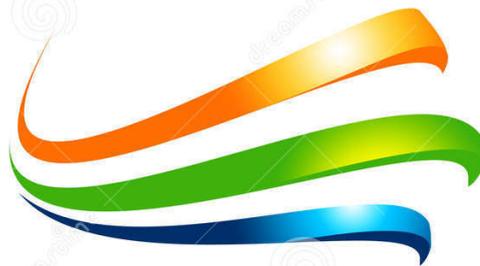


ASSESSMENT & DEVELOPMENT CENTRE

FEEDBACK REPORT



YOUR COMPANY

COMPANY SLOGAN GOES HERE

Participant Name	John Doe
Position	Business Development Supervisor
Hogan ID	HD61128
Assessment Date	Feb 22 - 23, 2016

INTRODUCTION

This report is based on the observations from various sources of evidence and provides a competencies summaries with recommendations for personal development. The aim is to increase self-awareness and to focus on areas for improvement. The views expressed are those of the consultant, based on this set of information. Please refer to the competency framework for full descriptions of the behavioral standards used.

The feedback can help you to gain a valuable insight into your strengths and areas to focus on in order to fulfill your potential, and then formulate a rich and impactful Individual Development Plan.

OVERVIEW

What are "competencies"?

A 'competency' is defined as a behavior or attitude required for effective performance. 'Objectives' define what you have to achieve; 'competencies' define how you go about achieving these objectives.

Assessment of Competencies

Based on the evidence provided during the assessment centre and with reference to the Hogan Profile Reports, this report will use an evaluation system to determine the value of the evidence provided as described on the next page.

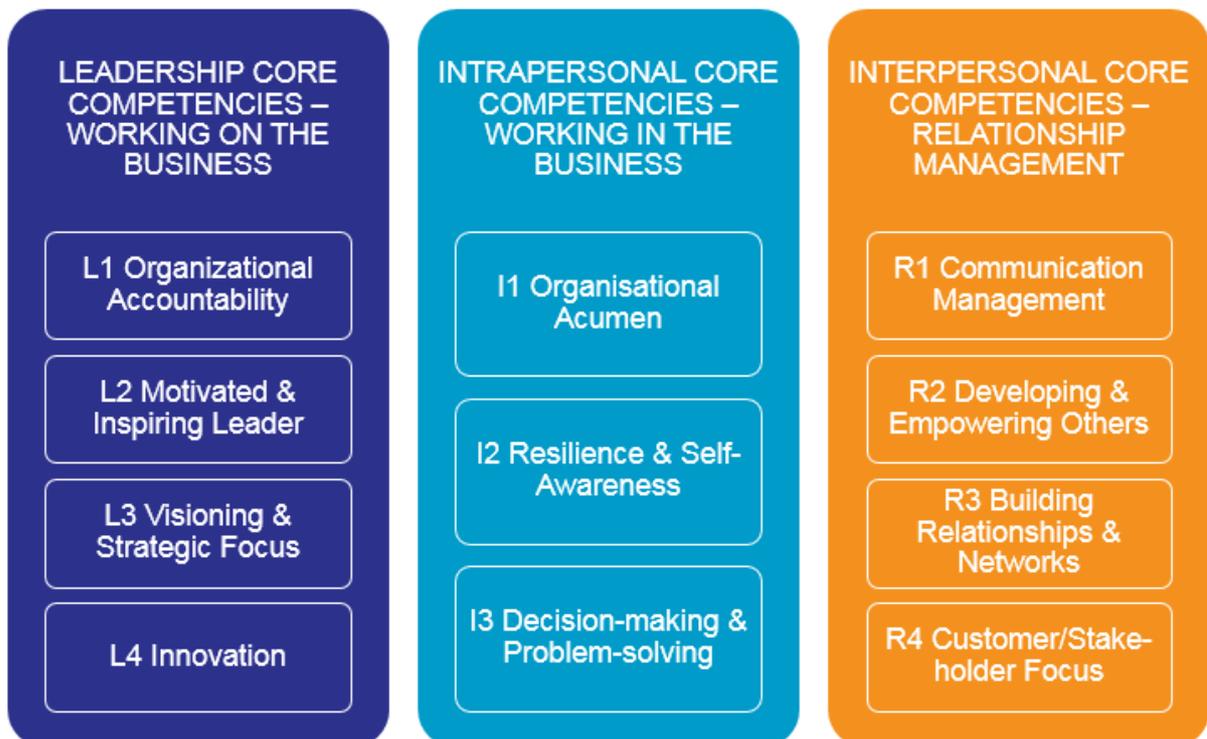
Levels of Competencies

A number of competencies have been identified as being linked to leadership success. The key point is that each individual can be consistently assessed against this common framework.

Each competency is described at one specific level: Red/Amber/Amber+/Green/Green+.

Red (Level 1)	Amber (Level 2)	Amber + (Level 3)	Green (Level 4)	Green + (Level 5)
This competency level is applicable where an individual consistently does not demonstrate the required skills and behaviours at the target level or indeed provides clear negative indicators. Red indicates risk.	This level of competency in general describes the inconsistent demonstration of the required skills and behaviours at the target level, with a tendency towards weaker evidence and some areas for concern.	This level of competency describes a solid demonstration of the required skills and behaviours at the target level, with some evidence of a tendency towards a Green rating. Amber Plus indicates solid evidence.	This level of competency is associated with consistent demonstration of the skills and behaviours required at the target level. Green indicates effective and consistent evidence.	This level of competency is associated with the consistent demonstration of the skills and behaviours required at the target level. Green Plus indicates strong and outstanding evidence.

The Competencies



COMPETENCIES RESULTS

Competency	Description	Final Rating
L1 Organizational Accountability	The ability to take accountability for the achievement of organisational goals, maintain control and responsibility for achieving results consistent with the organisation's objectives.	Level 5
L2 Motivated & Inspiring Leader	The ability to take immediate and independent actions in a proactive manner when required. It includes the eagerness to perform tasks and address opportunities or problems without being prompted or reminded. Plans for the future and inspires and motivates others.	Level 3
L3 Visioning & Strategic Focus	The ability to link long-range vision and concepts to daily work, to think conceptually and to "see the big picture". It involves taking calculated risks based on identified priorities and opportunities and total awareness of social, economic and political issues as they impact the strategic direction of the organisation.	Level 2
L4 Innovation	The ability to imagine limitless possibilities and experience breakthrough insights by developing new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.	Level 3
I1 Organisational Acumen	The ability to possess deep understanding and hands-on knowledge of the organization's services and the labour market in which it competes.	Level 3
I2 Resilience & Self-Awareness	The ability to effectively adapt to stress and adversity. It involves the ability to effectively demonstrate self-awareness, and positive emotions in dealing with difficult situations. People with this competency positively develop and manage relationships through mutual caring and support.	Level 3
I3 Decision-making & Problem-solving	The ability to make decisions takes actions or makes commitments at the right time, after considering the available courses of action and the needs of others to achieve the desired objectives.	Level 4
R1 Communication Management	The ability to communicate effectively. It involves active listening to understand, cross cultural awareness, communicating clearly with colleagues & effectively presenting to others. This includes the ability to treat people with respect and sensitivity.	Level 3
R2 Developing & Empowering Others	The ability to engage and empower individuals and teams to create an environment where people are motivated to develop to their full potential and achievements are celebrated. It includes coaching, supporting, mentoring and rewarding people to foster professional and personal growth and enhance their productivity.	Level 1
R3 Building Relationships & Networks	The ability to build relationships and communicate cooperatively and effectively within and outside own team, to achieve common goals. It involves working collaboratively with others, being part of a team, working together, as opposed to working separately or competitively.	Level 3
R4 Customer / Stakeholder Focus	The ability to define internal and external customers and/or stakeholders, proactively identify and understand their needs, take action, make commitment to provide them with the highest service quality and continuously exceed their expectations.	Level 3

L1 - ORGANIZATIONAL ACCOUNTABILITY

Task	Rating	Comments
Role Play	Level 5	He worked through day-to-day obstacles to achieve the desired results in a reliable way within set rules and standards. He found reliable ways to work more effectively to achieve better results. He demonstrates the ability to establish a focus on set goals and priorities He identified priority issues in line with team needs and worked to support them to achieve goals.
Competency Based Interview	Level 5	He pushes others to take on responsibility and accountability for their work and held himself and others accountable for achieving desired performance standards. He directed others to work passionately through significant obstacles to consistently meet their objectives. He consistently monitors plans and strives to achieve more work with higher impact. He reinforced behaviours that constantly lead to exceeding expectations and championed those who perform exceptionally.

L2 - MOTIVATED & INSPIRING LEADER

Task	Rating	Comments
Role Play	Level 3	He opened up the discussions by outlining what he felt the key issues were and stressing the important role of leadership. He set the scene for the discussion he wanted to have around leadership and the importance of people to the organization. He emphasized that people generally seemed stressed and that often this is due to miscommunication. He noted that the quality of work and the future of the company lay with people. He painted the vision of improving communication and making sure that the style as leadership was positive. He said he would support Raja in any way he could. In this way he painted a vision for Raja and engaged him in this. He encouraged and inspired him to take the initiative and be proactive in implementing his own plan. He asked him what he thought and encouraged him to refocus his efforts in motivating staff. By ensuring his support and follow up was there he evidenced his own leadership. He consistently accepted ownership for individual performance ,results and actions for himself and encouraged this in Raja.
Competency Based Interview	Level 3	He helped others to take on more responsibility by allowing them latitude to experiment. He acted promptly in a reliable way and with confidence when a situation requires a quick decision. He creates an environment within own team in which proactivity and initiative are valued and recognised. He ensured sufficient follow-up to check on progress and identify areas where support might be needed.

L3 - VISIONING & STATEGIC FOCUS

Task	Rating	Comments
Analytical Exercise	Level 2	He prioritised work in alignment with organisational strategies. He planned to communicate the organisation's vision to the business unit/function to gain support, motivate others and build a sense of shared purpose. Reviews and critiques the department's initiatives and ensures alignment with corporate goals. Identified criteria to assess strategic alignment and success against measurable business unit/function success factors.

L4 - INNOVATION

Task	Rating	Comments
Presentation	Level 2	He demonstrated practical ability to identify, analyze and integrate diverse information from various sources and used it to present the current situation in the company. He used rather conventional and established methods to present existing challenges in the company. Being asked to present an action plan to address those problems, he did not offer any solutions despite the fact that he did quite some work on a detailed analysis of their root-causes. Some proposals to mitigate possible risks were unorthodox, some were in contradiction to his conclusions from the earlier analysis.

I1 - ORGANISATIONAL ACUMEN

Task	Rating	Comments
Analytical Exercise	Level 1	He showed an awareness of basic operational processes and financial policies related to tasks/work. Has an understanding of the company's services and short-term business goals. He understood the mission, vision, values and services. Worked with the team to collect and evaluate data related to the unit's performance against the short-term business goals. Learn about the company's overall performance and the key metrics that define success.
Role Play	Level 2	He developed an awareness of basic operational processes related to tasks. He applied an understanding of operational to help support team performance and contribute to department success. He gathers information about the organisation's overall performance and used it to set priorities for his job. He took into account organisational implications of decisions in current circumstances.

I2 - RESILIENCE & SELF - AWARENESS

Task	Rating	Comments
<p style="text-align: center;">Role Play</p>	<p style="text-align: center;">Level 3</p>	<p>He resilience was demonstrated during the role play when at several times Raja tried to return to a discussion about how bad staff or Marketing were. He constantly and calmly returned him to the key points he had outlined in his introduction. He created a established an environment where Raja was encouraged to have confidence in his ability to solve the situation around de motivated staff and was happy to share some ideas that he might like to try. In his own style he modelled for Raja that a calm consistent approach can improve communication and problem solving skills. He evidenced self awareness and his ability to be empathetic to Raja situation and did not resort to ' blame and shame' but focused on solutions and support. His voice tone and body language helped keep Raja engaged in the discussion and encouraged him to take ownerships of the results of his actions.</p>
<p style="text-align: center;">Presentation</p>	<p style="text-align: center;">Level 2</p>	<p>Being faced with a difficult business situation in the company,He demonstrated his ability to positively respond to challenges in the operating environment which were demonstrated with a quite thorough and pragmatic analysis of the current situation in the company. However, the analysis was not supplemented with a work plan in response to this analysis. He demonstrated a practical approach to handling difficult situations although in a limited number of company / business areas.</p>
<p style="text-align: center;">Competency Based Interview</p>	<p style="text-align: center;">Level 4</p>	<p>He acted proactively to manage expectations and get team members to reflect on their needs and goals. He explained to employees how the ability to maintain a consistent approach can improve their communications and problem solving skills. He adapted well to pressures in the operating environment, handling pressure effectively across situations. He took specific actions to ensure the successful implementation of these initiatives.</p>
<p style="text-align: center;">Group Activity</p>	<p style="text-align: center;">Level 2</p>	<p>He took a more passive than an active approach to the group activity and kept attentive to the discussions. He sought feedback from others on his inputs and was willing to provide additional information to support them. He generally adapted well to pressures in the operating environment, effectively keeping calm throughout. When asked to take part, participated fully and pleasantly.</p>

I3 - DECISION-MAKING & PROBLEM SOLVING

Task	Rating	Comments
Analytical Exercise	Level 3	Ensured that others understand the implications of decisions; monitors the execution of the decisions taken. Saleh seemed to understand the criteria/ factors from different operational & strategic perspectives and the impact that a decision will have before it is made. The analysis balanced the urgency/ speed needed in making a decision on the necessity of acquiring additional information (acceptance of risk; tradeoffs for acceleration). Decisions taken addressed strategic priorities and involved key stakeholders in the process.

R1 - COMMUNICATION MANAGEMENT

Task	Rating	Comments
Analytical Exercise	Level 2	Listened to individuals attentively and respectfully and responds with concern and empathy. Communicates messages in a clear and consistent manner, allowing for the contribution of others and providing appropriate opportunities for other people to participate where necessary. Created an environment where individuals are encouraged to provide information in a manner which is consistent with their specific cultural background. Was open to suggestions and recommendation of how to improve the communication of information in different cultural environments.
Role Play	Level 2	He listened attentively and respectfully and responded with real concern and empathy for concerns. He communicated messages in a sensitive manner and provided opportunities for other people to participate where necessary. He was open to suggestions and recommendations on how to improve the communication of information in different team environments.
Presentation	Level 2	His presentation of the current company situation was clear, comprehensive and well delivered. His analysis covered all parts of the original task brief, e.i. related to all aspects of company operations. He did not present a work plan in response to this analysis ("analysis paralysis" ?). He identified biggest threats to the well-being of the company and presented methods to mitigate potential risks in implementation. However, some of his conclusions / suggestions were in contradiction to his earlier statements which eventually contributed to a feeling of blurred communication.

Competency Based Interview	Level 4	He approached communication with a very analytical and calm manner. He sought feedback from others on how to develop ideas, and expressed own point of view with clear logic. He understood the impact of effective communication on the work situation and recommended the development of logical reasoning to build confidence among the staff. He identified potential concerns for key stakeholders and uses multiple strategies to address them.
Group Activity	Level 2	He listened to individuals attentively and respectfully and responds with interest and empathy for their points-of-view. He communicated messages in a clear and consistent manner, allowing for the contribution of others and providing appropriate opportunities for other people to participate where necessary. He was open to suggestions and recommendation of how to improve the communication of information in the team.

R2 - DEVELOPING & EMPOWERING OTHERS

Task	Rating	Comments
Role Play	Level 3	He outlined the case as he saw it and that quality of the people was very important to the business. He then asked Raja what he thought. He refocused him back onto the people issues and suggested they work out a plan together. Raja was encouraged to look at the way he interacted and empowered the team and was encouraged to allow them more responsibilities. In this way, he evidenced ongoing development discussions and feedback, encouragement of training and development, appreciation of Raja driving the values of the company, and encouragement of him taking ownership of his own actions and accomplishments as well as the teams.
Competency Based Interview	Level 3	He provided a level of empowerment to others by giving them the necessary steps to success and offering support. He guided others to view mistakes as opportunities for learning and development, rather than failures. He ensured effective development programs are available to meet the needs of the group. He identified the longer term skill requirements of the individual and developed appropriate development plans and strategies.

R3 - BUILDING RELATIONSHIPS & NETWORKS

Task	Rating	Comments
<p>Role Play</p>	<p>Level 1</p>	<p>He demonstrated some empathy with Raja concerns and the position he found himself in. He developed a report by active listening and asking questions. He also built trust in the relationship by saying things like ' I am here to work with you '. He demonstrated his understanding of the importance of mutual respect and was able to elicit honest and open communication with Raja. He sought feedback from Raja and responded positively with agreement or different ideas.</p>
<p>Role Play</p>	<p>Level 2</p>	<p>He listened and responded constructively to other team members' ideas. He participated with other team members to solve emerging issues. He shared ideas and information with others in a timely, relevant, and sensitive manner. He developed a rapport with other team members and established useful relationships which have a beneficial impact on the day-to-day work.</p>
<p>Group Activity</p>	<p>Level 1</p>	<p>He developed mutual respect and trust with relevant stakeholders within the team. He sought feedback from others and responds constructively to ideas and contribution. He gave honest and constructive feedback in a respectful way to other team members. He was keen to create a positive working relationship with team members and peers.</p>

R4 - CUSTOMER / STAKEHOLDER FOCUS

Task	Rating	Comments
<p>Role Play</p>	<p>Level 2</p>	<p>He generally understood the importance of good customer service and the concept of customer loyalty to company success. He treated all stakeholders with respect and dealt with them in a polite and friendly way. He maintained composure and objectivity when confronted by a difficult customer. He asked the right questions to clarify the stakeholder's requests and suggest solutions to their needs.</p>
<p>Competency Based Interview</p>	<p>Level 4</p>	<p>He worked proactively to define the needs and wants of his most important stakeholders. He followed through until a problem was resolved or a question answered. He handled difficult service requests with a positive, resourceful, and helpful attitude. He optimised productivity and the balance between meeting stakeholder needs and other business priorities. He kept himself easily accessible in spite of excessive workload.</p>

Developmental Recommendations

Executive Summary

Direct, straightforward, candid, and willing to take a stand. You should confront poor performance when appropriate and you are not easily intimidated. Somewhat unassertive and reluctant to take initiative. You should work well as part of a team and let others take the lead in making decisions and setting the agenda. Susceptible to stress or pressure, which may affect your mood at times. You tend to work with a sense of urgency and be interested in feedback on your performance. Practical, grounded, and more concerned with issues of execution than strategic initiatives. You may not be a source of innovation, but should thrive in the implementation process. Interested in learning new material only if it relates directly to your work or interests. You are likely will do well in informal, hands-on learning environments but should also understand that formal training is sometimes required. Flexible, open to change and comfortable with ambiguity. You should be able to change directions quickly and work without clear and precise instructions but may also be somewhat impulsive.

You want to be productive, make a difference, and advance your career. You will be happiest in jobs where there is an opportunity to compete, succeed and achieve. Is strongly motivated by fun, companionship, and good times. You will be happiest in environments that are casual, relaxed, and informal. Values opportunities to help others, even when there will be no direct and tangible benefits. You will be most comfortable working in service-minded roles and organizations. You value form, appearance, quality products and design, and creative self-expression. You will be most comfortable working in jobs that encourage experimentation and innovation. Enjoys all forms of social interaction, including working as part of a team. You will be happiest in roles that require collaboration and teamwork. Is interested in finance, profits and loss, and compensation issues. Salary should play a big role in your decision-making. Wants frequent feedback on your performance. You enjoy attention and will be happiest in jobs and environments that provide visibility and public approval. You seem indifferent to research and scientific pursuits. You should be comfortable in roles or environments that value experience and intuition for decision-making. Needs structure and predictability. You prefer working in organizations where the roles and expectations are defined and the future seems safe. Values progress, change, and experimentation. You dislike formal hierarchies and will fit well in flexible, informal organizations.

Top Two Derailers	Excitable	Imaginative
What You May Do	Why You May Do It	
Excitable people tend to be easily frustrated, explosive and may eventually leave projects or relationships. Imaginative people are creative, unconventional, and you generate lots of ideas, some of which are good and some of which are simply wild.	You usually expect to be cheated, deprived, denied, and experience wrongdoing even when it doesn't occur. You often get their way by yelling, bullying, and intimidating. You believe others find your flights of fantasy to be charming, engaging, and attractive. You gain a lot of attention from their idiosyncratic and unusual thoughts and behavior.	
Strengths	Shortcomings	
You bring a lot of energy and enthusiasm to new projects. You are a creative and imaginative resource for solving problems and design issues.	You are often easily frustrated, volatile, and may destroy relationships. You may often communicate poorly, and, because your ideas are sometimes wild and indefensible, people may lose confidence in your judgment.	
Keep Doing	Acting with passion, energy, and enthusiasm. Providing ideas, insights, and original solutions to everyday business problems.	
Stop Doing	Losing emotional control, allowing emotions to run away, yelling. Offering opinions and solutions without being asked or before the problem has been delineated.	
Start Doing	Analyzing the situations in which you become frustrated and upset, learning to recognize the signs that you are about to lose control, and then leaving the situation to take a time out. Checking with trusted colleagues regarding the practicality of your ideas before taking them public.	

Developmental Recommendations

Remember your strengths - when you are at your best, you are an active, energetic, and interesting person who can infuse intensity and purpose in an organization. If you can learn to control your tendency to be annoyed or discouraged and modify the way you express your emotions, you will be even more helpful to others. Listen closely to feedback from people you trust. This will be particularly helpful in allowing you to persevere when you become discouraged about a person or a project and begin to think about breaking off your participation. Recognize that you tend to get overly enthusiastic about people or projects. Reflect on this tendency and learn to control your initial excessive burst of enthusiasm. That way, you will reduce the likelihood of being discouraged later. Remember that being overly emotional can send unintended messages to your team and affect their productivity and performance.

Appreciate that your ideas may not be so obvious to others. Ask others for opinions and solicit feedback regarding the comprehension of your ideas. Determine the personal cost of being eccentric or non-conforming and re-evaluate its value to the organization. As an alternative, try to persuade others in one-on-one meetings versus in a group. Avoid shooting from-the-hip when selling ideas. Recognize the difference between intention vs. impact. You may need to temper pie-in-the-sky thinking with reality, especially when working with others to determine applicability and implementation of the ideas. You might surround yourself with people who can execute ideas you generate, and you might couple your solution or idea with a plan that clearly articulates how implementation could proceed.

Keep Doing

Further develop and effectively use your natural elements - energy, passion, attention to detail and quality, follow through in implementation stage. Capitalize on your ability to openly present your points, defend them, challenge existing beliefs and seek healthy compromise when necessary and appropriate. Continue being a role model for others in terms of high standards of performance and quality of service. Further exploit your natural ability to offer practical, pragmatic and workable solutions to challenges around you / your team.

Stop Doing

Try to eliminate from your behavior signs of being frustrated, upset, dissatisfied, moody, volatile - this may destroy your relationships, especially with younger / more junior staff. You may alienate and disempower them and create great stress for others around you. DO NOT lose your emotional control, DO NOT allow your emotions to run away. Work with the "emotional hijacking" method to effectively avoid moments where your emotions are managed by amygdale and not your consciousness. If you find (by talking to your people !!!) that your level of attention to detail is too high - adjust it to the level where you AND your staff will be most comfortable with and your group performance will be most effective.

Start Doing

Analyze your emotional intelligence and its impact on your day-to-day behavior. This analysis should involve identifying moments of "emotional hijacking" (situations in which you become overly frustrated and upset) and methods allowing you to effectively react to them. Create a bit more lively and enthusiastic image of yourself - do not let your limited sociability and interpersonal sensitivity create an image of a person who might come across as quiet, somewhat shy, modest, distanced, detached, reserved, a bit cold and uninterested in others. Start building a more visible, "leader-like" position of yourself - caring about effectively leading people and projects, showing more signs of being (more) energetic, devoted, committed, results- and goal oriented. Start displaying more value to formal opportunities to acquire knowledge - both for yourself as well as for you employees. If your current level of attention to detail leads to you micromanaging your crew - allow for more delegation from your side and more space for execution for your people. Discuss with your staff findings from AC/DC and Hogan inventories, draw conclusions, implement suggestions and monitor progress.