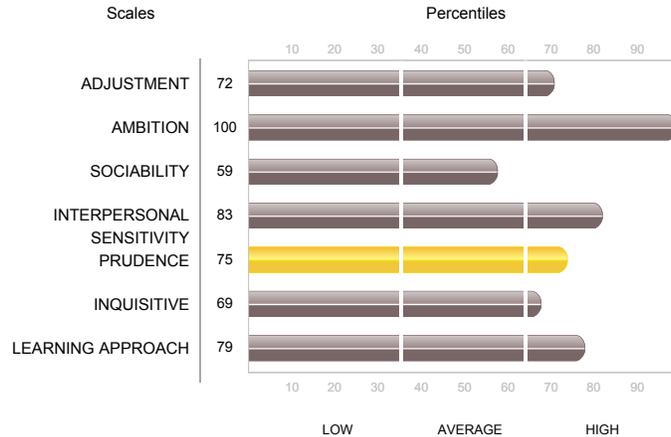
COMPETENCY ANALYSIS

- **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:

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

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you are a hard working and solid organizational citizen. You are concerned about rules, procedures, and task clarity. You value doing things right and try to meet high standards of performance. Others will see you as careful and conscientious, but perhaps also as inflexible and needing a lot of structure.

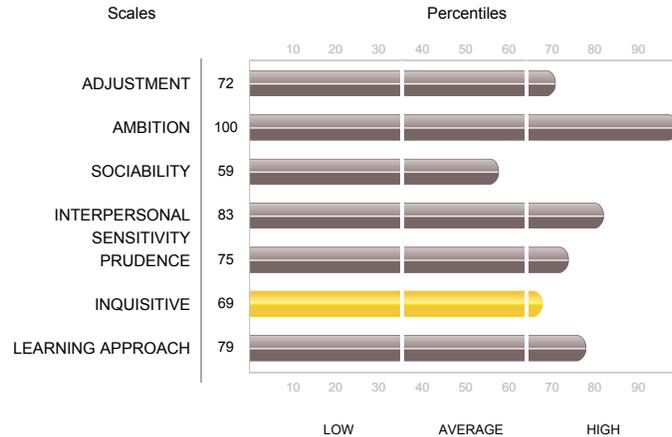
COMPETENCY ANALYSIS

- **HANDLING AMBIGUITY:** When starting new projects, you prefer to have the expectations, rules, and guidelines spelled out carefully in advance, so you will know how you are doing and how you will be evaluated.
- **FLEXIBILITY:** You prefer to use established methods and procedures in your work, especially when the stakes are high, rather than experimenting with new techniques that might not work.
- **PLANNING:** You tend to plan your work carefully in advance, estimating time, steps, personnel, and resources required for tasks. You are most comfortable when goals, timetables, and a firm understanding of obligations are in place.
- **ATTENTION TO DETAIL AND TIMELINES:** You want your work to be technically accurate and completed on time. Others see you as organized, conscientious, and punctual.
- **RULE ORIENTATION:** You respect the rules of the organization, you follow them carefully, and you expect others to do so as well.



INQUISITIVE

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



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

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

COMPETENCY ANALYSIS

- **CREATIVITY:** You should be a resource for your organization when it needs to solve problems that require thinking outside the box.
- **MANAGING INNOVATION:** You seem interested in trying new technology, processes, and problem-solving methods to improve the speed and quality of your work.
- **CURIOSITY:** You are an open-minded person with a wide range of interests; as a result, you like to have more than a superficial understanding of how things work.
- **VISION:** You think about the future of the business and enjoy reviewing strategies for getting there.
- **PROBLEM SOLVING:** Your ability to think "outside the box" and in terms of the big picture is a competency that should enhance your career within the organization.



LEARNING APPROACH

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



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you like to learn and acquire new knowledge. You will value training for yourself and others and will want to apply the latest relevant knowledge to your work. Although your friends may think of you as bright and well-informed, others may think you sometimes show off your knowledge.

COMPETENCY ANALYSIS

- **STAYING CURRENT:** You should find it easy to stay up-to-date on recent business trends and relevant developments in your industry.
- **LEARNING QUICKLY:** You should also find it easy to learn new techniques and procedures, because you remember new material easily.
- **LEARNING STYLE:** You seem to enjoy traditional forms of education, including lectures and reading.
- **COMMUNICATING ACCURATELY:** Your written communications should be clear and accurate.
- **INTELLECTUAL MOTIVATION:** Others see you as bright, hard-working, and achievement-oriented.



DEVELOPMENTAL RECOMMENDATIONS

ADJUSTMENT**COMPOSURE:**

- Because many people don't handle frustration and setbacks as well as you do, share with others the tips and techniques that you have found to be helpful when things don't go well.
- Because you are so confident, you may not realize when others are feeling stressed. As a leader, be sure to convey to your staff an appropriate sense of understanding of their problems.

LISTENING:

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

LEARNING AND PERSONAL COACHABILITY:

- Don't ignore criticism, particularly if you receive the same message from various sources.
- Ask your coworkers and colleagues for feedback. Ask yourself, "What do others keep telling me?" Pay attention to recurring themes in what you hear.
- Identify a trusted colleague who can give you honest feedback, and regularly ask him/her for this information. Before meetings, presentations, or customer contacts, ask your colleague to observe your performance and provide a later critique (this will help your colleague focus on your behavior, and he / she will be able to give you more useful feedback).

BUILDING RELATIONSHIPS:

- People will appreciate your calm, steady demeanor. Because others become stressed when you don't, step up and use your skills to calm and motivate them.
- Because you are probably good at building relations with others, become a mentor in this area.

STRESS MANAGEMENT:

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



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:

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

ENERGY:

- You seem to be an active person who can energize the work group, which is an important quality for leaders. Maintain your energy during interactions, particularly if you tend to become bored or disengaged.

APPROACHABILITY:

- Make sure that you are accessible to all members of your team, and that you don't unconsciously "play favorites" with some team members.

INTERPERSONAL NETWORK:

- Be sure that your network covers the relevant portions of your organization.
- Even though you may have a good organizational network, try to establish a relationship with at least one new department or work unit each quarter.
- Recognize that your network is changing, and that it needs to be nurtured to be sustained. If you haven't talked to a particular person recently, call him/her. 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

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:

- Even the most careful plan will change, and change is an inevitable part of organizational life. As a leader, you must be able to deal with changes. Identify someone in your organization who adapts well to change and try to learn from this person.
- You will never have enough information to make the best possible decision; life is about making decisions with the information you have. Make a list of what you need to know and then act.

FLEXIBILITY:

- You may try to complete every task equally well; if so, learn how to prioritize your work.
- You are well-organized and planful, and this involves using rules and procedures; but what may seem like a good rule today can become an obstacle tomorrow. Therefore, be selective about introducing new rules and procedures.
- Be sure you delegate decision making to those persons who will have to live with the decision, and do not make it yourself.

PLANNING:

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

ATTENTION TO DETAIL AND TIMELINES:

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

RULE ORIENTATION:

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



INQUISITIVE

CREATIVITY:

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

MANAGING INNOVATION:

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

CURIOSITY:

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

VISION:

- You probably enjoy thinking about long range issues and problems. Be sure that you also spend time on important current problems.
- Make sure that 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 your ideas and how well you are communicating them.

PROBLEM SOLVING:

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



LEARNING APPROACH

STAYING CURRENT:

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

LEARNING QUICKLY:

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

LEARNING STYLE:

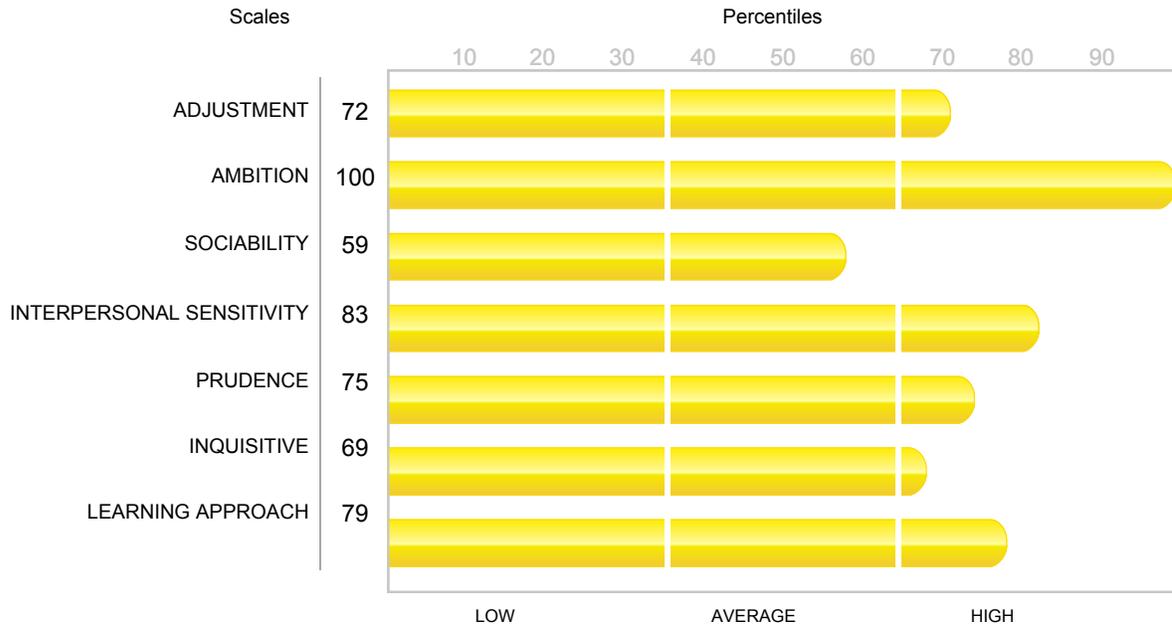
- You are likely to be comfortable in a classroom environment and may even prefer this style of learning. Learn to profit from hands-on and demonstration-style experiences, too.
- As a leader, do not assume that all of your team members learn as you do. Get to know your people, and try to match their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

COMMUNICATING ACCURATELY:

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

INTELLECTUAL MOTIVATION:

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



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

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