meta
BERATUNG
personality matters

HPI, HDS & MVPI Interpretation and providing Hogan Feedback
Personality matters

POTENTIAL

CHALLENGE

VALUES

CHEAT SHEET
INTERPRETATION
& FEEDBACK

Table of content

HPI, HDS & MVPI Interpretation

1. Preparing for Feedback   `HPI`

Keep the following tips in mind when reviewing the participant's HPI results:

- Make sure the participant understands the type of information the HPI provides. The HPI provides insight about the participant's reputation – how others are likely to describe his or her day-to-day approach to work and interacting.
- There is no such thing as a "good" or "bad" HPI profile. High scores are not necessarily better, low scores are not necessarily worse. The strengths and development needs highlighted by various levels of scoring should be interpreted in light of the participant's job, responsibilities, goals, and career aspirations. You can't interpret HPI results without some form of context.
- The participant might have questions about how the HPI works or how it was developed. The following brief explanation may be helpful: "Hogan has studied the relationship between employed adults' assessment responses and job performance for 28+ years. As a result of conducting this research, Hogan knows how others consistently describe individuals who responded to the assessment in a manner similar to you."

The following tips will help you prepare for feedback sessions involving the HPI:

- Review each main scale score in light of the participant's job and goals – what does each main scale score suggest? If a main scale score is low or average, look at the subscales, as they will help you understand facets of the participant's response style that impact the overall impression he/she makes on others (as highlighted by main scale scores).
- Pay particular attention to the participant's Adjustment score, as a low Adjustment score may impact results across the HPI profile and the participant's HDS profile.
- What tendencies, highlighted by the HPI, will help the participant demonstrate strong job performance (a) in his/her current role and (b) in the role that he/she aspires to?

Check	What to do?
Validity and Interpretability	Make sure participants results are „valid and interpretable" (see the note under the graph on page 4 of the Potential Report). The validity and interpretability will also be shown in the flash report as sub-scale 1. Four blocks stand for validity and Interpretability. If the value is zero blocks, the results may not be valid. Please contact your customer advisor metaBeratung for advice in such cases.

Impression Management	Be sure to look at the Prudence subscales Moralistic (#26), Mastery (#27), and Virtuous (#28). The results here provide information about "Impression Management". People who score 11 bars or higher across those three subscales tend to be more sensitive for the expectations of others and show according behaviors more often than people with lower scores. In "high stake" situations (e.g. selection) people with high scores tend to be influenced by the (imagined) job expectations and requirements when answering to the questionnaires. 1. Ask the candidate what expectations he/she has regarding the requirements. The answer can help understand how the candidates thinking could have led to inflated or decreased scores. 2. It could be of help to start the conversation with: "What do you remember from answering to the questionnaires?" These answers often provide information about which dimension should be evaluated further in an interview. E.g.: When a candidate applies for a leadership position and has high scores on ambition the candidate might be asked to provide examples of competition, leadership initiative and goal orientation in the past. 3. In all cases the candidate should know what is expected of him/her. Especially, candidates with high "impression management" profit from clear expectation management as long as the candidate's expectations are the same as the employer's expectations. Close monitoring during onboarding may also help. 4. Background information: In a real-life applicant sample less than 5% of profiles showed an "impression management" effect. Further, nobody is able to fake a complete profile (question-dimension relationship unclear, norm unknown).
Consistency	Please check for (in-)consistencies when interpreting HPI-subscales: Consistency: When all subscales have a similar manifestation to the respective main scale. In this case it is not necessary to differentiate between individual subscales, one may focus solely on the main scale. Inconsistency: When one or more subscales differ in their manifestation to the respective main scale. In this case one may consider differentiating on basis of the subscales. For example, an individual may have a fairly high score on main scale Ambition but be low on subscale Leadership (all other subscales being high). In this case the individual may be described as ambitious, however, not eager to strive for leading positions.

Dimensions in the HPI

a) *Adjustment*

KEY POINTS
If the participant scores low on the adjustment scale, their low-adjusted tendencies may impact their entire HPI profile. Low adjustment scorers' tendencies to (a) focus on the negative and (b) be self-deprecating often impact how they respond to the HPI and HDS items. As a result, their HPI profiles often are compressed (fewer high scores) and their HDS profiles often contain many elevated scores. In these scenarios, interpret the relatively highest HPI scores as "High" scores. See HDS section for hints regarding interpretation of multiple elevated HDS scores.

SUBSCALE INTERPRETATION
If the participant has a low or average adjustment score, their subscale scores become more important – use them to help you interpret their adjustment score.

Subscales	Higher Scores
Empathy[a]	Seem to emotionally identify with others
Not Anxious[a]	Don't worry often
No Guilt[a]	Don't have a lot of regret
Calmness[b]	Seem calm (not volatile)
Even Tempered[b]	Seem patient
No Complaints[b]	Seem upbeat and don't complain often
Trusting	Seem to believe in and trust others
Good Attachment	Seem to have good relations w/ authority

[a] Internal stress response not apparent to others (i.e., internal churn)
[b] External stress response that is apparent to others (e.g., emotionality)

	"Upsides"	Potential "Downsides"
High Scores	> Calm, consistent & predictable > Able to handle pressure & stressful conditions with ease > Even-tempered, upbeat & optimistic > Patient with others > Doesn't take problems or criticism personally > Unlikely to overreact	> Unwilling to be self-critical > Won't pay much attention to constructive feedback or advice > Appears indifferent to deadlines & seems nonchalant > Doesn't ask for others' input > Unrealistically optimistic at times
Low Scores	> Emotionally expressive > Non-complacent > Self-aware & open to feedback > Shows a sense of urgency (if Ambition score is high) > Concerned about avoiding "negatives"	> Tense & self-critical; worrisome & stress prone > Moody & temperamental; wears emotions on sleeve > Easily irritated with others > Defensive about work > Takes criticism personally

b) Ambition

KEY POINTS

The ambition scale provides insight regarding the degree to which the participant seems "leader-like," outwardly confident, and driven. Some individuals score low on the adjustment scale but score high on the ambition scale. These individuals will be described as confident; however, their achievement-orientation, initiative, and persistence often is fueled by internal self-doubt (low adjustment).

SUBSCALE INTERPRETATION

Ambition subscales will help you better interpret an average or low ambition score. Subscales tell you about facets of the participant's reaction style that impact the overall degree to which the participant seems leaderlike.

Subscales	High Scores
Competitive	Demonstrate a healthy degree of competitiveness
Self Confident	Demonstrate self assurance
Accomplishment	Share information about their accomplishments
Leadership	Make an effort to step into leadership positions
Identity	Seem to have career direction
No Social Anxiety	Seem comfortable speaking to large audiences

	"Upsides"	Potential "Downsides"
High Scores	> Leader-like - energetic, competitive, self-assured & assertive > Confident communicator > Takes initiative & demonstrates persistence > Sets high expectations > Is goal & results oriented	> Over-eager to take the lead > May compete with others > May not ask for others' input > May seem ruthless (if Interpersonal Sensitivity score is low) > Restless, forceful & overly-dominant
Low Scores	> Seems content with their position > Good team player > Content to receive direction from others > Avoids office politics > "Organizational glue" – works hard to support others & seems to have little concern for personal glory	> Lacks focus or vision – seems to want direction & guidance from others > Doesn't appear confident or self-assured > Seems to lack initiative & personal "push" > Seems uncomfortable making public presentations

c) Sociability

KEY POINTS

Sociability provides insight regarding the degree to which the participant is socially proactive. Higher scorers tend to be "engagers" whereas lower scorers tend to need engaging. Higher scorers seem very outgoing; lower scorers seem very utilitarian about communication (i.e., they communicate only when a true need to do so exists).

SUBSCALE INTERPRETATION

Don't place too much weight on the participant's sociability subscale scores (focus your attention at the main scale level). Notice that the first three sociability subscales deal with the frequency by which the participant puts him/herself in social situations; the last two subscales deal with interacting with others (versus just being in social situations).

Subscales	High Scores
Likes Parties	Seem affable
Likes Crowds	Seem to enjoy affiliating
Experience Seeking	Seem to enjoy variety & challenge
Exhibitionistic	Gravitate toward the center of attention
Entertaining	Are described as witty & engaging

	"Upsides"	Potential "Downsides"
High Scores	> Outgoing, gregarious and charismatic > Socially proactive – initiates interactions and relationships > Seems to enjoy being center of attention > Easily approachable > Seems to enjoy working with and being around others	> Seems to dislike working alone > Attention seeking > Loud, demanding and outspoken (check Int. Sensitivity) > May not listen well > Interruptive and confuses activity with productivity i.e., unnecessary socializing with coworkers
Low Scores	> Independent > Has an agenda when communicating > Seems content to work on their own > Effective listener (provides others ample opportunity to talk) > Tends to cultivate strong one-on-one relationships > Business-like & task-focused communication approach	> Doesn't initiate interaction & relationships often > Doesn't give others feedback (misses out on opportunities to "see others in action") > Doesn't proactively network > May struggle with social interaction & seem withdrawn > Waits for others to engage him or her

d) Interpersonal Sensitivity

KEY POINTS
Interpersonal Sensitivity provides insight regarding the degree to which the participant's interaction style seems warm, friendly, empathic, and nurturing versus direct, straightforward and forthcoming. This scale will help you understand how the participant deals with conflict and non-performance issues.

SUBSCALE INTERPRETATION
Don't place too much weight on the participant's Interpersonal Sensitivity subscale scores; interpret scores at the main scale level.

Subscales	High Scores
Easy to Live With	Seem permissive and easy going
Sensitive	Seem considerate
Caring	Seem perceptive and interpersonally sensitive
Likes People	Seems to enjoy being around other people
No Hostility	Seems tolerant and eager to forgive

	"Upsides"	Potential "Downsides"
High Scores	> Friendly & engaging > Warm & agreeable > Seems to nurture relationships > Encourages teamwork & cooperation > Earns others' trust > Builds & maintains coalitions > Gathers opinions before taking action	> Procrastinates when required to confront performance problems (or shirks this responsibility) > Thin-skinned & prone to taking feedback personally > Dependent on other's opinions > Conflict averse > Overly eager to please; has difficulty saying "no" > Attempts at direct & forthright communication fall short
Low Scores	> Task oriented > Willing to give negative feedback > Can speak their mind & offer truly hones opinions > Seems forthright & independent > Challenges business assumptions > Willing to confront others	> Appears cold & tough > Can seem critical & skeptical > Directs rather than suggests > May seem argumentative & painfully objective > Doesn't build a sense of teamwork > May seem brusque or harsh

e) Prudence

KEY POINTS
Prudence provides insight regarding the degree to which the participant seems detailed, rule-abiding, and organized versus flexible, spontaneous, and receptive to change. Be sure to pay attention to the Moralistic, Mastery, and Virtuous subscales, very high scores on these subscales suggest the participant may have responded to the assessment in an overly socially-desirable manner. These are individuals who (a) are very socially-skilled, (b) are very good at managing impressions, and (c) should be monitored carefully, at least initially, because things might not always be as good as they say they are.

SUBSCALE INTERPRETATION
The Prudence subscales will help you make better sense of average to lower Prudence scores. Be sure to check the first three Prudence subscales – if the participant endorses nearly all of these items in a positive direction (11 or more positive responses out of 12 possible), the participant is presenting him or herself in a very socially desirable manner.

Subscales	High Scores
Moralistic[a]	Seem self-righteous ("I always practice what I preach")
Mastery[a]	Seem diligent ("I do my job as well as I possibly can")
Virtuous[a]	Seem perfectionistic ("I strive for perfection in everything I do")
Not Autonomous	Seem to care what other people think about them
Not Spontaneous[b]	Plan their lives; seem very structured
Impulse Control[b]	Seem self disciplined
Avoids Trouble[b]	Avoid scenarios that could get them into trouble

[a] Provide insight regarding (a) socially-desirable responding and (b) following other people's rules
[b] Provide insight regarding (a) detail orientation & (b) propensity for risk taking

	"Upsides"	Potential "Downsides"
High Scores	> Dependable, reliable & trustworthy > Organized, thorough & detail-oriented > Conscientious & hard working > Rule compliant (follow rules precisely) > Plans work & anticipates changes in workload > Good organizational citizen	> Rigid & inflexible about rules & procedures > Resistant to change > Formal & over-conforming > May micromanage others > Doesn't delegate well > Difficulty seeing the "big picture"
Low Scores	> Flexible > Open-minded & open to change > Can be innovative & original > Non-conforming > Willing to take risks	> Poor planner > Impatient with details & supervision > Disorganized & careless > Easily bored > Impulsive & spontaneous

f) Inquisitive

KEY POINTS
Higher scorers on the Inquisitive scale seem analytical, can quickly make sense of seemingly unrelated data points and have the potential to be creative. They tend to solve problems by conceptualizing and brainstorming. Lower scorers seem practical, tend to employ strategies that have worked effectively in the past, and solve problems in a hands-on manner.

SUBSCALE INTERPRETATION
Do not place too much emphasis on Inquisitive subscale scores. Why? Many Inquisitive items sound unrelated to work; therefore, answers to the items themselves might not neccessarily reflect business-related aspects of the participants personality. Pay particular attention to one subscale score if you notice an average to low Inquisitive score – "Generates Ideas". If an individual scores lower on Inquisitive but has a higher Generates Ideas subscale score, he/she likely is capable of generating creative ideas; however, he/she likely has a strong "practicality filter" (i.e., he/she tends to refine ideas extensively before sharing them to ensure the idea others hear sounds practical).

Subscales	High Scores
Science	Seem to appreciate rationality & are interested in science
Curiosity	Seem open-minded
Thrill Seeking	Seem stimulus-seeking
Intellectual Games	Seem to enjoy problem solving for its own sake
Generates Ideas	Seem able to generate unique ideas easily
Culture	Seem interested in culture

	"Upsides"	Potential "Downsides"
High Scores	> Imaginative, inventive & creative > Quick-witted & resourceful > Able to quickly recognize connections between data points > Understands the big picture > Thinks strategically & understands long-term implications > Interested in speculative ideas	> Over-analyzes problems and, as a result, has trouble making decisions > Impractical (doesn't consider how ideas that sound good in theory could work in practice) > Can become easily bored > Lacks tolerance for the routine > Impatient with process-related details > Poor implementer
Low Scores	> Practical > Very focused interests > Tolerates routine or mundane tasks > Not easily bored > Applies solutions that worked effectively in the past > Can help refine ideas to ensure they are practical	> Not a sole source for creative & innovative ideas > Has a narrow perspective & often fails to consider the big picture > Lacks imagination & resist innovation > Uncomfortable in ambiguous situations > Uses familiar (vs. creative) ways to solve problems

g) Learning Approach

KEY POINTS
The Learning Approach scale provides insight regarding how the participant approaches learning and staying up to date. High scorers seem to inherently enjoy learning and tend to use more traditional learning approaches (reading, attending classes). Lower scorers tend to be "just in time" learners who use hands-on learning approaches.

SUBSCALE INTERPRETATION
Do not place too much emphasis on Learning Approach subscale scores. Why? Many of the Learning Approach items sound unrelated to work; therefore, answers to Learning Approach items themselves might not relect the business-related aspects of the participants personality.

Subscales	High Scores
Education	Demonstrate academic talent
Math Ability	Demonstrate numerical ability
Good Memory	Have a strong power of recall
Reading	Demonstrate verbal talent

	"Upsides"	Potential "Downsides"
High Scores	> Enjoys & seems to value formal education > Seem insightful > Stays up-to-date with recent technical & business developments > Seems achievement-oriented (check Ambition scores)	> Seems intolerant of the less-informed > May over-rationalize events > "Know-it-all" > May lack depth on topics > May get sidetracked by unrelated topics that pique his/her interest
Low Scores	> Takes advantage of hands-on learning experiences > Approaches learning opportunities with a clear objective in mind > Applies skills rather than learns new concepts > Is strategic about learning (does so when needed)	> Views education as something to endure (versus something to enjoy) > Has narrow interests (check Inquisitive) > May need a "push" to take advantage of learning opportunities

2. Preparing for Feedback HDS

Keep the following tips in mind when reviewing the participant's HDS results:

- The usual focus of interpretation lies at with 70 or higher. If two of the following requirements fulfilled, this line moves to percentile 90:
  - ☐ HPI Adjustment is below percentile 35
  - ☐ More than one dimension from different clusters (see below) have a score greater than 70.

- Contrast the HDS with the HPI. Both provide insight regarding the participant's reputation; however, while the HPI provides insight about response tendencies noticed day-to-day, the HDS provides insight regarding how the participant tends to respond when he/she is stressed, under pressure, or when he/she gets so comfortable that he/she stops monitoring him/herself.

- The HDS will help the participant understand the tendencies that likely will impede his/her performance.

- HDS scores are interpreted in terms of a "Risk Level." The higher the risk level, the more likely it is that specific "derailing" tendencies will negatively impact the participant's performance. When helping the participant understands his/her HDS results, focus specifically on his/her Moderate and High Risk scores. You may want to help the participant understand what a No or Low Risk score suggests (little chance a related derailer will impact his/her performance); however, you will not need to discuss these scales in detail. One exception exists – if the participant scores extremely low on the Bold, Colorful, Mischievous, or Imaginative scale, you may want to discuss the implications of this type of scoring.

- Very often, "derailment" tendencies highlighted by the HDS are related to overuse or misuse of strengths; as such, you will often notice relationships between extremely high or low HPI scores and elevated HDS scores.

- Help the participant understand that almost everyone has elevations on at least a couple of HDS scales (the average number of high risk elevations-those above the 90th percentile-in an executive population is 2.5). Certain "derailment" tendencies are more detrimental depending upon (a) the demands of the participant's job, (b) his/her goals, and (c) the organization's culture (e.g., specific "derailing" tendencies.

HDS SCALE SCORES: IMPLICATIONS

HDS Scale	Higher Scorers Tend To...
Excitable	> Vacillate very quickly between optimism and pessimism (excited one moment, discouraged the next) > Lose initial excitement easily (initial enthusiasm is quickly replaced by doom-and-gloom mentality) > Seem moody, unpredictable, and prone to volatility; however, Excitable reactions can be overt or internal
Skeptical	> Seem cynical, mistrustful, pessimistic, and constantly on the lookout for an ulterior motive > Give others the impression that they don't fully trust them
Cautious	> Seem risk averse and painstakingly slow when required to make a decision > Let opportunities pass them by due to a tendency to over-deliberate when making decisions > Lack decisiveness and confidence when making judgment calls
Reserved	> Pull away from others and isolate themselves when they are stressed (i.e., pull a disappearing act) > Give others the verbal or non-verbal message, "I am stressed, I need my space" > Seem stoic, distant, cold, unsupportive (or non-existent) when others need their support
Leisurely	> Say one thing and do another (i.e., seem cooperative, but, ultimately, adhere to their personal agenda) > Give things "lip service" and have difficulty saying "no" > Don't behave in a manner consistent with their words (e.g., convey neutrality, but their actions suggest they feel strongly about the issue at hand) - all of the tendencies described above will damage the participant's credibility
Bold	> Overestimate their competence, and, as a result, set overly-high expectations for themselves and others > Seem stubborn, obstinate, and resistant or indifferent to others' feedback > Seem convinced of the "rightness" of their perspectives
Mischievous	> Test limits, take risks, and push boundaries; their charm often helps them ease out of these sticky situations > Abide by the mantra "it is easier to ask for forgiveness vs. ask for permission"
Colorful	> Dominate interactions, over-use their charisma, and seem dramatic and attention-seeking > Soak up all the energy in the room and tend to be chronically over-committed (due to a tendency to want to be at the center of all of the action)
Imaginative	> Share ideas before spending sufficient time refining them or considering their practicality > Tend to "lose" others due to a tendency to jump from tangent to tangent and an inability to explain themselves in logical and concrete terms that others readily understand > Have little patience for individuals who have difficulty thinking quickly or conceptually
Diligent	> Hyper-focus on details, neglect the big picture, micromanage others, and avoid delegation > Seem perfectionistic and prone to "sweating the small stuff" > Have difficulty prioritizing because they consider all details to be critical
Dutiful	> Seek excessive amounts of approval and seem reluctant to make independent decisions > Seem overly-deferent to authority and don't push back when doing so might be appropriate > Not stick up for their staff and seem over-eager to please their superiors

MULTIPLE HDS ELEVATIONS & HDS SCALE "CLUSTERS"

When you see multiple HDS elevations within the same profile, focus less time and attention on the individual scales and, instead, focus on discussing the implications of clusters of elevated scale scores. HDS profiles containing multiple elevations are not anomalies. Oftentimes, individuals who score low on HPI Adjustment have multiple HDS elevations. This tendency makes intuitive sense for several reasons. First, lower Adjustment scorers are more sensitive to stress, setbacks, and inconveniences. Because their fuses are shorter, they tend to operate in "high stress" mode (measured by the HDS) more often. Second, lower scorers on Adjustment focus predominantly on the negative and can be, at times, pessimistic (often about their own performance and abilities). In a positive sense, their focus on the negative leads them to always strive for something better and, often, push themselves very hard; however, low Adjustment also suggests a tendency to focus negativity inward by being self-doubtful, self-critical, and self-deprecating. Lower scorers on Adjustment, if asked to evaluate their own performance, will tell you ten things that they can do better, but will be hard pressed to tell you about things that they did well. This negative focus can become relevant when the individual responds to the HDS – the HDS asks the participant black and white questions regarding themselves and, whenever possible, low Adjustment scorers take the opportunity to evaluate themselves critically, leading to more HDS elevations.

You will often see Hogan scale scores that seem to contradict one another (e.g., Mischievous and Cautious). These scale scores don't contradict one another. Instead, they highlight inconsistencies in the participant's stress response style that often are confusing from an observer's perspective. Regardless of whether you are focusing at the scale level (Mischievous vs. Cautious) or at the "cluster" level (Moving Away vs. Moving Against), if an individual does not respond to the world and work in a consistent manner, relationships and reputation may be damaged.

HDS Cluster	HDS Scales	Implications
Moving Away	> Excitable > Skeptical > Cautious > Reserved > Leisurely	Tends to respond to stress and pressure by pulling away from and seeming indifferent towards others (many times, in an effort to avoid criticism or negative evaluations). Others tend to describe them as independent, aloof, and/or detached.
Moving Against	> Bold > Mischievous > Colorful > Imaginative	Tends to respond to stress and pressure by asserting power and trying to dominate others, often in an effort to „build themselves up" and make themselves feel „better" than others. Others tend to describe them as overly assertive, argumentative, stubborn, and willing to challenge others.
Moving Towards	> Diligent > Dutiful	Tends to respond to stress and pressure by seeking the acceptance of others; they seem to have an intense desire to feel well-liked, accepted, involved, and appreciated.

SUBSCALE INTERPRETATION

DIMENSION	
Subscale	**Description**
EXCITABLE	
Volatile	Moody, often angered or annoyed, easily upset and hard to soothe.
Easily Disappointed	Initial passion for people and projects, who inevitably disappoint, and passion then turns to rejection.
No Direction	Lacking few well defined beliefs or interests, but with regrets about past behavior.
SKEPTICAL	
Cynical	Prone to doubt others' intentions and assume they have bad ulterior motives.
Mistrusting	Generalized mistrust of people and institutions; being alert for signs of perceived mistreatment.
Grudges	Holding grudges and being unwilling to forgive real or perceived wrongs.
CAUTIOUS	
Avoidant	Avoiding new people and situations to avoid imagined potential embarrassment.
Fearful	Afraid of being criticized reluctant to act or make decisions independently.
Unassertive	Unwilling to act assertively and therefore prone to being overlooked or ignored.
RESERVED	
Introverted	Valuing one's private time and preferring to work alone.
Unsocial	Keeping others at a distance, limiting close relationships and being generally detached.
Tough	Indifferent to the feelings and problems of others, focused on tasks rather than people.
LEISURELY	
Passive Aggressive	Overtly pleasant and compliant but privately resentful and subversive regarding requests for improved performance.
Unappreciated	Believing that one's talents and contributions are ignored; perceiving inequities in assigned workloads.
Irritated	Privately but easily irritated by interruptions, requests, or work related suggestions.
BOLD	
Entitled	Feeling that one has special gifts and accomplishments and, consequently, deserves special treatment.
Overconfidence	Unusually confidence in one's abilities; belief that one will succeed at anything one chooses to undertake.
Fantasized Talent	Believing that one has unusual talents and gifts and that one has been born for greatness.
MISCHIEVOUS	
Risky	Prone to taking risks and testing limits; deliberately bending or breaking inconvenient rules.
Impulsive	Tending to act impulsively without considering the long term consequences of one's actions.
Manipulative	Machiavellian tendencies-using charm to manipulate others and no remorse about doing so.
COLORFUL	
Public Confidence	Expecting others to find one's public performances fascinating and not knowing when to be quiet.
Distractible	Easily distracted, minimal focus, needing constant stimulation, confusing activity with productivity.
Self-Display	Wanting to be the center of attention and using dramatic costumes and gestures to attract attention to oneself.

IMAGINATIVE	
Eccentric	Expressing unusual views that can be either creative or merely strange; tendency to be absorbed in these ideas.
Special Sensitivity	Believing that one has special abilities to see things others don't and understand things others can't.
Creative Thinking	Believing that one is unusually creative, easily bored, and confident in one's imaginative problem-solving ability.
DILIGENT	
Standards	Having exceptionally high standards of performance for oneself and others.
Perfectionistic	Perfectionistic about the quality of work products and obsessed with the details of their completion.
Organized	Meticulous and inflexible about schedules, timing, and rules and procedures.
DUTIFUL	
Indecisive	Overly reliant on others for advice and reluctant to make decisions or act independently.
Ingratiating	Excessively eager to please one's superiors, telling them what they want to hear, and never contradicting them.
Conforming	Taking pride in supporting one's superiors and following their orders regardless of one's personal opinion.

The HDS subscales can be found in the reports HDS-Insight, Challenge and Flash. Every dimension is presented on a scale ranging from 0-4 bars. 0-2 bars may be interpreted as no or low risk.

Interpretation note:

Avoid naming the name of the main scales directly. Describe behavioral tendencies and / or its consequences. Good feedback leads to development.

3. Preparing for Feedback MVPI

Keep the following tips in mind when reviewing the participant's MVPI results:

- Contrast the MVPI with the HPI & HDS. While the HPI & HDS provide insight regarding the participant's reputation (how others likely describe him or her), the MVPI comes closest to providing insight regarding "the person he/she wants to be." Specifically, the MVPI provides insight regarding (a) what the participant values and appreciates, (b) the type of workplace he/she will find most motivating, (c) the type of environment he/she likely will try to cultivate in a leadership role (what he or she likely will reward others for doing) and (d) how to best reward his or her performance.

- Note that almost all participants have high, average, and low MVPI scores. These scores should be interpreted as follows:
  - ☐ High scores indicate "key drivers" that the participant likely actively seeks out.
  - ☐ Average scores indicate "nice to haves" that the participant likely appreciates, but does not consider "deal breakers."
  - ☐ Low scores indicate "things to which the participant is indifferent, but not demotivated by." People with low scores tend to be described by the following characteristics
  1. They are relatively independent of circumstances
  2. They expect that others act just as independently and therefore may miss chances to motivate others
  3. They seem to not stand for anything

- The participant's Hogan results work together and can be interpreted in the following manner:
  - ☐ The MVPI provides insight regarding what the participant likely is striving to attain (e.g., Power – leadership authority)
  - ☐ The HPI provides insight regarding characteristics that likely will help the participant satisfy his/her needs (e.g., Ambition – confidence & initiative).
  - ☐ The HDS provides insight regarding characteristics and tendencies that likely will impede the participant's ability to satisfy his/her needs (e.g., Dutiful – consensus-seeking tendencies).

- Gaps between the participant's behavior and desires present coachable opportunities. For example, if an individual scores high on Power but low on Ambition, one should ask, "what behaviors can you demonstrate to others that suggest you are motivated by opportunities to enhance your level of responsibility?"

GENERAL MVPI INTERPRETATION GUIDELINES

Lower scores	MVPI-Dimension	Higher scores
> Are content to work behind the scenes > Don't need "pats on the back" to be motivated > Value & appreciate modesty	**Recognition**	> Involvement in high-visibility project > Being in front of an audience > Receiving public acknowledgement
> Are content to serve as individual contributors > Are content to let others have leadership responsibility	**Power**	> Opportunities to lead & set direction for others > Having responsibility for high-profile projects > Opportunities for ascendancy
> Prefer serious, productivity-focused environments > Prefer to segment "work" & "fun"	**Hedonism**	> Working in environments that place importance on having & creating opportunities for fun > Abiding by the "work hard, play hard" mentality
> Prefer to provide assistance in a hands-off (versus hands-on) manner > Don't derive motivation as a service provider	**Altruistic**	> Providing service to others in a hands-on manner > Nurturing others & helping those who need assistance
> Are content to work independently > Need their "personal time" to decompress > Don't need continuous social interaction	**Affiliation**	> Working in roles that provide them considerable opportunity to build relationships & network > Continuous contact with others at work
> Prefer environments that don't emphasize strict adherence to conventions > Prefer environments that tend to emphasize dynamism (versus organizational traditions)	**Tradition**	> Working in environments that place a premium on maintaining ingrained organizational conventions > Working in environments that are highly consistent with their values (i.e., need a strong degree of job fit)
> Prefer fast-paced environments in which they have to quickly deal with & adapt to changes > Feel stifled if overly constrained by structure	**Security**	> Working in secure, predictable environments that minimize risk & ambiguity > Working to create structure & predictability
> Are content to let others focus on bottom-line related issues > Can be better rewarded via non-financial rewards	**Commerce**	> Making money for themselves & the organization > Enjoy budgeting, financial planning & considering the bottom-line impact of his/her actions & decisions
> Prefer to place an emphasis on functionality (as opposed to aesthetics) > Have limited appreciation for non-critical creativity	**Aesthetics**	> Enjoy being creative & innovative (enhancing the aesthetic- & client-appeal of work products) > Working in aesthetically-appealing environments
> Prefer to rely upon intuition and leave analysis & research to others	**Science**	> Conducting research & analyzing information to determine the "truth" & uncover underlying causes

SUBSCALE INTERPRETATION

Item Theme	Description	Sample Item ALL FROM ALTRUISM SCALE
Lifestyles	The manner in which a person would like to live	I like to spend my spare time helping others.
Beliefs	"Shoulds", ideals, and ultimate life goals	Helping others is one of the most important things one can do.
Occupational Preferences	The work an individual would like to do, what constitutes a good job, and preferred work materials	I would like to have a career in which I am able to help other people.
Aversions	Reflections attitudes and behaviors that are either disliked or distressing	I don't understand people who only think of themselves and their own interests.
Preferred associates	The kind of people desired as coworkers and friends	Most of my friends help others who are in need.

Each of the primary MVPI scales breaks down into a group of related subscales. Each of these subscales has a label describing the item themes underlying the subscale. The MVPI subscales can be used to deepen one's understanding of how an individual's values and motivations influence behavior in the workplace. Subscales contribute immense richness to interpretation above and beyond main scale scores.

Each subscale will be presented as a bar chart. Each shaded box (or bar) represents approximately one quartile. Quartiles are calculated using a cumulative frequency analysis, indicating the relative frequency of a given score compared to the global working population.
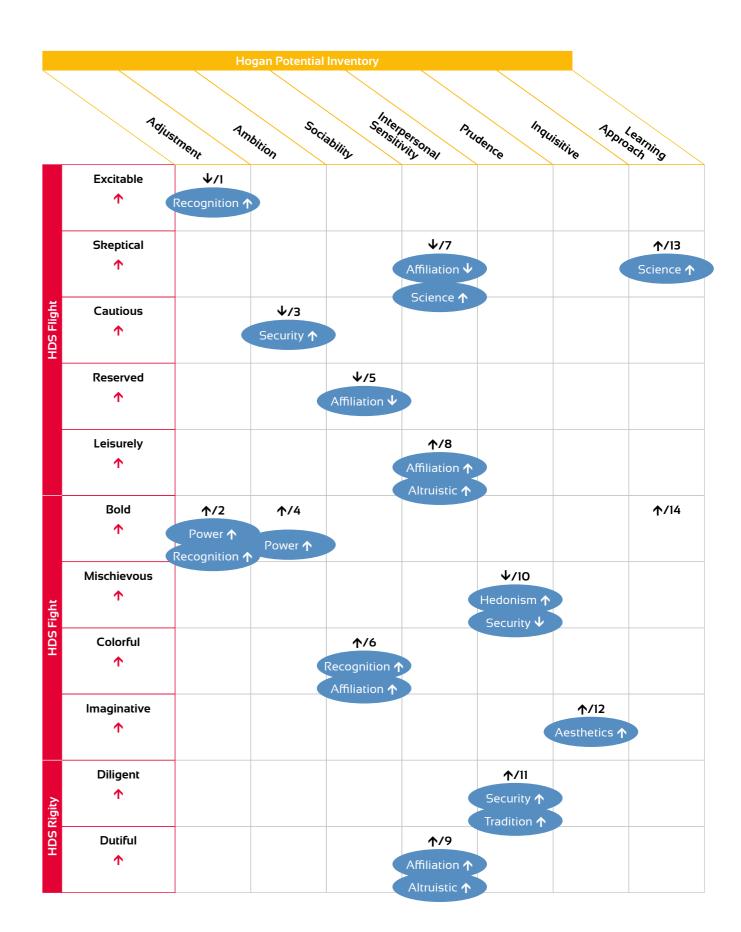
4. Common relationships between HPI HDS MVPI

HPI, HDS and MVPI all present different sides of one's personality. When considering all three perspectives, it is recommended to look for recurring themes across reports. These are dimensions which have a high statistical correlation to each other und are related by a common theme. Although these threads occur most of the time, some people do not show these reoccuring themes. Two strategies can be used:

1. If you wish to interpret a candidate's profile according to job requirements or according to a competency model you may start with the following table by identifying the associated recurring theme in the table below and investigate the candidate's results on the according personality dimensions.

	Recurring Themes	HPI Scales	HDS Scales	MVPI Scales
1	Emotionality	Adjustment ↓	Excitable ↑	Recognition ↑
2	Self-confidence	Adjustment ↑	Bold ↑	Power ↑/ Recognition ↑
3	Maintaining the status quo	Ambition ↓	Cautious ↑	Security ↑
4	Competition	Ambition ↑	Bold ↑	Power ↑
5	Frequency of communication	Sociability ↓	Reserved ↑	Affiliation ↓
6	Social presence	Sociability ↑	Colorful ↑	Recognition ↑/ Affiliation ↑
7	Readiness to confront conflict / orientation to facts	Interpersonal Sensitivity ↓	Skeptical ↑	Affiliation ↓/ Science ↑
8	Conflict aversion	Interpersonal Sensitivity ↑	Leisurely ↑	Affiliation ↑/ Altruistic ↑
9	Relationship orientation	Interpersonal Sensitivity ↑	Dutiful ↑	Affiliation ↑/ Altruistic ↑
10	Risk Taking	Prudence ↓	Mischievous ↑	Hedonism ↑/ Security ↓
11	Process- and detail-focus	Prudence ↑	Diligent ↑	Security ↑/ Tradition ↑
12	Abstraction and creativity	Inquisitive ↑	Imaginative ↑	Aesthetics ↑
13	Focus on content	Learning Approach ↑	Skeptical ↑	Science ↑/
14	Intellectual dominance	Learning Approach ↑	Bold ↑	

2. The following page provides information on how to describe very characteristic features of a person. Starting from behavior in situations of pressure and stress (HDS; percentile >69 indicated with "↑") one can check whether similar behaviors are also shown in normal situations (HPI). "↑"means that on basis of a challenge in the HDS a high manifestation in the HPI can be expected (e.g. bold and ambition). "↓" indicates that for the most people with a challenge a low manifestation in the HPI can be expected (e.g. Skeptical and Interpersonal Sensitivity). The MVPI dimension mentioned in the respective cell provides information about the motives behind the HPI and HDS behaviors. The mentioned number relates to the table above and to the respective theme title.

Hogan Potential Inventory

Columns: Adjustment | Ambition | Sociability | Interpersonal Sensitivity | Prudence | Inquisitive | Learning Approach

HDS Flight

	Adjustment	Ambition	Sociability	Interpersonal Sensitivity	Prudence	Inquisitive	Learning Approach
Excitable ↑	↓/1 Recognition ↑						
Skeptical ↑				↓/7 Affiliation ↓, Science ↑			↑/13 Science ↑
Cautious ↑		↓/3 Security ↑					
Reserved ↑			↓/5 Affiliation ↓				
Leisurely ↑				↑/8 Affiliation ↑, Altruistic ↑			

HDS Fight

	Adjustment	Ambition	Sociability	Interpersonal Sensitivity	Prudence	Inquisitive	Learning Approach
Bold ↑	↑/2 Power ↑, Recognition ↑	↑/4 Power ↑					↑/14
Mischievous ↑					↓/10 Hedonism ↑, Security ↓		
Colorful ↑			↑/6 Recognition ↑, Affiliation ↑				
Imaginative ↑						↑/12 Aesthetics ↑	

HDS Rigity

	Adjustment	Ambition	Sociability	Interpersonal Sensitivity	Prudence	Inquisitive	Learning Approach
Diligent ↑					↑/11 Security ↑, Tradition ↑		
Dutiful ↑				↑/9 Affiliation ↑, Altruistic ↑			

Providing Hogan Feedback

1. Introduction

The present document is intended to provide advice and support regarding the preparation of a feedback discussion on the results of the Hogan Assessments. For substantive interpretations of the HPI, HDS and MVPI-dimensions, the document „HPI, HDS and MVPI – Interpretation Cheat sheet" may be used. For the candidates the document „LOGIN INSTRUCTIONS" is available to get useful information on how to get access to the Hogan questionnaire. Please contact us for further information. We'll be happy to help you.

Contact information metaBeratung GmbH: phone (Office Germany): +49 211 41559590
phone (Office Switzerland): +41 43 4562625
E-Mail: training@metaberatung.com

2. Checklist for successful feedback

a) Feedback preparation

■ Mandate clarification
  ○ What is the reason (development or selection)?
  ○ What is the goal: mention development areas and clarify long-term liabilities of the candidates
  ○ What came before / what is following? Is the feedback embedded in a (internal company) program?
  ○ How to deal with the data? How is confidentiality handled?
  ○ How long will this feedback take?
  ○ What reports were produced and which report is connected to each participant?
  ○ What has been communicated to the candidates?
■ Check the candidate's contact details (name, phone number, e-mail)
■ Book a room for the planned time, which guarantees uninterrupted work
■ If necessary clarify processes, deadlines and responsibilities
  ○ What is the deadline for sending the login information?
  ○ What is the deadline for candidates to fill in the questionnaires?
  ○ By what time at the latest must the results be available for the participants?
  ○ When and where does the feedback take place (appointment with candidate)?
    ○ On-the-spot: print/bind reports and bring them for the candidates
    ○ Phone: send report 1-2 days in advance via e-mail

b) Time schedule of feedback

■ Welcome the participant; reassure that he/she has received the documents
■ Discuss expectations regarding context, confidentiality and time
■ Clarify questions and ideas of the participants in advance
■ Say a few words about yourself and ask the participants to introduce themselves
■ Conceptual approach (see also: General instructions): Explain:
  ○ Representation of the three perspectives of personality
  ○ Results = percentile ranks
  ○ There are no bad profiles
  ○ Identity and reputation
■ Generally begin with the chosen strategy of representation: step by step, red thread, MVPI at first, requirement profile (see also: General instructions)
■ Sum up the results and prepare specific development hints
■ If necessary set up a development plan and define liability and evaluation of changes
■ Provide room for feedback and questions throughout the entire conversation

c) Questions on structuring the Hogan feedback

■ Where does the participant's energy come from? Where does it go to? What should result in the end?
■ References to business/ people/ organization/ products?
■ Role as boss / role model?
■ With respect to requirements?
■ Individual fit with the company
■ Can I continue with HDS, MVPI?
■ Supporting one's own career through learning, networks, long-term thinking...
■ Phase 1: Diagnosis 2: Consequences 3: What you can do now
■ What made me successful?
■ What is important to me?
■ What is preventing me from being even more successful?

3. Feedback objectives

■ After providing feedback you and the candidate in collaboration should work out what behaviors are part of his/her autopilot and thus almost automatically result from his/her personality. This behavior does not reflect a negative side and is thus preferred. Hogan Assessments describe behaviors that are highly probable due to the autopilot. This information is particularly relevant for personnel selection decisions, where the fit between a candidate and the requirements of a position has to be established

■ In addition, the candidate should have realized which behavior that does not meet his/her natural behavioral repertoire could be expected of him/her or be required in certain situations, that do not meet his/her natural behavioral repertoire.

The recognition of these discrepancies and the formulation of development goals based on the discrepancies can be described with the term strategic self-awareness. Behaviors aside the candidate's autopilot are possible, but require conscious control of behavior and therefore require more attention. But they might be more successful in certain situations. Success is both the ability to perform in job-related activities, and to establish and maintain various relations. In personnel selection procedures Hogan Assessments provide evidence of the candidate's willingness to develop self-awareness and can be used for development interventions in order to promote the process of strategic self-awareness.

4. General instructions

■ Make sure the candidate understands the information given by the three reports. Explain briefly the before mentioned three perspectives of personality. This is a quick overview:
  □ The potential report (Hogan Personality Inventory, HPI) and the challenge report (Hogan Development Survey, HDS) describe how a person is perceived by his/her environment (reputation). However, the HPI makes statements about behavioral tendencies under „normal" conditions which can be described as strengths for occupational attainment. The HDS refers to behavior which a person shows in situations where he/she has to deal with stress or many degrees of freedom without being observed by anyone (e.g. home office) or without being accountable (e.g. CEO). These dysfunctional behaviors can prevent a person from the successful use of his/her potentials and lead to failure. In contrast, the MVPI (Motives, Values, Preferences Inventory) refers to the identity, which is based on self-perception and not on reputation. Particularly the MVPI describes: (a) what is important for a person and what does he/she value, (b) what kind of workplaces / what activities motivate a person the most, (c) how executives and managers make their mark on the culture of the organization, and (d) how the values a person can influence her thoughts and actions unconsciously. The MVPI offers further information on the objectives a candidate is following (e.g. power = management authority).
  □ The HPI, HDS and the MVPI can be used separately or combined.

- ☐ For additional information please take a look at the certification documents or the technical manuals.
- ☐ The results are percentile rankings, i.e. they provide a comparison of the candidates answers with the norm sample (depending on the particular project; global standard: 171,071 working adults worldwide, national standard: minimum of 500 working adults) („People who have been answering similar to you are often described as a team player."). The MVPI describes probabilities and definite outcomes.
- ☐ There are no bad profiles: this is neither a performance test, which you have to pass, nor are some results better than others. The decisive factor is the fit of a personality profile to the respective job requirements.

- ■ Before starting the feedback you should check whether the results are „valid and interpretable". You can find this information in the graphic representation on page 4 of the potential report.
  - ☐ As long as the results are valid, you can prepare for the feedback as usual. If the results are invalid and should not be interpreted, it would be an indicator for very unusual response behavior. In this case please contact us. One of our experienced consultants will assist you.

- ■ Also check if the candidate has responded in a socially desirable manner (Impression Management) to a particular degree before the feedback. If the sum of the values of the three subscales moralistic, mastery and virtuous (subscales 26 to 28) is greater than 12, this is a sign of socially desirable response tendencies.
  - ☐ If there is a socially desirable response bias, this is not automatically assessed as negative. The ability to increase values in the testing of normal personality is a function of social competence and refers to good social skills. Again, the fit to particular job requirements is of importance.
  - ☐ A person with a value that is above 12 points probably has very powerful sensors regarding behavior that is expected of him/her. The candidates expectations regarding the assessment have an impact on the responses.
  - ☐ The HPI results have proven to be valid even in light of impression management.

5. Presentation strategies

- ■ If you intend to structure the feedback session, you can arrange a strategy of presentation in advance. This makes it easier for your counterpart to follow you logically. Possible strategies are:
  - ☐ Step by step: Go through the questionnaires one after the other
  - ☐ Red thread: Organize your presentation based on similarities in the three questionnaires, which you have noticed when reviewing the results.
  - ☐ HPI at first: Present the strengths of a person at first in order to contrast these with the behavioral risks and motivators of the candidate.
  - ☐ Requirement profile: In selection contexts you can compare the results with the job requirements, which have to be coordinated with the client

The interview can respond concretely to the following things:
- ■ A = Assessment: Presentation and Summary of percentile values at personality and value dimensions
- ■ B = (Behavioral) Implications: The influences of these percentile values on everyday workplace behavior. What consequences in the environment can be triggered by such behavior? (especially discrepancies between autopilot and expectations of others)
- ■ C = Consequences: Formulation of approximately two to four relevant development objectives, which can be deduced from the main results (the „red threads") of the questionnaires

In relation to your role in the feedback process, role-related development goals and development plans can be prepared. Assistance is provided by the coaching report of Hogan Assessment Systems. In this context, the liability and the evaluation of the development should be discussed.

6. Dealing with critical inquiries

To be prepared for critical inquiries of candidates, it is helpful to keep in mind:

- ■ The personality of a candidate is an indicator for his/her reaction during the feedback (e.g. a highly skeptical candidate will behave differently from someone who has a high expression on colorful).
- ■ What is the candidate's motive for critical issues? Is the feedback recipient merely interested in utilizing the information constructively in order to act more successful and socially responsible?
- ■ The feedback provider translates the results for the feedback recipient. The essential challenge is to enter into a discussion with the candidate, but not to „proselytize".

Content-related tips:

- ■ Many questions can already be clarified by requests (often the name of a scale is understood differently)!
- ■ Confront the subscales with the relevant main scale: subscales of the HPI often provide a more differentiated picture.
- ■ By representing the broader spectrum of standards you can qualify statements of candidates and provide a suitable framework for interpretations (i.e. provide behavioral examples of extremely high or low values)
- ■ Taking the specific design of the three questionnaires into account: differences between the results in the HPI, HDS and MVPI do not represent contradictions, but different situations or parts of personality.
- ■ Address the difference between reputation and identity (see also: General instructions)
- ■ Changeability of behavior vs. personality: Of course critical life events shape personality, but personality is relatively stable across life span

Tips for a statistical explanation:

- ■ Because many items are included in the calculation of a scale, the approval or rejection of a particular statement has no decisive weight.
- ■ The results only represent probabilities and shouldn´t be understood deterministically
- ■ If a candidate does not agree with each statement, they are „negotiable". Recurring themes (red threads in all three questionnaires) provide very reliable information about the personality or behavior of a candidate
- ■ Background information:
  - ☐ Sometimes a candidate does not answer all questions. The number of unanswered questions of one dimension is represented in the report. You can find this number in brackets in the graphical representation of the profile in front of the name of a dimension.
  - ☐ As long as at least 2/3 of the questions belonging to one dimension (or to a sub-scale of the HPI) have been answered, a value for the dimension (or the sub-scale) is reported. This value is based on a sufficient number of responses, which is very reliable and can be interpreted just as if all questions have been answered (the so-called process of interpolation is running automatically in the background).

Tips related to differences between test and report:

- ■ Candidates should always answer the questionnaires in their native language, or at least in the language that is as close to the mother tongue as possible
- ■ The questionnaires are not just literally translated, but also culturally adapted. This means that the questions represent the same personality trait - regardless of the language.
- ■ Depending on the field of application, different standards can be stored (e.g. national norms).
- ■ The language of the report is independent to the language in which the test was completed.

7. Questions for the candidate to reflect (e.g. for a diary)

The candidate could use the following orientational questions to evaluate situations and behaviour in the future, for example through the use of a digital diary. The questions may relate to defined areas for development.

1. What was the situation?
   - How did I behave?
   - Why?
   - Circumstances?

2. How do I evaluate the behavior?
   - How do others evaluate the behavior?

3. How would I behave in this situation in the future (4 alternatives)?
   - Continue: Seek situations
   - Stop: a.o. Avoid situations
   - Modification: a.o. Increase of sensitivity
   - Learn & develop: Extend knowledge
     - ☐ What do I need for this?
     - ☐ How can I meet the prerequisites?

metaBeratung GmbH is distribution partner of Hogan Assessments and LVI in Germany, Switzerland & Austria. There are good reasons to go for metaBeratung: we increase your capability to make decisions that enable you to use your employees potential as best as possible - from selection to Development. Our team works daily to offer you the most suitable solution at all levels - ambitious, informed and flexible.

Please get in touch if you have any questions on Hogan and LVI.

Contact **metaBeratung GmbH**:

Germany: +49 211 41559590

Switzerland: +41 43 4562625

Austria: +43 1 22787128

E-Mail: training@metaberatung.com