



POTENTIAL

STRENGTHS AND COMPETENCIES FOR LEADERSHIP

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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.



DEFINITIONS

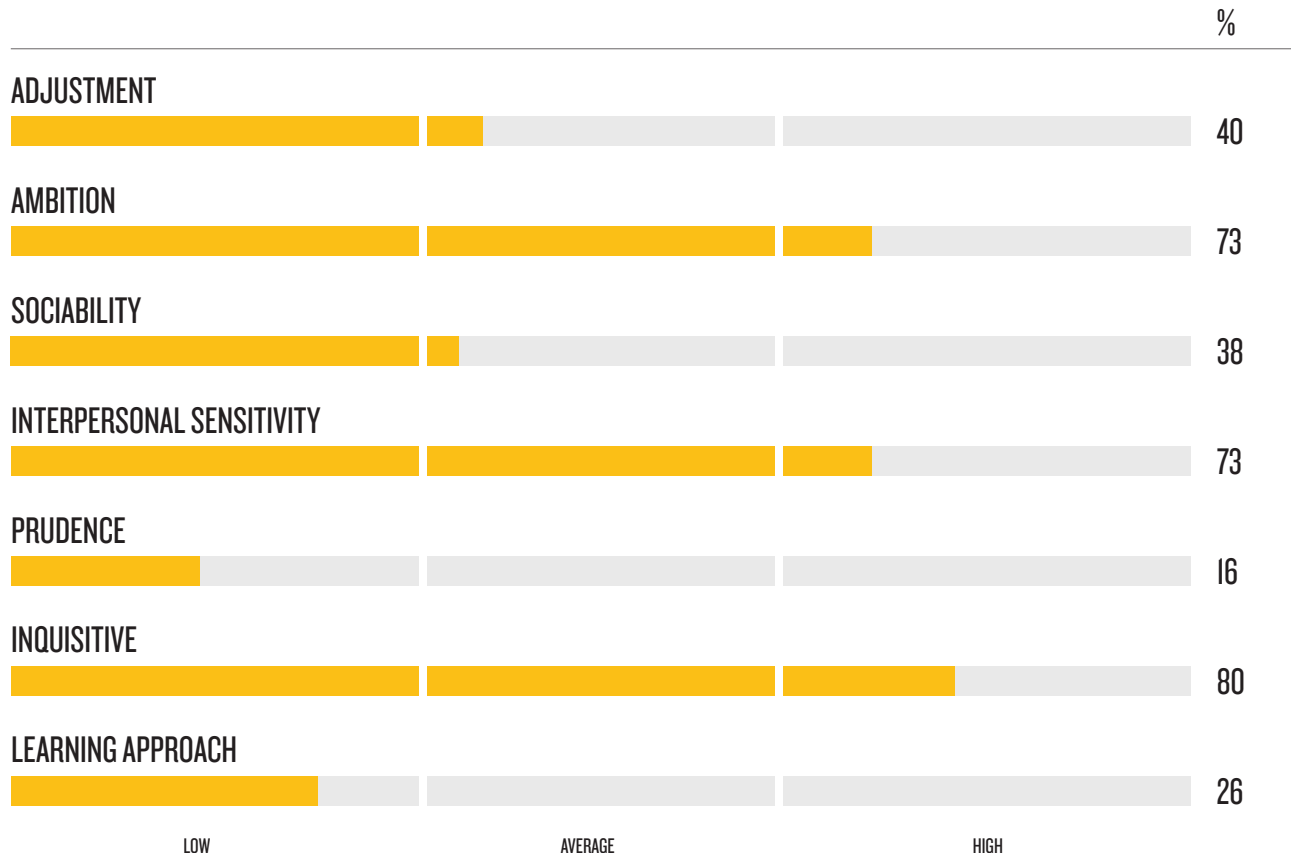
The seven scales of the Leadership Forecast Potential Report are defined as follows:

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 passionate, energetic, and self-critical.
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 are good team players and seem comfortable letting others lead but may appear complacent.
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

Scales

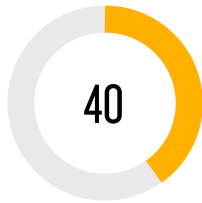


This Report is Valid and Interpretable



ADJUSTMENT

Concerns composure, optimism, and stable moods.



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
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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.





ADJUSTMENT

DEVELOPMENTAL RECOMMENDATIONS

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.

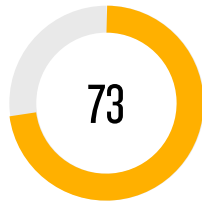
STRESS MANAGEMENT:

- 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

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.



AMBITION

DEVELOPMENTAL RECOMMENDATIONS

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.

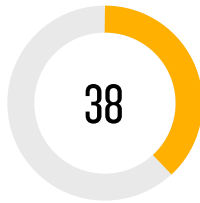
DECISION MAKING:

- 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

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.



SOCIABILITY

DEVELOPMENTAL RECOMMENDATIONS

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:

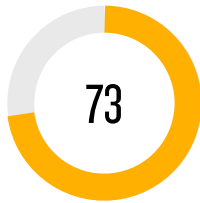
- You seem to be comfortable either working as part of a team or by yourself. This balance is healthy because some tasks are best done as part of a team, while others are best done individually.





INTERPERSONAL SENSITIVITY

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.





INTERPERSONAL SENSITIVITY

DEVELOPMENTAL RECOMMENDATIONS

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.

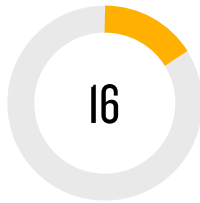
STANDING ALONE:

- 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

Concerns being conscientious, dependable, and rule-abiding.



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

Compared to other leaders, your scores suggest that you will be comfortable working in fluid and ambiguous circumstances, you are willing to challenge rules, you can work on several tasks at the same time, and you don't mind being interrupted. Others will see you as flexible and spontaneous, but also as impulsive and unpredictable.

COMPETENCY ANALYSIS

HANDLING AMBIGUITY: You seem comfortable working without much structure or direction, and you are able to shift gears quickly, refocus your attention, and take action without having access to all the data relevant to the problem.

FLEXIBILITY: You seem able to change directions quickly and handle multiple projects simultaneously, and you don't mind bending the rules to get things done.

PLANNING: Planning is not your strength, primarily because you tend to dislike being required to pay careful attention to rules and procedures.

ATTENTION TO DETAIL AND TIMELINES: You tend to get bored with details; you prefer to concentrate on overall objectives rather than the specific steps needed to achieve those objectives, and you tend to see timelines as arbitrary rather than important..

RULE ORIENTATION: You are willing to work around rules and procedures in order to achieve your goals--it is easier to ask forgiveness than to get permission.



PRUDENCE

DEVELOPMENTAL RECOMMENDATIONS

HANDLING AMBIGUITY:

- Although you may not need a lot of structure for your work, your subordinates do, and may find working without structure 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 adopt 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 requires new 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 make you 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 try to understand the details of the work in your area. Doing so will enhance your ability to represent your team to others.
- Although you may not like details, paying attention to them and to deadlines can improve the quality of outcomes.

RULE ORIENTATION:

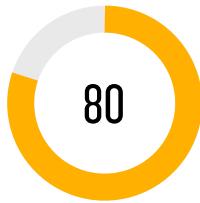
- Talk to people and make sure you are on the same page concerning what rules need to be followed. Ignoring rules that superiors consider important can have serious consequences.
- Your indifference to rules may annoy some people. Moreover, some members of your group may follow your example. Be careful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





INQUISITIVE

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.





INQUISITIVE

DEVELOPMENTAL RECOMMENDATIONS

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.

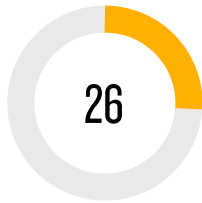
PROBLEM SOLVING:

- 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

Concerns enjoying formal education 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

Compared to other leaders, your scores suggest that you are only moderately interested in education for its own sake. You want it 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: If you put off training activities because of your demanding schedule, you may not use new technology efficiently or understand how it can impact your business.

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

LEARNING STYLE: You seem to be a hands-on learner, developing new skills only 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 having the information.



LEARNING APPROACH

DEVELOPMENTAL RECOMMENDATIONS

STAYING CURRENT:

- Begin a 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 help you keep up on new developments in the business world.

LEARNING QUICKLY:

- Remind yourself to keep up with new business techniques, including computer applications and software. It is easy to become outdated if you don't continually try to stay up to date.
- As a leader, you set the tone for your work team. If you are not improving your skills, they are less likely to enhance theirs.

LEARNING STYLE:

- You may not enjoy courses and seminars, but they 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.
- 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.

COMMUNICATING ACCURATELY:

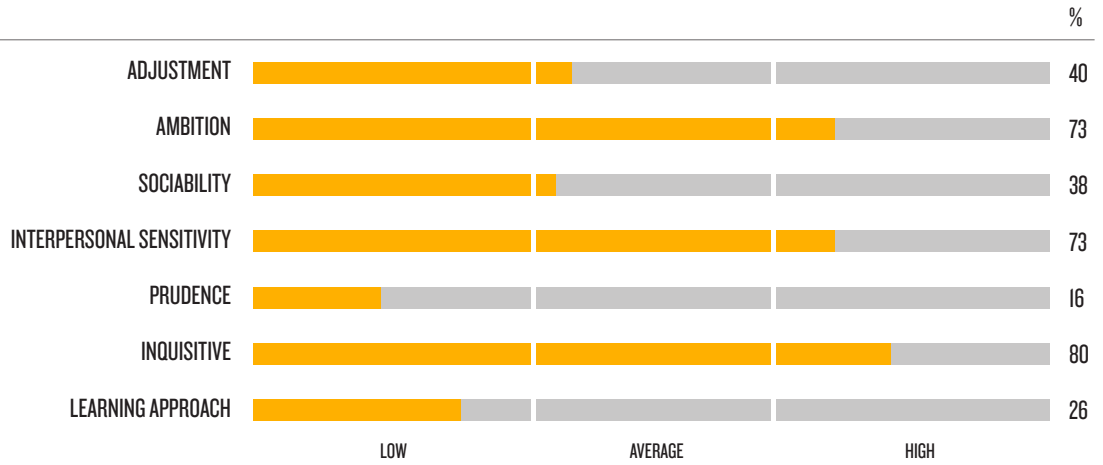
- As a leader, encourage your staff to ask you about written memos that they find unclear. It's better to spend some time up front discussing the memo rather than spending more time later correcting mistakes that resulted from the misunderstanding.

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.

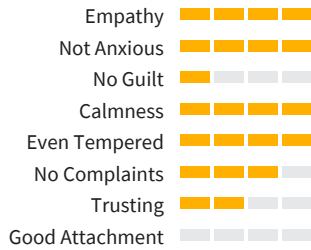


Scales



Subscale Scores

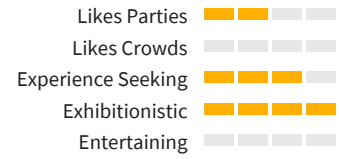
Adjustment



Ambition



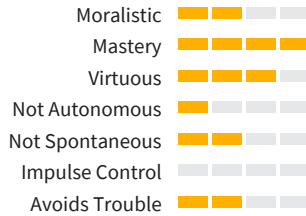
Sociability



Interpersonal Sensitivity



Prudence



Inquisitive



Learning Approach

