HOGAN FEEDBACK DELIVERY TIPS

Tips & Advice for Improving a Feedback Session

1. Start with the basics.

Most people come to a feedback session having no idea what to expect. Therefore, reviewing some fundamental parameters is important for aligning with the recipient, to pace the session, and to build trust. Even if some of the logistics about the session have been communicated ahead of time, reviewing them with the recipient is imperative for setting the framework. The provider should review some or all of the following items to help the recipient feel grounded, respected, and secure:

- ☐ All relevant details (e.g., how long the session will take, how many sessions you will have, and when)
- ☐ Confidentiality and data privacy practices, with respect to (1) the information exchanged during the actual session and (2) who will have access to assessment reports and how the data can/will be used
- ☐ The purpose and goals of the session, including any expectations of the recipient at the conclusion of the session (e.g., populating a development plan, sharing take-aways with their manager, etc.)

2. Seek information.

At the start of the feedback session, spend ample time seeking to understand the participant's career context. Remember, the purpose of gathering this information is to build a context in which to interpret the person's results so the session provides maximum value. Be sure to link results to context throughout the session. This context interview may include but is not limited to the following:

- ☐ Educational and professional background, career history, current role, and future goals
- ☐ Information related to the participant's current organization, manager, and team structure
- ☐ Any current challenges, problems, or roadblocks the person may be facing
- ☐ Any additional input regarding (a) the competencies required for his/her current role and (b) the competencies he/she is aiming to develop

Pro Tip: Although not always feasible, if you are able to collect any of this information in advance of the session, this is ideal for two reasons: (1) you will have more time to devote to the assessment debrief and (2) you can be more prepared for the session.

Pro Tip: Regardless of whether the context interview occurs before or during the session, keep the participant's Flash Report handy as you gather this information, making note of any related ideas. For example, if the person references their organization's "work hard, play hard" culture, you may want to make a note next to the Hedonism scale so you can make this connection in the debrief. This really helps bring the assessments to life for the feedback recipient.

3. Orientation.

Briefly introduce Hogan, each assessment you will be covering together, and the corresponding reports. Ensure that the participant (a) is aware that each report provides unique information and (b) understands how the reports work together. Below are some talking points you may want to consider. Note: you do not need to cover every point listed below, and we encourage you to develop your own working Hogan script using your own words.

- ☐ **Introduce the Hogan Assessments:**
  - ▶ The first personality assessments that were (a) developed specifically for use with working adults and (b) designed to predict occupational outcomes (performance).

- The assessments are unique in that they measure a person's likely reputation. Reputation is how a person is seen by others, which may or may not relate to Identity, or how the person sees him/herself.
- Context matters: all scores should be considered within the context of one's career goals, job demands, and other important context factors.
- The goal of assessment, feedback, and coaching is not to change one's personality or assessment scores. Rather, it is to build self-awareness, which allows for behavior change.

☐ **Introduce the Hogan Reports:**

- Orient the participant to the reports you will be using during the session.
- For example, if you are using the Leadership Forecast Series, you will likely want to introduce the Potential, Challenge, and Values Reports, along with the Flash and Summary/Coaching Reports that come with the LFS package.
- Explain to the participant the order in which you will review the reports and what pages they should locate on their printed or digital copies of the reports.
- Scores across all three assessments are presented in percentile format; this means your raw score was compared to a large, representative sample of working adults (also known as a norm group), to generate a more meaningful indicator of how your score compares to others'.
- Remind them that high scores are not always better; in fact, for the HDS, high scores actually indicate greater risk and/or need for developmental attention (more on this later).
- Conceptually-related scales between the assessments are often statistically correlated as well (e.g., Ambition and Power often vary together). However, in the real world, people are complex, resulting in apparent scale conflicts – these are normal, interpretable complexities of human nature, and often provide the deepest insight.

☐ **Introduce the HPI: The "bright side" of personality**

- The HPI measures how others are likely to see the individual in everyday situations (i.e., reputation) along seven dimensions of normal personality.
- High scores are not good and low scores are not bad; there is no such thing as a good or bad profile; there are strengths and development areas for all score ranges.

☐ **Introduce the HDS: The "dark side" of personality**

- The HDS measures behaviors that emerge when the person is not actively or effectively self-monitoring; this can include conditions like stress, boredom, complacency, fatigue, etc.
- HDS behaviors usually have some adaptive qualities that are often effective in the short term, but have long-term consequences for the person's reputation and relationships.
- Nearly all people have a few elevated HDS scores.
- Higher scores indicate greater likelihood (risk) that the behavior will emerge and potentially derail one's success and/or damage interpersonal relationships.

☐ **Introduce the MVPI: The "inside" of personality**

- The MVPI measures core drivers, motives, preferences; what a person wants out of life and career.
- This assessment predicts the kind of organizational culture in which the individual will fit, as well as the kind of culture a leader will create for his/her team.
- Values powerfully influence our preferences, evaluations, decisions and actions; the results provide insight into how behaviors predicted by HPI and HDS score likely show up.

- ☐ **Conclude with a summary of how the three assessments work together:**
  - For example: The MVPI Values Report describes what a person values and strives to attain; the HPI Potential Report highlights characteristics that will facilitate goal attainment and the HDS Challenge Report highlights characteristics capable of impeding success.
  - Use your own words! Over time, this script will come naturally and you will not need speaking notes.

4. Debrief Results.

After setting the frame, you are ready to begin! Below is some general advice:

✗ Avoid using overly definitive language, including words that imply conclusive interpretations. **Example:** *"Your high score on the Excitable scale indicates that you are emotionally volatile…"*	✓ The Hogan assessments are based on probabilities, so present results accordingly. **Example:** *"People scoring high on Excitable tend to be described by others as…"*
✗ Avoid coming on too strong, or conversely, too soft, when describing score implications. **Example:** *"Your high Colorful score indicates that others won't take you seriously" [too strong];* or *"Your high Colorful score likely helps you more than it hurts you in sales." [too soft]*	✓ Present score implications in a balanced, non-judgmental manner, but do not withhold important developmental insights. **Example:** *"Although it is common for sales people to have high Colorful scores, this can present some risks/challenges as well. For example…"*
✗ Avoid reading the reports to the participant. The feedback session provides the coach with the opportunity to integrate results across the assessment tools and review results in the context of the participant's job requirements.	✓ Tailor the feedback session to the participant's context and the dynamic information they provide during the session. Your job is to be sure the participant achieves insight beyond what they would gain solely by reading the reports.
✗ Do not feel like you must have all the answers prior to the session and avoid making assumptions based on Hogan results alone. **Example:** Participant points out a potential conflict between high Prudence and high Mischievous. Provider panics and/or feels the need to explain this conflict, and says: *"This means you are conscientious but manipulative."* This may or may not describe the person.	✓ Come prepared with some hypotheses about scale connections, but invite the recipient to help you connect the dots to their context. **Example:** Participant points out a scale conflict. Provider says, *"High Security indicates that you prefer low-risk environments, but High Mischievous suggests there are times when you engage in risk-taking behavior. What do you think might trigger this shift for you?"*
✗ Don't feel the need to define every scale in the profile in depth. Focus on the scales that are most salient in the profile and most relevant given the person's context.	✓ Describe the relationships between the assessment scales, making conceptual and thematic linkages both within and across the assessments.
✗ Avoid closed-ended questions, which may elicit one-word answers. **Example:** *Your score on Prudence indicates xyz. Does that resonate with you?*	✓ Ask open-ended questions that are likely to invite input and participation. **Example:** *Your score suggests xyz. What feedback have you received about this?*
✗ Don't over- or under-react to push-back or feedback resistance. This is common and often reflects a gap between identity and reputation.	✓ There are many ways to deal with feedback resistance. Consider re-framing the result, giving an example, exploring subscale implications, etc.

5. Wrap it up!

At the conclusion of the session, be prepared to:

- ☐ Summarize key points (e.g., what to start, stop, and continue doing in relation to career goals).
- ☐ Provide helpful suggestions for how the participant can increase effectiveness in his or her job.
- ☐ Help the participant to set concrete goals and/or development targets.

Need More Help?

If you would like further training on how to deliver high-impact feedback, properly set and manage the frame, and deal with common participant challenges (such as feedback resistance), consider attending our ***Level 2 Feedback Certification***!

For more information, visit www.absolutetalents.com or call +66 64 245 1954