

- SELECT
- DEVELOP
- LEAD

HOGANLEAD

POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

Report for: Jan Novák

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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.

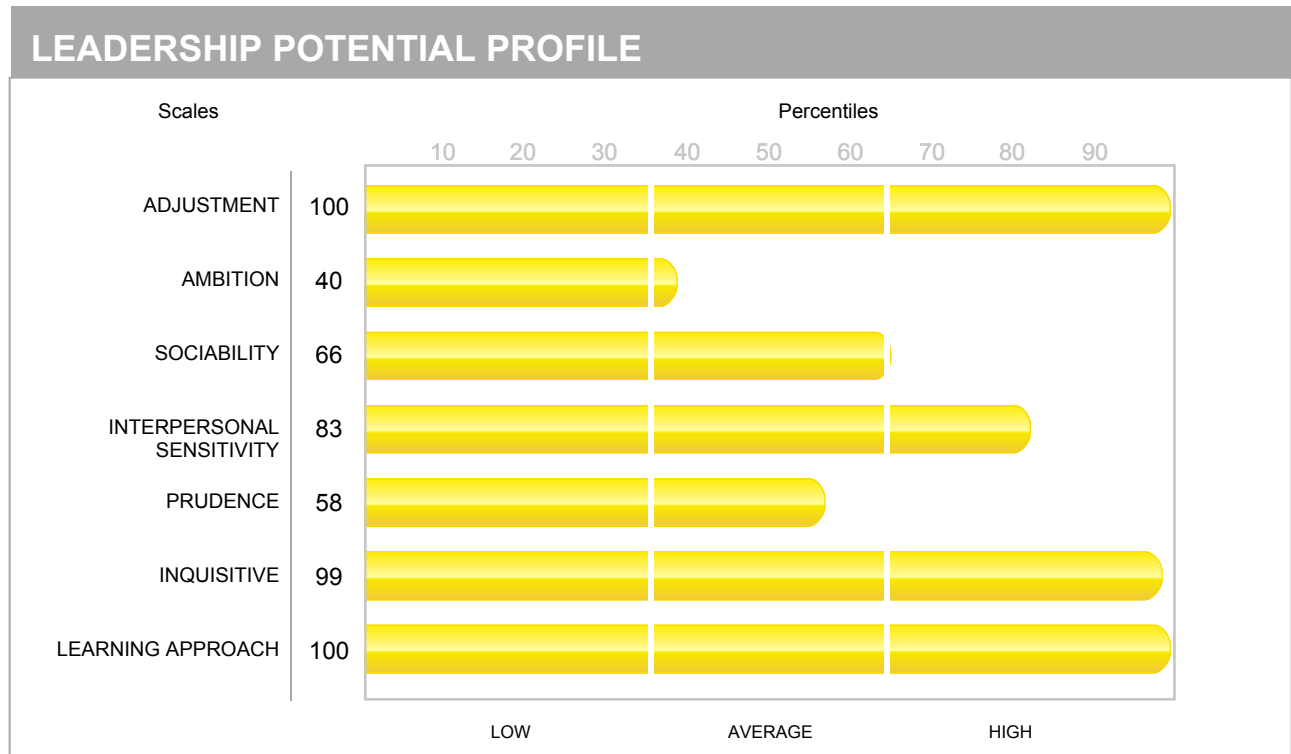
Leadership concerns
building and maintaining a
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DEFINITIONS

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.

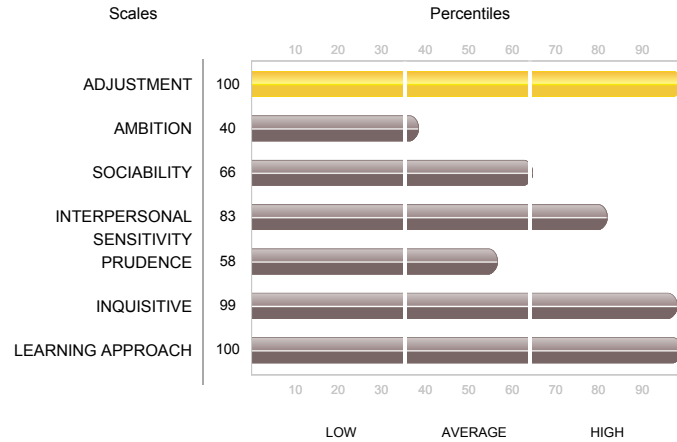


This Report is Valid and Interpretable



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.

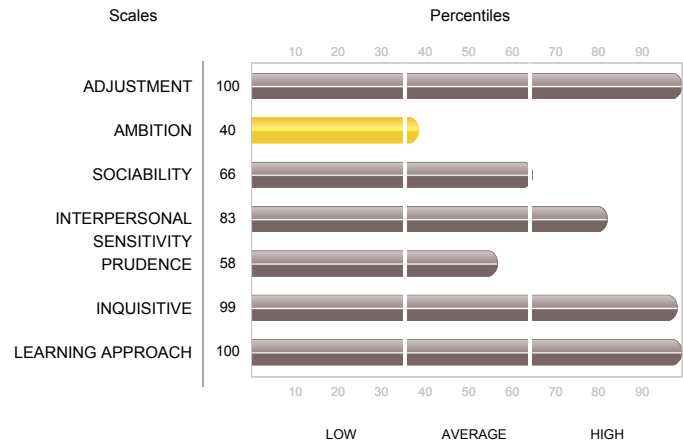
COMPETENCY ANALYSIS

- **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:

- Set realistic goals for accomplishment
- Balance finesse with confrontation in relationships
- Take charge of projects that maximize their current skills and strengths
- Be willing to speak in public
- Accept challenges consistent with their skill level

LEADERSHIP IMPLICATIONS

Compared to other leaders, your scores suggest that you seem confident and willing to take charge of a group or project when necessary, but that you are equally comfortable letting others take a lead role.

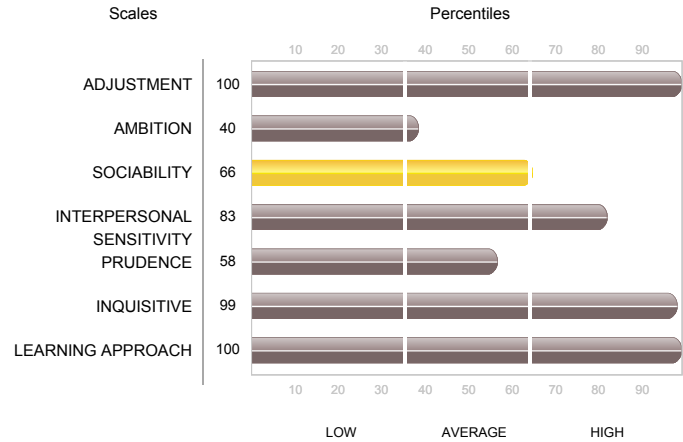
COMPETENCY ANALYSIS

- **ACTION ORIENTATION:** You are typically action-oriented and others can rely on you to get things done.
- **CAREER ADVANCEMENT:** You seem appropriately interested in advancing your career and seem willing to pursue the opportunities that present themselves.
- **INITIATIVE:** You seem willing to take charge and exercise initiative when problems need attention. At the same time, you seem willing to support the valid initiatives of others.
- **ACHIEVING RESULTS:** You seem willing to work with others in order to insure that projects get finished and deadlines are met; others have confidence that you will exert the energy necessary to meet your goals and objectives.
- **DECISION MAKING:** You normally have no problems making decisions, especially when you have enough information. You involve others in the decision-making process when you think they are qualified.



SOCIABILITY

Concerns seeming talkative, socially bold, and entertaining.



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

Compared to other leaders, your scores suggest that you seem energetic and socially self-confident, speak up in public, organize your work around social interaction, and expect others to like you. You should be particularly good at building relationships outside your work group because you are so outgoing and approachable. Unless you are unusually conscientious, you may also be easily distracted.

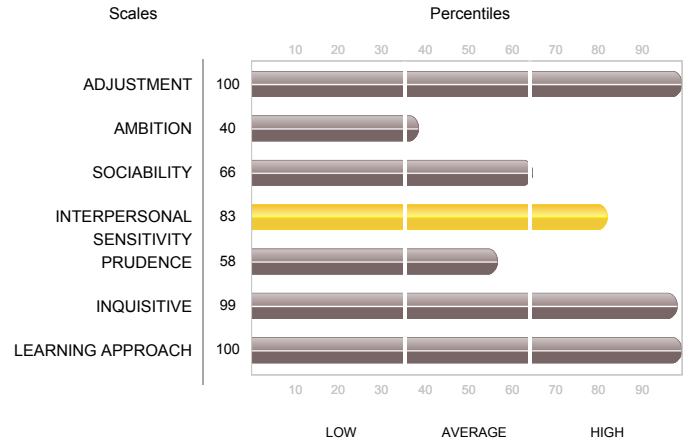
COMPETENCY ANALYSIS

- **INITIATING INTERACTIONS:** You are confident that strangers will like you; as a result, you easily reach out to others in the organization, and this is a useful talent for leaders.
- **ENERGY:** You seem to be a lively, energetic, and intense communicator who gets noticed during meetings.
- **APPROACHABILITY:** Your social self-confidence, lively interpersonal style, and willingness to reach out to strangers will cause others to describe you as outgoing and approachable.
- **INTERPERSONAL NETWORK:** You have good networking skills and interact confidently with a wide variety of people throughout your organization.
- **TEAM ORIENTATION:** You are willing to speak up and take an active part in team meetings.



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.

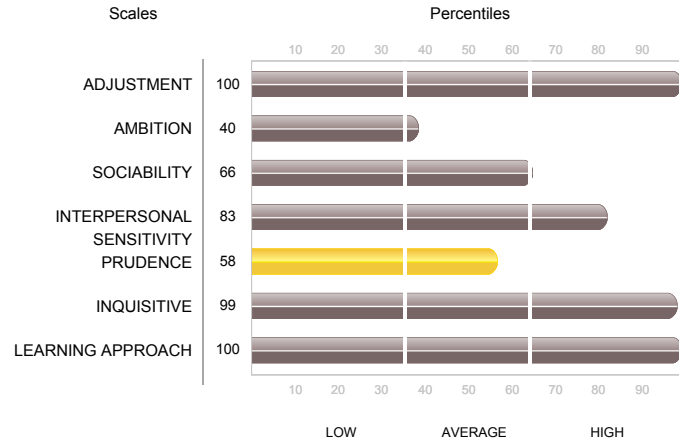
COMPETENCY ANALYSIS

- **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.

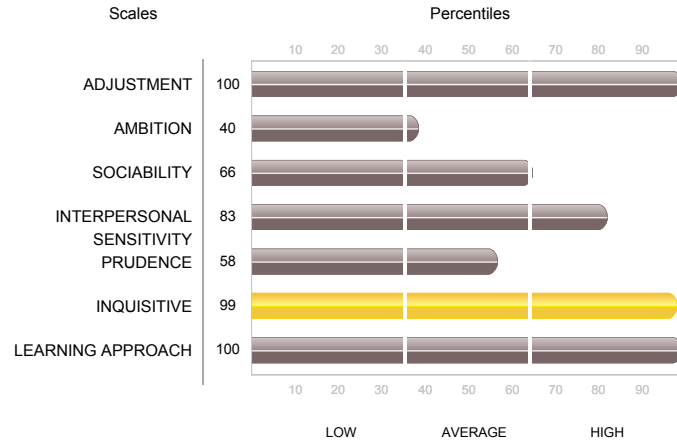
COMPETENCY ANALYSIS

- **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.



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.

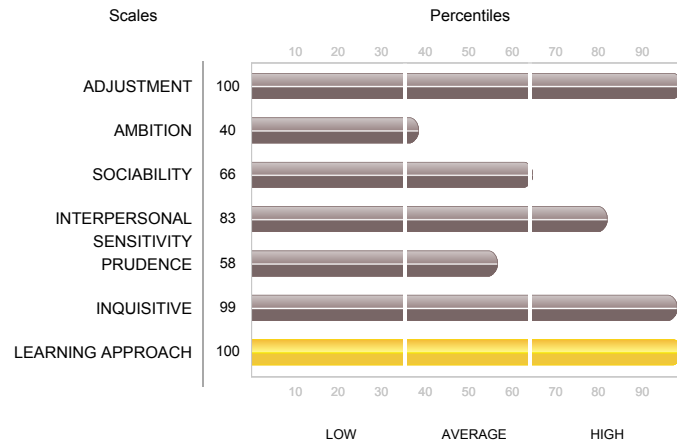
COMPETENCY ANALYSIS

- **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:

- As a leader, you may be careful about taking actions, especially in the face of high stakes and uncertainty. Be sure to make a decision and take action in a timely way.

CAREER ADVANCEMENT:

- You will usually take advantage of career advancement opportunities. Step back and see if you can be even more proactive in searching for ways to advance your career.

INITIATIVE:

- You are comfortable either working as part of a team, or taking the lead when necessary; this is a strength that you can build on.

ACHIEVING RESULTS:

- You are energetic, and like to get things done. Be sure to share credit with the members of your team. Involve your employees in the planning and decision-making process associated with team tasks.

DECISION MAKING:

- Look for opportunities to involve subordinates in the decision-making process in order to build commitment and teamwork. Being involved in decision-making is also a great developmental tool for subordinates.



SOCIABILITY

INITIATING INTERACTIONS:

- When talking to direct reports, make sure to listen; talking is not always communicating.
- Remember that your exuberant, enthusiastic interaction style may disrupt others.

ENERGY:

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

APPROACHABILITY:

- If you are constantly talking with others, it may impede their work. When you walk into an office, your staff will drop what they are doing, and give you their undivided attention. Recognize this, and avoid sidetracking them unnecessarily.

INTERPERSONAL NETWORK:

- You probably know many people in your organization and this is a hallmark of successful leaders. Be sure to leverage your many friendships 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 grow 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, 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 input and for speedy decisions before starting a group effort.



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 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:

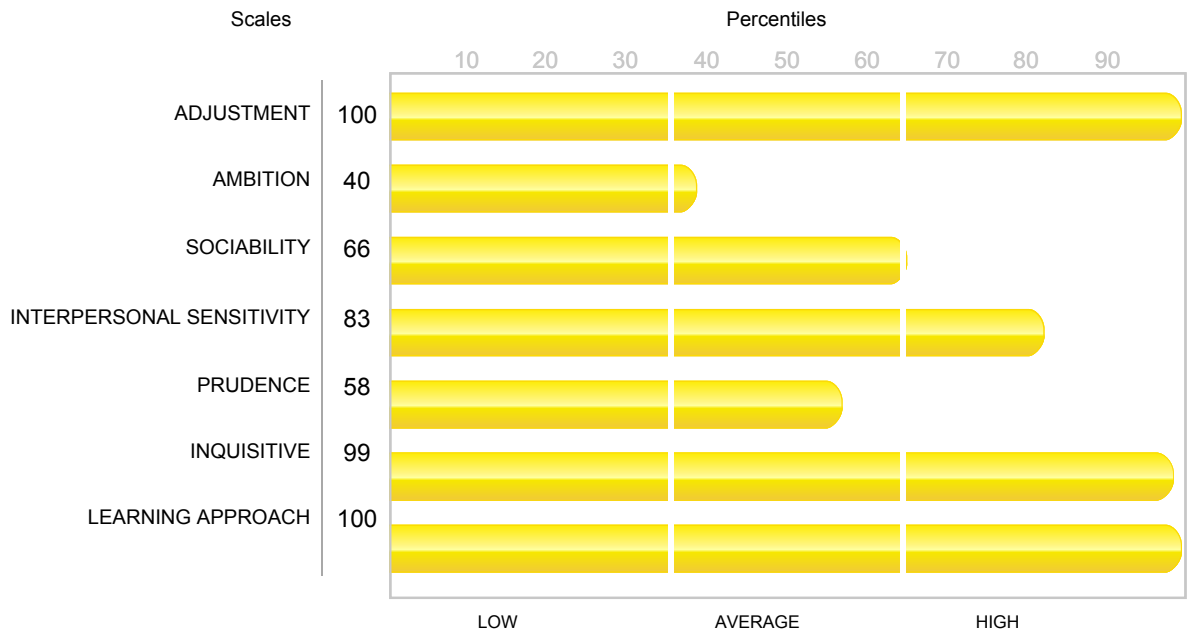
- You are likely to be comfortable in a classroom environment and may even prefer this style of learning. Learn to profit from hands-on and demonstration-style experiences, too.
- As a leader, do not assume that all of your team members learn as you do. Get to know your people, and try to match their 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 5/5 3. Not Anxious 4/4 4. No Guilt 6/6 5. Calmness 4/4 6. Even Tempered 5/5 7. No Complaints 5/5 8. Trusting 3/3 9. Good Attachment 5/5		Ambition 10. Competitive 3/5 11. Self-Confident 2/3 12. Accomplishment 6/6 13. Leadership 5/6 14. Identity 3/3 15. No Social Anxiety 4/6		Sociability 16. Likes Parties 3/5 17. Likes Crowds 3/4 18. Experience Seeking 6/6 19. Exhibitionistic 1/5 20. Entertaining 2/4	
Interpersonal Sensitivity 21. Easy To Live With 5/5 22. Sensitive 4/4 23. Caring 4/4 24. Likes People 5/6 25. No Hostility 3/3		Prudence 26. Moralistic 2/5 27. Mastery 2/4 28. Virtuous 4/5 29. Not Autonomous 3/3 30. Not Spontaneous 3/4 31. Impulse Control 2/5 32. Avoids Trouble 5/5		Inquisitive 33. Science Ability 5/5 34. Curiosity 3/3 35. Thrill Seeking 5/5 36. Intellectual Games 3/3 37. Generates Ideas 4/5 38. Culture 4/4	
Learning Approach 39. Education 3/3 40. Math Ability 3/3 41. Good Memory 4/4 42. Reading 4/4					