



Leadership Forecast™
Potential Report

Report for:

John Doe

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CONFIDENTIAL

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 4 presents your HPI profile. The pages following the profile describe the behavioral and leadership implications of your scores on each HPI dimension. In addition, your scores are discussed in terms of their effect on leadership. 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 an international sample of over 4,000 executives, and not on the general population. Therefore, the report compares you with your peers and not with your staff. In addition, this report is based on leadership research conducted over the past 20 years using samples of working adults and leaders.

Finally, and to re-emphasize, 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.

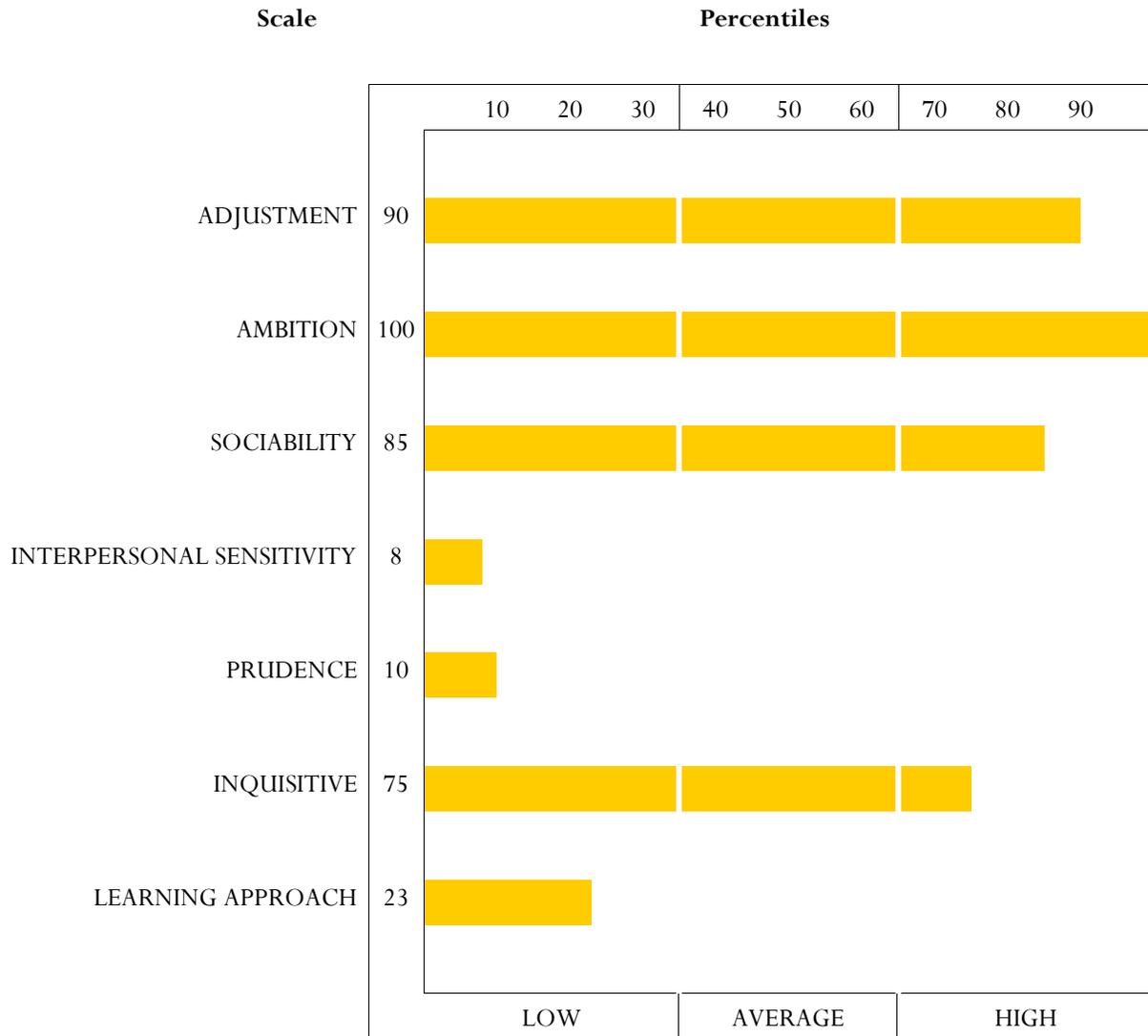
DEFINITIONS

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

Adjustment	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.
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 needs and/or enjoys social interaction. 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 sensitivity, 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 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.
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 education and training. Low scorers are less interested in formal learning and more interested in hands-on learning on the job.

L EADERSHIP POTENTIAL PROFILE

This Report is Valid and Interpretable.

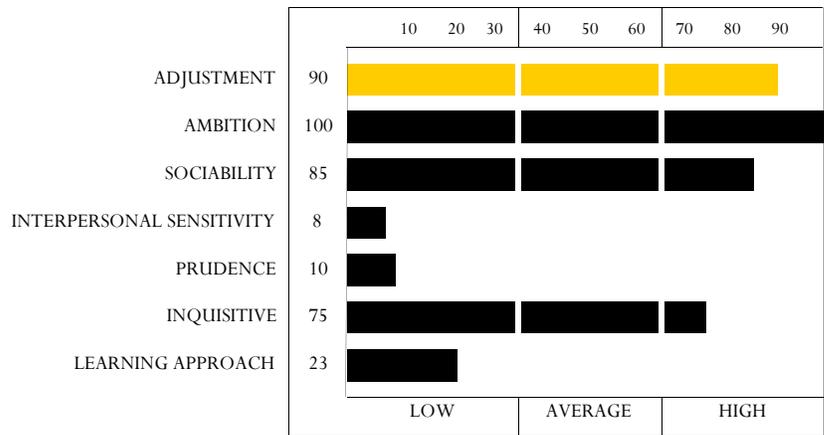


A DJUSTMENT

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

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

You received a HIGH SCORE on this scale suggesting that you maintain your poise under pressure, 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 under heavy stress. You are perceived as confident and self-assured, and you expect to succeed at whatever you undertake.

LISTENING: You are so confident in your views that you may not take others' views seriously. As a result, others may see you as arrogant, regardless of the merit of your views.

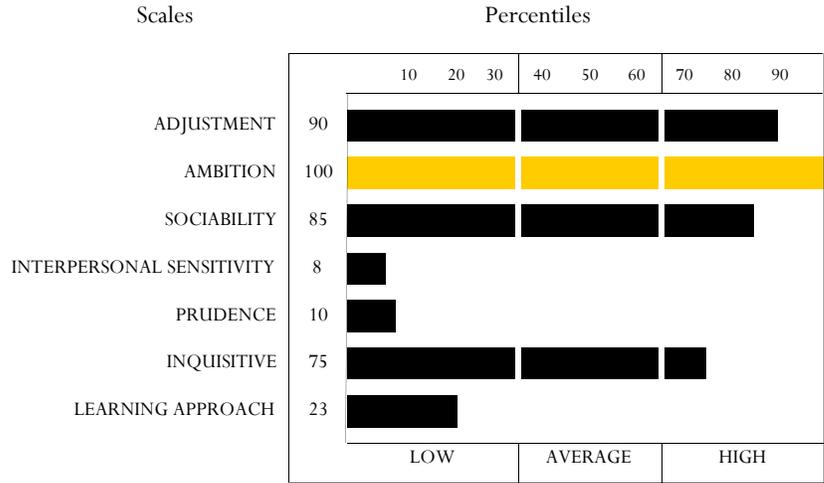
LEARNING AND PERSONAL COACHABILITY: You are open to, and may even solicit, feedback. At the same time, because you are so self-confident, you may tend to focus on the positive and ignore the negative. Doing so may make it difficult for others to coach you.

BUILDING RELATIONSHIPS: Your positive mood and relaxed 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 prolonged job stress 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.

A MBITION

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



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

You received a HIGH SCORE on this scale suggesting that you are active, hard working, competitive, and eager to advance. 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 like to win. People 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 also seem persistent when faced with obstacles.

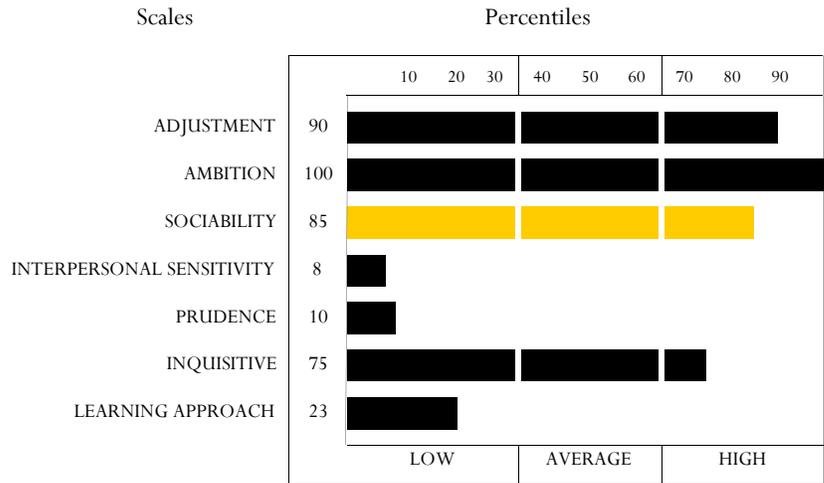
INITIATIVE: You have the confidence and ability to lead during a crisis. Others look to you for direction and you like to provide it. Others expect you to do what needs to be done without being asked.

ACHIEVING RESULTS: You take pride in getting things done; others expect that you will push yourself and staff to meet 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 when appropriate.

SOCIABILITY

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



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Seem busy and full of energy
- Be talkative, friendly, and approachable
- Build relationships with a wide range of people
- Talk rather than listen
- Confuse "activity" with "productivity"

LEADERSHIP IMPLICATIONS

You received a HIGH SCORE on this scale suggesting that you seem energetic and enthusiastic, enjoy meeting new people, and organize your work around social interaction. You should be particularly good at building relationships outside your immediate work group because you are so approachable and socially self-confident. Unless you are unusually conscientious, you may also be easily distracted.

COMPETENCY ANALYSIS

INITIATING INTERACTIONS: You have a talent for starting relationships and introducing people.

ENERGY: You seem to be an energetic and action-oriented person who gets noticed during meetings.

APPROACHABILITY: Others describe you as outgoing and approachable.

INTERPERSONAL NETWORK: You have good networking skills and can interact well with a wide variety of people throughout the organization.

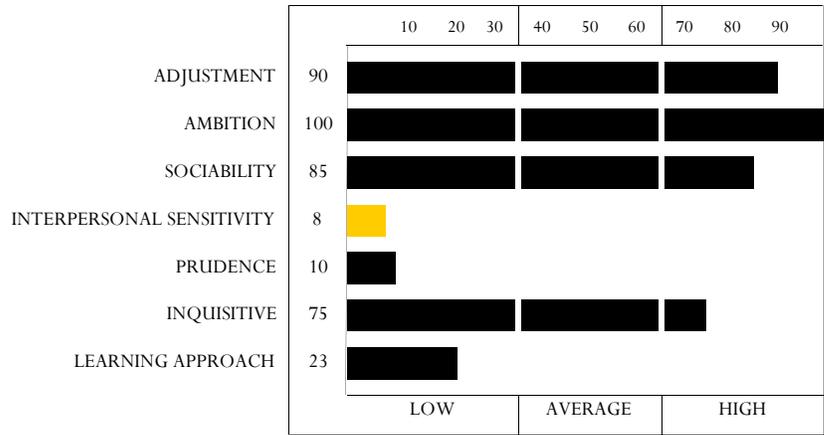
TEAM ORIENTATION: You are willing to speak up in team meetings.

I INTERPERSONAL SENSITIVITY

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

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Confront poor performers
- Take and maintain unpopular positions
- Enforce standards of performance
- Seem hard-nosed and tough
- Be a bulldozer about their agendas

LEADERSHIP IMPLICATIONS

You received a **LOW SCORE** on this scale suggesting that you don't mind taking unpopular positions, enforcing standards, or pushing people for results. If you are annoyed by others' poor performance, you seem willing to talk about it. You may need to remind yourself periodically to be more diplomatic.

COMPETENCY ANALYSIS

COMPASSION: At times you may seem more concerned about getting tasks finished than with how people feel about doing them.

COOPERATION: You seem independent, which others may sometimes interpret as stubbornness.

SEEKING INPUT: You don't seem interested in what others think about your performance.

CONFRONTING SUBORDINATES: You are not afraid of confrontations and seem willing to give others negative feedback.

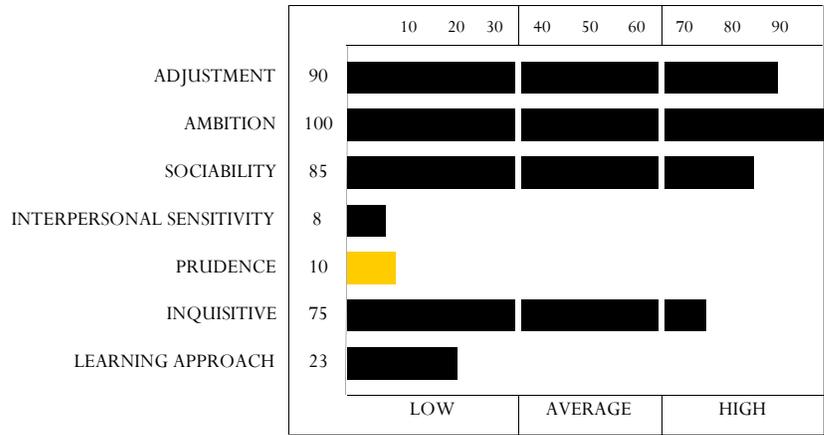
STANDING ALONE: You are willing to take unpopular positions and accept responsibility for them.

P RUDENCE

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

Scales

Percentiles



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

- Be comfortable with ambiguity and lack of structure
- Be able to change directions quickly
- Be flexible about rules and open to change
- Not plan ahead
- Become bored with repetitive or detailed tasks

LEADERSHIP IMPLICATIONS

You received a **LOW SCORE** on this scale suggesting that you will be comfortable working in fluid and ambiguous circumstances, are willing to challenge rules, are able to work on several tasks at the same time, and do not mind being interrupted. Others will see you as flexible and innovative but also as impulsive and unpredictable.

COMPETENCY ANALYSIS

HANDLING AMBIGUITY: You seem able to handle multiple projects and assignments simultaneously. You understand the importance of being able to shift gears quickly, refocus your attention, and take action without having access to all the data.

FLEXIBILITY: You seem able to change directions quickly and don't mind bending the rules to get things done.

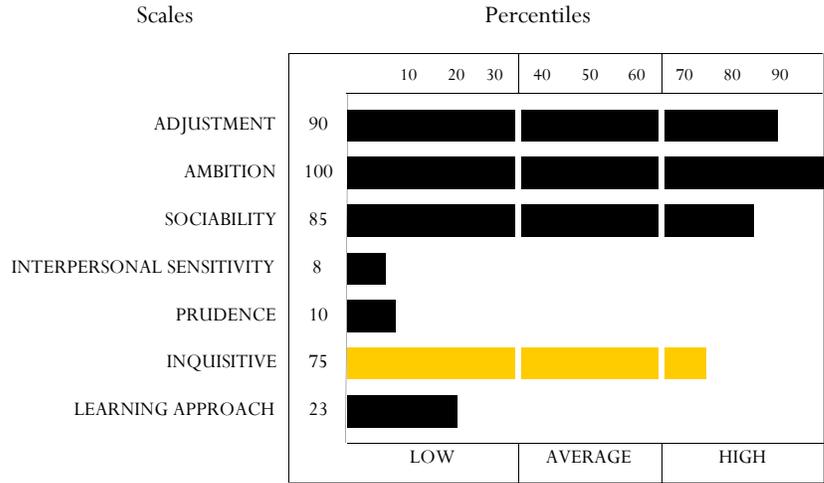
PLANNING: Unless you commit yourself to the process, planning is not your strength. You tend to avoid activities that require careful planning and following rules and procedures.

ATTENTION TO DETAIL AND TIMELINES: You tend to get bored with routine; you prefer to concentrate on the overall objective rather than the specific steps needed to get there.

RULE ORIENTATION: You are more interested in what you are trying to accomplish than in following rules carefully.

I NQUISITIVE

Concerns imagination, curiosity, vision, and creative potential.



BEHAVIORAL IMPLICATIONS

Leaders with similar scores tend to:

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

LEADERSHIP IMPLICATIONS

You received a HIGH SCORE on this scale suggesting that you think quickly on your feet, generate lots of ideas, and are curious about how things work. You understand the big picture and think in a creative and often strategic manner. Others see you as original and imaginative, but easily bored, especially with the details of implementation.

COMPETENCY ANALYSIS

CREATIVITY: Others turn to you for help with solving problems that require thinking outside the box.

MANAGING INNOVATION: You seem curious about all sorts of new developments, including technology, processes, and products.

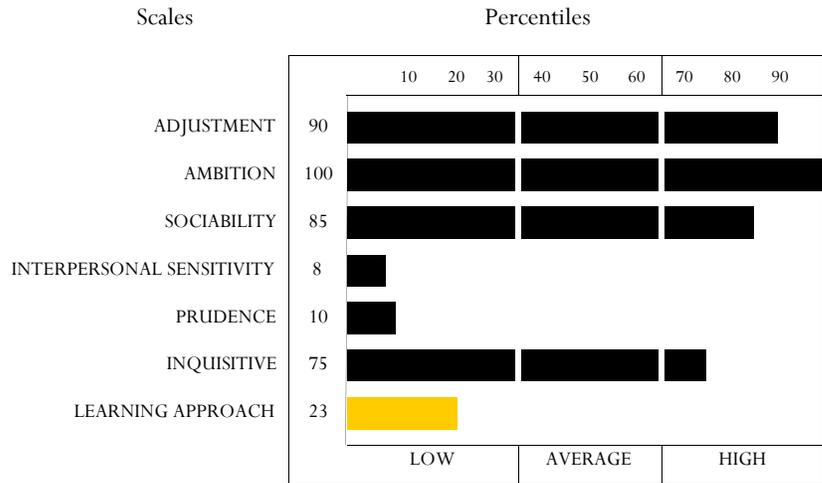
CURIOSITY: You are an open-minded person with a wide range of interests. Typically, you want more than a superficial understanding of how things work.

VISION: You think about the future and can talk about strategies for getting there.

PROBLEM SOLVING: Your ability to think analytically will make you a resource for solving problems within the organization.

L EARNING APPROACH

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



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

LEADERSHIP IMPLICATIONS

You received a **LOW SCORE** on this scale suggesting 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.

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.

D DEVELOPMENTAL RECOMMENDATIONS

ADJUSTMENT

COMPOSURE

- Be a resource for those who don't handle the unexpected as well as you do. Share tips and techniques that you have found to be helpful with others.
- Others see you as being unusually confident. You may not understand when others are under pressure. As a leader, be sure to convey an appropriate sense of understanding to others.

LISTENING

- Use active listening skills and positive body language – remember to paraphrase, reflect on what others have said, and do not interrupt.
- 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

- Fight the tendency to ignore criticism, particularly if you receive the same message from various sources.
- Ask your coworkers and colleagues for feedback--make it comfortable for them to give you 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 feedback. Before meetings, presentations, or customer contacts, ask your colleague to observe your performance and then later provide a critique (it will help your colleague focus on your behavior, and then provide more useful feedback).

BUILDING RELATIONSHIPS

- Remember that others watch you for signs of the organization’s stress level. When you see others becoming upset, step up and use your skills to calm and motivate them.
- Because you are likely to be successful in building relations with others, become a mentor in this area.

STRESS MANAGEMENT

- Because you seem to handle pressure and stress so well, others may not believe that 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.
- Understand that others can be stressed when you are not. Try not to pile work on others--just because you can handle a lot of work and pressure does not necessarily mean that others can.

AMBITION

ACTION ORIENTATION

- Remember that part of being a leader involves developing the skills of other employees. Be sure not to compete with your staff, or even seem to do so.
- Although being action-oriented is desirable, remember the importance of planning carefully. As a leader, be careful not to handle everything in a rapid-fire manner—reserve this approach for situations that require it.

CAREER ADVANCEMENT

- Given your intensity and competitiveness, be sure not to alienate your peer group. When possible, gain consensus on your plan(s) of action, 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 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 performance, but not everyone shares this orientation. Be sure to let others know where you set the bar, and then manage them accordingly. Not communicating these standards can lead to unrealistic expectations, and will eventually reduce the level of motivation among employees.
- Be careful when pushing others--their capacity and/or skills may not equal yours.

DECISION MAKING

- Before making a decision, make sure you have accessed all the important information regarding the decision. Remember the carpenter's adage: "Measure twice, cut once."
- You enjoy decision making, and probably do it quickly. As a result, others may rely on you to make decisions, instead of deciding for themselves. Therefore, delegate and let others take on more responsibilities.

SOCIABILITY

INITIATING INTERACTIONS

- When talking to direct reports, make sure to discuss both personal and work-related topics. Effective leaders balance the two.
- Remember that your exuberant, enthusiastic interaction style may disrupt others.

ENERGY

- You probably thrive on interaction. Spend some time working by yourself. Effective leaders move easily between group- and individually-based work assignments.
- Be aware that your high energy may overwhelm peers and subordinates. Be sure to give them a chance to speak.
- Ask a trusted colleague for feedback to determine if you move too fast or change topics too quickly for others to follow.

APPROACHABILITY

- As a leader, constantly talking will impede others' work. When you walk into an office, your staff may drop what they are doing, and give you their undivided attention. Recognize that this happens, and avoid sidetracking them unnecessarily.

INTERPERSONAL NETWORK

- You have a solid network of people in the organization, which is a hallmark of successful leaders. Be sure to leverage these contacts across the organization to help get things done.
- Use your networking strengths to develop your junior staff members. Introduce them to your contacts and help them foster their relationships with other people.
- Use your social skill to engage less outgoing people. Actively reach out and include others--you will have a positive impact on overall communications within your organization.

TEAM ORIENTATION

- While building your team, serve as a silent facilitator. Get input from others before making suggestions. If you find yourself dominating team interactions, step back, take a more passive role and see what develops. Your team members may surprise you.
- Recognize that some tasks are best done by individuals rather than by teams. Don't use a team approach to solve every problem. Evaluate the need for brainstorming, the criticality of the decision, and the time factor surrounding the decision before starting a group effort.

INTERPERSONAL SENSITIVITY

COMPASSION

- When you discuss performance issues with subordinates, try to mention two positive pieces of feedback for each negative piece you give.
- Let your staff know you understand that mistakes happen and that you will support them through tough times.
- Take the other person's perspective into account before making a decision.

COOPERATION

- Your success as a leader depends on getting others to follow your lead. If you act independently, then there may be problems. To lead, you must solicit others' views, gain their buy-in, and then make decisions that incorporate their suggestions.
- Try to make amends with people you've had problems with in the past.

SEEKING INPUT

- Just because people rarely comment on your performance doesn't mean that it is satisfactory. Actively solicit feedback for your own self-improvement.

CONFRONTING SUBORDINATES

- When confronting others, be sure to include some positive feedback along with constructive criticism. That way, others receive your message in a more positive light.
- Some leaders actually enjoy pointing out employee shortcomings, and actively look for opportunities to do so. If you fall into this category, you should understand that it is hard on team morale and individual motivation.
- When giving constructive criticism or negative feedback, do so in private. Never deliver negative feedback in public.

STANDING ALONE

- Part of being a leader involves accepting responsibility for problems that arise, and typically, you don't shy away from such challenges. Remember, however, that allowing others to be responsible for solving problems is an important development tool.
- If you are consistently the only one who challenges a practice, ask yourself why. Do you have a different perspective or more information than others? Are they afraid to speak up? Do you enjoy the attention that comes from being different? If you do not know the answers to these questions, ask a trusted friend or colleague for input.
- Understand which battles are not worth fighting, and then focus your attention elsewhere.

PRUDENCE

HANDLING AMBIGUITY

- Although you may not need a lot of structure, your subordinates probably do, and may find working with you to be a challenge, particularly when they are learning their jobs. Take the time to explain the rules, procedures, and expectations up front.
- Although you may thrive in times of uncertainty, your staff may not. Make sure issues get resolved and the decisions get communicated to those who need to know.

FLEXIBILITY

- You enjoy change and probably embrace new strategies and ideas quickly. Recognize that others may not be as adaptable as you are. Watch others' body language for clues regarding when to slow down and restate your ideas before proceeding.
- As a leader, be sure not to promote change simply for change's sake. Understand that changing business practice will require new initiatives, strategies, and assumptions. You risk staff burnout by making unneeded changes.
- Encourage others who are not as flexible and adaptable as you are. Coach them to use new strategies and help them find new solutions to old problems.

PLANNING

- Although you may not enjoy developing precise action plans and timetables, devoting some attention to this area will help you become more efficient. Determine the feasibility of different strategies beforehand, and rule-out schemes that are simply impossible.

ATTENTION TO DETAIL AND TIMELINES

- As a leader, you prefer to think about outcomes rather than details. However, you should also understand the details of the work in your area. Doing so will help you understand what your team can do and enhance your ability to represent your team to others.
- Although you may resist details, have tolerance and understand that paying attention to them and to deadlines can improve the quality of outcomes.

RULE ORIENTATION

- Talk to people and make sure you are on the same page with them concerning what rules need to be followed. Ignoring the rules that superiors consider important can have serious consequences.
- Your indifference to rules may annoy some people. Moreover, some members of your group may follow your example. Be careful about the kind of role model you become.

INQUISITIVE

CREATIVITY

- You are likely to be good at brainstorming and developing novel approaches to solving problems. However, not every issue 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.
- Others may not fully understand how you think. To help "sell" your ideas, write them down, use a flow chart, prepare a presentation, etc. Doing so shows others your reasoning and helps gain their support.

MANAGING INNOVATION

- Technology may not be the solution to every problem. Identify the best practices before adopting new technology as a solution.
- Don't become so taken by technology that you miss simple but effective 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 strategic issues and problems. Be sure that you also spend time on important current problems.
- Make sure that you have a sound rationale for your vision, and present it carefully--you need to "sell" this vision to others to ensure their commitment and support. Ask colleagues for feedback on your vision and how well you are communicating it.

PROBLEM SOLVING

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

LEARNING APPROACH

- 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 up front 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.