

# Phase One

## Australian Graduate Personality Research

A longitudinal research project looking at graduates in Australia.

November 2010



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# Longitudinal Australian Graduate Personality Research

## About the Australian Graduate Research Project

In 2010 Peter Berry Consultancy and Hogan Assessment Systems started a longitudinal research study examining graduate selection, development, engagement and retention in Australia. Data is being collected throughout Australia across multiple industries from both public and private sectors. This research study will be one of the most extensive projects of its kind.

The objectives of this research are to identify:

- a) the personality characteristics and values common among graduates when grouped by industry, course of study or other variables
- b) typical challenges graduates face when starting their graduate program
- c) the personality characteristics and values that are common among graduates who stay on with an organisation after the cessation of their program
- d) the identification of any unique values within any specific organisation or industry
- e) what core competencies best predict graduate success

## Executive Summary of the Key Findings

### 1. Stress Tolerance

Graduates are more likely to be more stress prone than the Australian working population, indicating that graduates have a less positive attitude towards their performance and are more likely to complain about issues.

### 2. Self Confidence

Although the graduates are ambitious and driven, they appear to be less self confident around public speaking and presentations as well as being less certain about career direction.

### 3. Self Doubting

Graduates had significantly higher scores on the HDS Cautious scale, indicating that they are likely to be more self-doubting, slower to make decisions and more reluctant to take chances than the Australian working population.

### 4. Loyalty

Compared to the Australian working population, graduates had a stronger desire to please others. Furthermore they are more likely to be compliant, obliging, unwilling to go against the status quo and withdraw from politically charged situations than the Australian working population.

### 5. Analytical

Graduates had significantly higher MVPI Science scores than the Australian working population, indicating that they value scientific, objective analysis and investigation. It is more likely that they would be interested in research and data driven problem solving.

The below research summary is the first of several reports which will be written throughout the longitudinal research project. The next white paper is due to be released in February 2011.

## About Peter Berry Consultancy

Peter Berry Consultancy provides profiling and consulting services that make a difference in leadership, business planning, people and culture. Peter Berry Consultancy has been operating since 1990. We have worked with blue-chip organisations, including NAB, BHP Billiton, Qantas, Coca-Cola, MARS, ALDI, Blake Dawson, General Electric, Downer Engineering, Brookfield Multiplex, Fletcher Construction, St Hilliers, Abigroup, Inchcape Motors, SNP Security, Parmalat, SITA, ASIC, Sydney Water and Melbourne Business School (Mt Eliza Executive Education).

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- High-impact solutions that consistently generate real returns on investment

We work with a wide range of private and public organisations, from multinational corporations and government bodies to small businesses. We're based in Sydney, with associates across Australia and internationally. Our strong network helps us deliver our services across Australia, New Zealand and globally.

Our consultants will work with organisations to develop potential and maximise performance. We assist organisations on a range of consulting services. Our approach is to use world class instruments to assist organisations delivering sustainable returns and focus on real bottom line results. For more information, visit [www.peterberry.com.au](http://www.peterberry.com.au)

## About Hogan

Hogan Assessment Systems, Inc. (HAS) is a test publisher and a research and consulting organisation that combines the science of personality assessments with practical business experience to assist organisations in managing a wide range of human resource management functions. They provide the highest quality professional service to meet the needs of diverse organisations around the globe.

HAS provides technical and professional expertise, diverse experience, practical perspective, and creative solutions to organisational issues. They provide organisations with the highest quality products, customised to meet the unique business needs and supported through an industry-leading research team.

Based in Tulsa, Oklahoma, HAS was founded in 1982 by Drs. Robert and Joyce Hogan. The Hogans are pioneers within the occupational, personality and motivational testing arena. They speak regularly at professional psychology conferences, are extensively published, often quoted by significant publications, and considered experts in the field. The HAS business centre operations are located in Tulsa, Oklahoma, and Jacksonville, Florida. Additional affiliate offices are located globally. Hogan assessments have been taken by 5 million people in more than 40 countries and are available in 40 languages.

HAS business working population by a combination of 35 industrial psychologists, professional researchers and customer support staff. In addition, they ensure the support of customers worldwide through partnerships with consulting psychologists and industry professionals certified in Hogan Assessments. For more information, visit [www.hoganassessments.com](http://www.hoganassessments.com).

Hogan has three primary inventories:

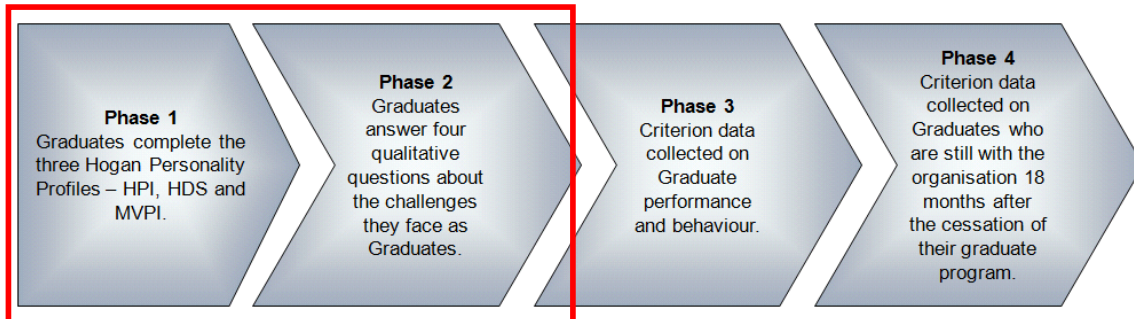
- The Hogan Personality Inventory ('The Bright Side of Personality')
- The Hogan Development Survey ('The Dark Side of Personality')
- The Motives, Values, Preferences Inventory ('The Inside of Personality')

More information about the three Hogan inventories, the scales which are assessed and the corresponding meaning can be found in Appendix A: Hogan Assessments: General Information from on Page 16 onwards.

## Research Process and Overview

PBC started collecting data in March 2010. Currently, our participating organisations are in Phases 1 and 2 of the overall process.

The Graduate Research process is outlined below in Figure 1.



### Phase 1: Hogan Assessment Analysis

The Australian Graduate Research Project is a multi-phase research process. To date, over 300 Australian graduates have completed the HPI, HDS and MVPI. These graduates represent 10 different industries, including IT, Accounting, Retail, Pharmaceutical, Banking and Finance, Construction, Manufacturing, Law, Engineering and Fast Moving Consumer Goods. Several hundred more participants are due to join the research later this year after they have commenced their graduate program with their organisation.

The graduates completed the Hogan Personality Inventory (HPI) which measures day-to-day personality characteristics. Based on the Five Factor Model (FFM), this assessment provides information about the strength and development opportunities that the individual has in accordance with their current position. The Hogan Development Survey (HDS) measures personality when under stress and pressure. It assesses an individual's strengths which, when overplayed, become their potential relationship and career derailers. The graduates also completed the Motives, Values, Preferences Inventory (MVPI). The interests and values will help determine what career an individual might select, their fit within an organisation and how best to motivate them. For a complete description of the three inventories, the scales assessed and the technical information, please refer to Appendix A on page 16.

The HPI has 7 primary scales and 41 subscales. The HDS assesses derailment with 11 scales and the MVPI assesses 10 facets of motivation and interests. The graduates' data obtained from the three assessments was compared to the Hogan Australian norm sample to ascertain whether any key differences existed between the two groups across the three Hogan assessments. Table 1 outlines the sample size across these two groups for the three Hogan assessments. The mean age of the graduate sample was 24.5, the mean age for the Australian working population was 36.5.

**Table 1: Graduate and Normative Sample Assessment Counts**

	HPI	HDS	MVPI
Graduates	333	318	314
Australian Working Population	5383	4376	1113

## HPI Findings

Mean comparisons across the 41 HPI subscales yielded 28 significant differences between graduates and the Australian working population. Table 2 presents a visual of these findings. Subscales shaded in red indicate where the graduates scored *lower* than the Australian working population, subscales shaded in green indicate the subscales where the graduates scored *higher* than the Australian working population, the non-shaded subscales indicate no significant difference. The bolded subscales indicate where the largest differences occurred.

**Table 2: HPI Subscales Differences between the Graduate and the Australian Working Population Samples**

<b>Adjustment</b>	<b>Ambition</b>	<b>Sociability</b>	<b>Interpersonal Sensitivity</b>	<b>Prudence</b>	<b>Inquisitive</b>	<b>Learning Approach</b>
Empathy	Competitive	Likes Parties	Easy to Live With	Moralistic	Science Ability	Education
Not Anxious	Self Confidence	Likes Crowds	Sensitive	Mastery	Curiosity	Maths Ability
No Guilt	Accomplishment	Experience Seeking	Caring	Virtuous	Thrill Seeking	Good Memory
Calmness	Leadership	Exhibitionistic	Likes People	Not Autonomous	Intellectual Games	Reading
Even Tempered	<b>Identity</b>	Entertaining	No Hostility	Not Spontaneous	Generates Ideas	
<b>No Complaints</b>	<b>No Social Anxiety</b>			Impulse Control	Culture	
Trusting				Avoids Trouble		
Good Attachment						

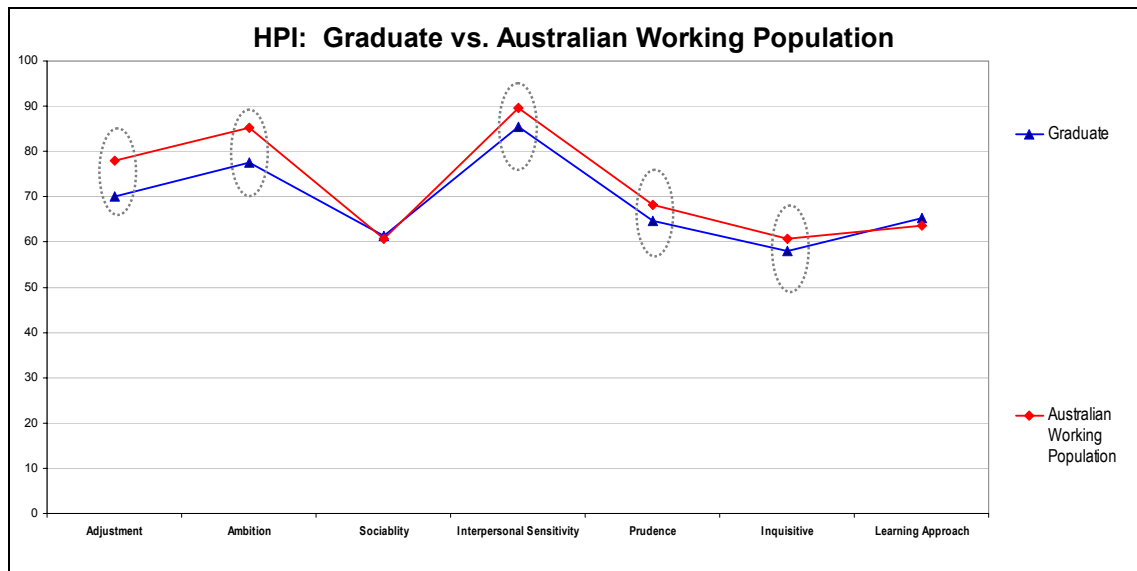
As seen in Table 2, the graduates scored lower on 23 of the HPI subscales. Exhibitionistic, Not Autonomous, Education and Math Ability were only four subscales on which the graduates scored significantly higher than the Australian working population. Furthermore, the subscales No Complaints, which assesses positive attitude towards one's performance, Identity, which assesses satisfaction with one's life tasks, and No Social Anxiety, which assesses social self-confidence, were the three subscales where the strongest differences occurred between the graduates and the Australian working population.

Comparisons at the primary scale level also yielded significant results. Specifically, the Australian working population scored significantly higher than the graduates on five of the seven scales, including Adjustment, Ambition, Interpersonal Sensitivity, Prudence and Inquisitive. The HPI Adjustment and Ambition scales, which measure competencies including self-confidence, leadership and competitiveness, had the largest mean difference between the groups. Figure 1 outlines the HPI scales and the total percentage possible that the graduates and the Australian working population sample scored across the seven scales.

When looking at the subscales within Adjustment outlined in Table 2, it is evident that the subscales that contribute to these differences are the two subscale clusters that measure internal and external stress. The internal cluster consists of Empathy, Not Anxious and No Guilt. The external cluster is made up of Calmness, Even Tempered and No Complaints.

When looking at the subscales within Ambition outlined in Table 2, the areas that are significantly lower for the graduates are the characteristics which measure confidence, goal attainment, satisfaction with one's career direction and social self confidence. These scales, unlike Competitive and Leadership, are all coachable and can change over time. What is interesting about this finding is that while the graduates are driven, ambitious and leader-like, they currently lack some confidence, self belief and career direction.

Figure 1: HPI Scales' Total Percentage Possible Differences Between the Graduate and the Australian Working Population

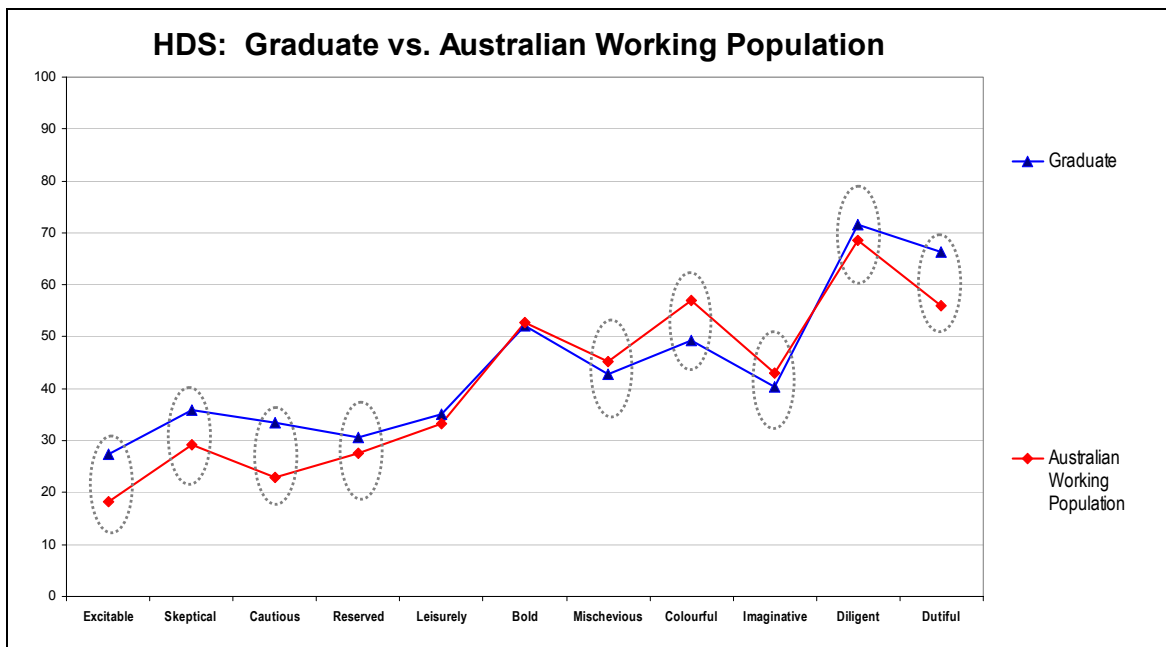


Lower scores in Interpersonal Sensitivity, Prudence and Inquisitive indicate that the graduate sample as a whole are more direct, matter of fact and impatient with other people's shortcomings (Interpersonal Sensitivity), are more flexible and impulsive (Prudence), and have a narrower set of focus (Inquisitive) than the Australian working population.

## HDS Findings

The Hogan Development Survey scales relate to people’s distorted beliefs about how others will treat them. Eleven scales make up the HDS assessment. When interpreting the HDS profile, the individual scales can be grouped into three clusters: Moving Away, Moving Towards and Moving Against. The Moving Away cluster is apparent when people have four out of a possible five elevated scores on Excitable, Sceptical, Cautious, Reserved and Leisurely. Individuals who have this cluster manage their anxieties by maintaining their distance and pushing others away. The Moving Against cluster exists when people have three out of a possible four elevated scores on Bold, Mischievous, Colourful and Imaginative. Individuals with this profile manage their anxieties by manipulating or controlling others. The third cluster, Moving Towards, is apparent when people have elevated scores on Diligent and Dutiful. Individuals with these elevations manage their anxieties by building alliances with others. When looking at Figure 2, which outlines the differences between the graduates and the Australian working population on the 11 HDS scales, it is apparent that a number of significant differences exist.

**Figure 2: HDS Scales’ Total Percentage Possible Differences Between the Graduate and the Australian Working Population**



Firstly, the graduates are significantly higher on the Moving Away cluster (Excitable, Sceptical, Cautious and Reserved), with the biggest difference occurring on the Cautious scale. Secondly, the graduates are significantly lower on the Moving Against cluster (Bold, Mischievous, Colourful and Imaginative). Thirdly, the graduates are significantly higher on the Moving Towards cluster (Diligent and Dutiful), with the biggest difference occurring on Dutiful. From a practical perspective when under stress and pressure, the current graduate sample will at times retreat from others around them, while at other times they will conform and build alliances to other people’s opinions and viewpoints. They are less likely to manage their anxieties by controlling and manipulating others.

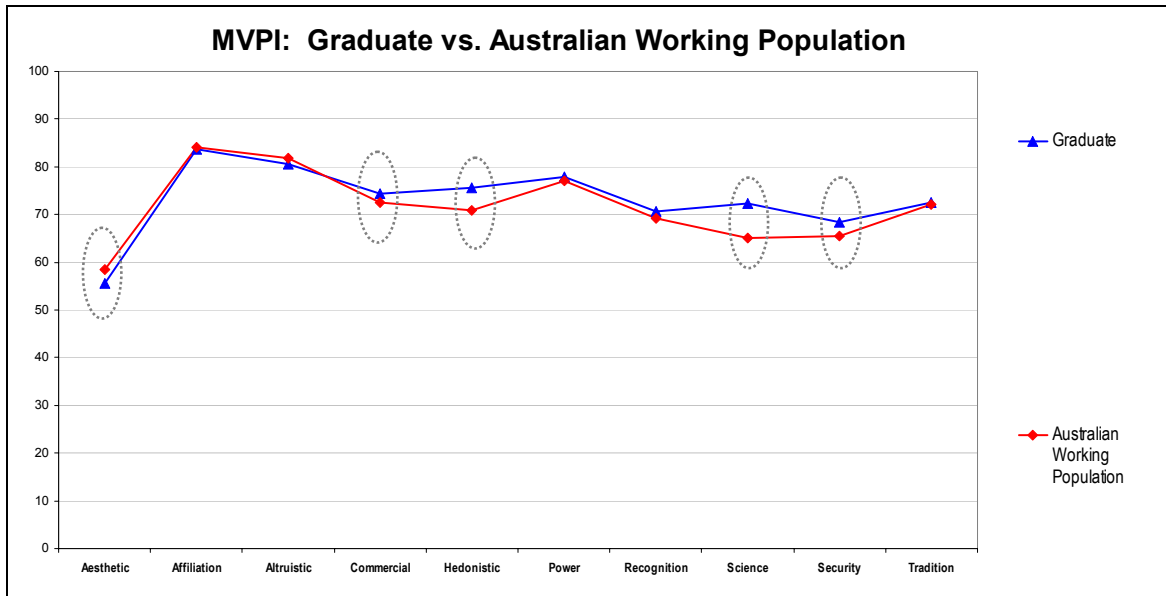
The two HDS scales with the largest differences between the graduates and the Australian working population are Cautious and Dutiful. This indicates that the graduates may be reluctant to take chances for fear of being evaluated negatively (Cautious) and are eager and reliant on others for support and guidance (Dutiful).



### MVPI Findings

There are five key areas where significant differences arise between the graduates and the Australian working population on the MVPI, including Aesthetics, Commercial, Hedonism, Science and Tradition, as seen in Figure 3.

**Figure 3: MVPI Scales' Total Percentage Possible Differences Between the Graduate and the Australian Working Population**



The graduates scored higher on Commercial, Hedonism, Science and Security. The Science scale showed the strongest difference between the graduates and the Australian working population. The one scale that the graduate sample scored significantly lower on compared to the Australian norm sample was Aesthetics.

These results indicate that the graduates as a whole are more likely to adopt an analytical, data based approach to problem solving (Science) rather than using their intuition and gut feel (Aesthetics) when making decisions. Additionally, they are likely to value working environments which offer variety, fun and excitement (Hedonism), are risk-free, stable and predictable (Security), and offer the opportunity of financial gain (Commerce).

## Phase 2: Qualitative Question Analysis

The second phase of the research process invited the graduates to answer four qualitative questions about the challenges they have faced as newly engaged graduates in the world of work. The graduates were sent a link to an online survey after they had completed the three Hogan assessments. Outlined below are the four qualitative questions:

1. What have been the challenges you've encountered as a new graduate entering the workforce?
2. What single thing has been most difficult in transitioning to your organisation as a recent graduate?
3. What is the most important thing you've learned in adapting to professional employment as a recent graduate?
4. What three things do you think will ensure your success in your graduate program?

To date, over 150 responses have been collected from the graduates. The responses have been broken down into themes to aid analysis. Each question will be outlined below with the corresponding themed responses.

### **What have been the challenges you've encountered as a new graduate entering the workforce?**

- Unstructured programs/lack of training
- Adapting from a learning environment to a working environment
- Unclear career direction
- Improving industry experience
- Understanding team dynamics/office politics
- Having confidence in one's own ability
- General learning
- Time management
- Adjusting to full-time working hours
- Establishing relationships
- Not receiving meaningful work

### **What single thing has been most difficult in transitioning to your organisation as a recent graduate?**

- Adapting to different personality types
- Adjustment to work hours
- Managing expectations
- Lack of hands-on experience
- Having to relocate for work/travel time to get to work
- Not receiving enough training at the beginning of the program
- Working out the corporate cultures
- Learning – systems, policies, acronyms, procedures
- Having confidence in one's own ability

### **What is the most important thing you've learned in adapting to professional employment as a recent graduate?**

- Developing relationships/networking/people skills
- Plan ahead
- Ask questions
- Good communication skills
- Flexibility
- Time management
- Adapting to different personality styles
- Organisational skills

**What three things do you think will ensure your success in your graduate program?**

- Commitment
- Relationship building
- Adaptability
- Keeping up to date with current news
- Confidence in one's own ability
- Support from managers/find good mentors
- Good communication
- Ask questions
- Building relationships/building networks
- Dedication
- Positive attitude
- Be proactive
- Perseverance
- Show initiative

The comments highlight a diverse range of challenges that the graduates face when transitioning from a study environment into a full-time work environment. For anyone starting a new job, the learning curve is often steep and from comments made by the graduates, it was apparent that adapting to full-time work hours was a challenge. Having confidence in their own ability and learning to adapt and interact with a diverse group of people, including different personality types, were also common themes among the comments. Understanding team dynamics and office politics was also noted frequently.

Regarding transitioning into a work environment, comments such as not being afraid to ask questions, planning ahead, adapting to different personality styles, time management and organisational skills featured regularly. Graduates felt that being committed, having good communication and building relationships with other graduates as well as other people in the organisation would ensure their success in their graduate program.

These comments provide valuable insights into the perception of graduates which graduate managers, HR and supervisors can use to develop ongoing training programs and support for their graduates. Appendix B provides a sample of the verbatim comments collected.

## Conclusions

There are a number of significant differences between the graduates and the Australian working population across the three inventories. There are 69 possible personality and values characteristics which were assessed using the three Hogan inventories. In the current study, 44 significant differences occurred between the graduates and the Australian working population. While an infinite number of conclusions can be drawn from these differences, the conclusions will only focus on the significant differences with a moderate effect size of .50 as analysed by Cohen's *d*. The following subscales and scales will be discussed; No Complaints, Identity, No Social Anxiety, Adjustment, Ambition, Cautious, Dutiful and Science. All other differences were small effect sizes (less than .30). None of the differences had a large effect size.

### 1. Stress Tolerance

The data indicated that the graduates are likely to be more stress prone than the Australian working population. No Complaints was the subscale in Adjustment that showed the strongest difference between the graduates and the Australian working population. This indicated that the graduates have a less positive attitude towards their performance and are more likely to complain about issues than the Australian working population. The graduate qualitative comments, such as 'sometimes feeling like a burden to the senior person', 'feeling uncertain about how to perform the job requirements' and 'stressful work environment' resonate well with the quantitative data.

Given this finding, it will be important for graduate managers, HR and supervisors of graduates to remember to provide one-on-one support and advice to help graduates deal with and cope with their tasks on a regular basis so they don't get too stressed at work.

### 2. Self Confidence

While the graduates are ambitious and driven, they appear to be self confident around public speaking and presentations as well as career direction, as indicated by the No Social Anxiety and Identity subscales in the overall Ambition scale. The graduate qualitative comments such as 'confident around older, experienced team members', 'finding the courage to ask them questions about what they mean is no mean feat' and 'have the confidence in your ability and don't be afraid to ask questions', adds further evidence to the results seen from the quantitative data.

Given that the characteristics associated with the Identity and No Social Anxiety subscales are coachable, managers, HR and supervisors are encouraged to provide guidance about career direction to their graduates and offer courses or advice on improving public speaking or provide opportunities to grow and develop in this area.

### 3. Self Doubting

The graduates had significantly higher scores on the Cautious scale, indicating that they are likely to be more self-doubting, slower to make decisions, and more reluctant to take chances than the Australian working population. Moving into full-time employment after 15+ years of being nestled in an educational environment can be quite a daunting experience. Further evidence of this self doubting characteristic is evident from comments such as 'voicing my opinion in a room full of people that have more experience than me' and 'I found that I was not confident in the decisions I was making and was stressing myself by worrying about whether I had made the right decision. It turned out that in most of the cases I had made the right choice and should not have doubted myself', provide examples of this self doubt.

Graduate managers, HR and supervisors of graduates should encourage their graduates to build their confidence and take calculated risks in the work environment. When mistakes are made, graduates should be encouraged to take the opportunity to learn from these errors and assess how they may do things differently next time round.

#### 4. Loyalty

The data indicated that compared to the Australian working population, graduates had a stronger desire to please others. The graduates are more likely to be compliant, obliging, unwilling to go against the status quo and withdraw from politically charged situations than the Australian norm. The qualitative comments emphasise this point with responses such as 'having the confidence to have an opinion', 'look at the big picture – ask WHY' and 'knowing when it is appropriate to leave for the day'.

Graduate managers, HR and supervisors should encourage their graduates to provide an opinion when asked by others, speak up on issues, have their say and ask questions.

#### 5. Analytical

Compared to the Australian working population, the graduates had a significantly higher Science score on the MVPI, indicating that they value scientific, objective analysis and investigation. It is likely that they should be good at research and data driven problem solving. No qualitative comments can be added here as the selected questions didn't tap into values but looked at behavioural characteristics instead. Graduate managers, HR and supervisors should utilise these skills within the organisation encouraging a scientific and validated approach to problem solving.

## Future Research

There were a number of differences between the graduates and the Australian working population . There are many potential explanations for these differences. The differences are similar to those generational differences in the Hogan assessments found by Tricky & Hyde (2009) in their research on the same topic. In addition, demographic differences such as the high number of tertiary educated participants in the graduate sample may have accounted for the differences in personality characteristics. Future research will incorporate criterion data which will provide insight into the implications of each of the differences.

## Authors

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A special thank you to **Steve Nichols**, Research Consultant at Hogan Assessments, who assisted with the data analysis. As a member of Hogan's International Research Division, Steve is responsible for supporting Hogan's international operations including the coordination and evaluation of translated materials, assessment equivalence analyses, local norm development, and the accumulation of local validation evidence.

## References

Tricky, G. & Hyde, G. (2009). A Decade of the Dark Side. This research is available from Psychological Consultancy Ltd. Email: [info@psychological-consultancy.com](mailto:info@psychological-consultancy.com), +44 (0)1892 559540

## Appendix A: Hogan Assessments: General Information

The three Hogan Assessments used in the Graduate research, the HPI, HDS and MVPI, provide insight regarding personal characteristics related to job performance. The HPI, HDS and MVPI are (a) the result of 56+ cumulative years of development, refinement and extensive validation research, (b) consistently and significantly related to both subjective and objective indices of job performance as well as measurable organisational outcomes, and (c) the peer-reviewed publications.

The HPI, HDS and MVPI will contribute significantly to any HR-related initiative requiring (or enhanced by) accurate, objective and non-biased information regarding job-related behavioural tendencies and values. The HPI, HDS and MVPI are multipurpose assessments capable of enhancing a host of employee lifecycle management applications, including but not limited to:

- **Candidate Screening:** When used within the context of a validated selection system, the Hogan tools can help organisations objectively, accurately and defensibly identify candidates likely to demonstrate strong on-the-job performance within essentially any job or job family.
- **On-Boarding:** Assessment data initially collected during the candidate screening process can be used as a basis for providing new hires and their managers information that will contribute to the new hire's ability to contribute as quickly as possible.
- **Employee and Leadership Development:** When HPI, HDS and MVPI results are presented in the form of comprehensive, development-focused reports and expanded upon by capable feedback providers, they can help employees gain the self-insight necessary to establish behavioural goals aimed at facilitating personal development.
- **Team Development:** HPI, HDS and MVPI results presented in aggregate can facilitate teams' ability to understand the implications of salient team-wide behavioural tendencies and values in light of team goals, responsibilities, aspirations and upcoming challenges.
- **High Potential Identification and Succession Management:** HPI, HDS and MVPI results can be used in combination with additional data points to help organisations accurately identify individuals who possess the characteristics and competencies necessary to move into leadership positions and hit the ground running.
- **Organisational Analysis**

### Overview: The Hogan Personality Inventory (HPI)

Personality assessments are rapidly becoming best practice for selecting and developing talented employees. The Hogan Personality Inventory (HPI) is the industry standard for measuring normal personality; it has a 25-year history of successfully predicting employee performance and helping companies reduce turnover, absenteeism, shrinkage and poor customer service. It was the first inventory of normal personality based on the Five-Factor Model and developed specifically for the business community. The HPI identifies the bright side of the personality - what we see when people are at their best.

#### HPI Basic Facts

- A business-related measure of normal personality designed specifically to predict performance on the job
- Developed exclusively based on research involving working adults
- Normed on more than 500,000 working adults worldwide
- Validated to predict performance in over 200 occupational categories covering all major industries
- No invasive or intrusive items
- No adverse impact
- Fully Internet enabled and available in multiple languages
- Useful reports available for employee selection or development
- Australian and global norms available

## HPI Technical Facts

- Development began in the late 1970's, based on the FFM, and constructed and validated in accordance with professional standards and the Uniform Guidelines (EEOC, 1978). HPI reviews appear in the Buros Institute of Mental Measurements 13th edition of the Mental Measurements Yearbook (Lobello, S. G. 1998).
- Norms are based on over 500,000 working adults and job applicants from a variety of organisations, including healthcare, military services, transportation, protective services, retail, manufacturing and hospitality. This sample is representative of 14 of the 22 US Department of Labor categories.
- The HPI has been used in over 450 validation studies to predict occupational performance across a range of jobs and industries. Jobs studied represent 95% of the industry coverage of the Dictionary of Occupational Titles (US Department of Labor, 1991).
- Meta-analyses of HPI scales indicate that the estimated true validities for the HPI scales for predicting job performance are: Adjustment (.43), Ambition (.35), Interpersonal Sensitivity (.34), Prudence (.36), Inquisitive (.34) and Learning Approach (.25). These peer-reviewed results appear in the Journal of Applied Psychology (Hogan & Holland, 2003).
- Research to date indicates no adverse impact by race/ethnicity or gender.
- The HPI incorporates the FFM with an internal factor structure supporting seven scales. The test-retest reliabilities range from .74 to .86. The 2007 Hogan Personality Inventory Manual (3<sup>rd</sup> ed) documents the background, development and psychometric properties of the inventory.

**Table 1: HPI Scale Definitions**

Scale Name	Definition
Adjustment	Composed, even-tempered, handles pressure well or anxious, worried, moody and easily irritated
Ambition	Competitive, leader-like, self-confident, career focussed or laid back, socially retiring, lacking confidence and struggling
Sociability	Needs or enjoys social interaction, outgoing, talkative, easily approachable or independent, withdrawn and socially reactive
Interpersonal Sensitivity	Perceptive, tactful, warm, sensitive, agreeable or cold, tough, critical, socially withdrawn and task focussed
Prudence	Conscientious, conforming, rule-compliant, reliable or flexible, open-minded, impulsive, non-conforming and risk-taking
Inquisitive	Creative, inventive, full of ideas with a broad range of interests or has very focussed interests, is pragmatic, detail focussed
Learning Approach	Takes pleasure in learning, enjoys staying up to date on business/technical matters or prefers hands on, practical learning



**Table 1A: HPI Subscale Definitions**

Scale/Subscale Name	Definition
<b>ADJUSTMENT</b>	
Empathy	Absence of irritability High scores: Seems empathetic - Low scores: Irritated by others' faults
Not Anxious	Absence of anxiety High scores: Seems relaxed - Low scores: Anxious or tense
No Guilt	Absence of regret High scores: Doesn't worry unduly about past mistakes - Low scores: Prone to worry about past mistakes
Calmness	Lack of emotionality High scores: Is calm - Low scores: Gets emotional at times
Even Tempered	Not moody or irritable High scores: Is even-tempered - Low scores: Is temperamental or moody
No Complaints	Lack of health concerns High scores: Doesn't complain about health - Low scores: Complains about health
Trusting	Not paranoid or suspicious High scores: Trusting - Low scores: Questions others' intentions
Good Attachment	Good relations with authority, family High scores: Positive attitudes to authority - Low scores: Hostile to authority
<b>AMBITION</b>	
Competitive	Competitive, ambitious and persistent High scores: Enjoys competition and determined to get ahead - Low scores: Laid back
Self Confidence	Confidence in oneself High scores: Confident - Low scores: Lacks confidence
Accomplishment	Feelings of contentment High scores: Enjoys self and work - Low scores: Unhappy with self and work
Leadership	Capacity for leadership High scores: Willing to assume positions of authority - Low scores: Reluctant to assume leadership responsibilities
Identity	Satisfaction with one's life tasks High scores: Focused career direction - Low scores: Lacks career direction
No Social Anxiety	Social self confidence High scores: Confident in social settings - Low scores: Socially retiring
<b>SOCIABILITY</b>	
Likes Parties	Enjoys parties High scores: Enjoys social gatherings - Low scores: Doesn't enjoy social gatherings
Likes Crowds	Finds large crowds exciting High scores: Enjoys large groups - Low scores: Prefers smaller groups
Experience Seeking	Prefer variety and challenge High scores: Adventurous, actively seeks out new experiences - Low scores: Un-adventurous, prefers little variety
Exhibitionistic	Exhibitionistic tendencies High scores: Wants attention - Low scores: Avoids the limelight
Entertaining	Being witty and entertaining High scores: Charming, amusing, and has a good sense of humour - Low scores: Not particularly entertaining

Scale/Subscale Name	Definition
<b>INTERPERSONAL SENSITIVITY</b>	
Easy To Live With	Tolerant and easy going nature High scores: Perceived as easy-going and kind-hearted - Low scores: Not always tolerant of others
Sensitive	Tends to be kind and considerate High scores: Tactful - Low scores: Not very tactful
Caring	Interpersonal sensitivity High scores: Perceptive and understanding - Low scores: Doesn't appreciate others' needs
Likes People	Enjoys social interaction High scores: Enjoys others' company - Low scores: Socially withdrawn
No Hostility	Lack of hostility High scores: Generally accepting of others – Low scores: Critical of others
<b>PRUDENCE</b>	
Moralistic	Adheres strictly to conventional values High scores: Willing to follow rules - Low scores: Prefers to set own rules
Mastery	Being hard working High scores: Concerned with doing a good job – Low scores: Has a relaxed attitude about their work
Virtuous	Being perfectionistic High scores: Diligent and precise - Low scores: Willing to admit minor faults
Not Autonomous	Concern about others' opinions High scores: Concerned about how others view them - Low scores: Seems independent and feedback resistant
Not Spontaneous	Preference for predictability High scores: Planful in their approach - Low scores: Spontaneous
Impulse Control	Lack of impulsivity High scores: Likes to “play it safe” - Low scores: Enjoys being impulsive
Avoids Trouble	Professed trouble maker High scores: Thinks through consequences of actions - Low scores: Takes unnecessary and negative risks
<b>INQUISITIVE</b>	
Science Ability	Interest in science High scores: Takes interest in why things happen - Low scores: Shows little interest in why things happen
Curiosity	Curiosity about the world High scores: High degree of curiosity - Low scores: Low degree of curiosity
Thrill Seeking	Enjoyment of adventure and excitement High scores: Wants challenge, stimulation, and excitement - Low scores: Not interested in challenge, stimulation, and excitement
Intellectual Games	Enjoys intellectual games High scores: Interested in riddles and puzzles - Low scores: Not interested in intellectual games
Generates Ideas	Ideational fluency High scores: Good at generating new ideas – Low scores: Doesn't perceive themselves as good at generating ideas
Culture	Interest in culture High scores: Wide variety of activities and cultural interest - Low scores: Narrow interests

<b>Scale/Subscale Name</b>	<b>Definition</b>
<b>LEARNING APPROACH</b>	
Education	Being a good student High scores: Has a positive attitude about education - Low scores: Has had negative experiences with education
Math Ability	Being good with numbers High scores: Works well with numbers - Low Scores: Doesn't work well with numbers
Good Memory	Having a good memory High scores: Can remember things easily - Low scores: Somewhat forgetful
Reading	Enjoys reading High scores: Keeps up-to-date - Low scores: Doesn't keep up-to-date

## Overview: The Hogan Development Survey (HDS)

The Hogan Development Survey (HDS) assesses 11 behavioural tendencies capable of impeding work relationships, hindering productivity, or limiting overall career potential. These career derailers - deeply ingrained in personality traits - affect an individual's leadership style and actions. When under pressure, most people will display certain counterproductive tendencies or risk factors. Under normal circumstances these characteristics may actually be strengths. However, when an individual is tired, pressured, bored, or otherwise distracted, these risk factors may impede effectiveness and erode the quality of relationships with customers and colleagues. The HDS identifies tendencies that are often referred to as 'the dark side of the personality' - what we see when people are stressed.

The Hogan Development Survey assessments provide valuable feedback for strategic self-awareness, which is the key to avoiding the negative consequences associated with these tendencies. The HDS is the only business-related inventory that measures these dysfunctional behavioural patterns.

### HDS Basic Facts

- Designed to predict barriers to a successful performance
- Concerns characteristics not encompassed by the Five Factor Model
- Developed exclusively based on research involving working adults
- Normed on over 10,000 working managers
- Australian and global norms available
- Validated in over 50 Fortune 500 organisations
- No invasive or intrusive items
- No adverse impact
- Fully Internet enabled and available in multiple languages
- User-friendly reports available for selection or development

### HDS Technical Facts

- The HDS' original norms were based on the responses of 10,000 employed adults from a variety of industries, including health care, banking and finance, food service, construction and transportation. More than 300,000 people have completed the HDS over the past 10 years and it is one of few, if any, inventories designed to predict potential leadership derailers. Descriptive statistics for HDS scales appear by race, gender and age in the Hogan Development Survey Manual (R. Hogan & Hogan, 1997), which is available upon request.
- HDS scores are stable over time, with test-retest reliabilities ranging from .58 to .87 (mean = 75). Nonetheless, despite this stability, a focused development effort can reduce the risk associated with high scores. The HDS has been validated in over 50 organisations across a wide range of occupational categories. Most of the validation research has involved linking HDS scores with ratings of managerial competencies.
- Meta-analytic research involving 5,500+ executives demonstrates that, across numerous individual research studies involving the HPI and HDS, the HDS predicts a large amount of variance in job performance, above and beyond the variance in job performance predicted by the HPI alone.

**Table 2: HDS Scale Definitions**

<b>Scale Name</b>	<b>Definition</b>
Excitable	Concerns seeming moody and hard to please, being enthusiastic about new persons or projects and then becoming disappointed with them
Sceptical	Concerns seeming cynical, mistrustful, and doubting the true intentions of others
Cautious	Concerns the tendency to be conservative, careful, concerned about making mistakes, and reluctant to take initiative for fear of being criticised or embarrassed
Reserved	Concerns the tendency to keep to oneself, to dislike working in teams or meeting new people, and to be indifferent to the moods and feelings of others
Leisurely	Concerns seeming independent, refusing to be hurried, ignoring other people's requests, and becoming irritable if they persist
Bold	Concerns seeming unusually self-confident, having strong feelings of entitlement, and being unwilling to admit mistakes, listen to advice, or attend to feedback
Mischievous	Concerns seeming to enjoy taking risks and testing the limits, being easily bored, and seeking excitement
Colourful	Concerns seeming lively, expressive, dramatic, and wanting to be noticed
Imaginative	Concerns seeming to act and think in creative and sometimes unusual ways
Diligent	Concerns seeming meticulous, precise, and critical of the performance of others
Dutiful	Concerns seeming eager to please, ingratiating, and reluctant to take independent action or go against popular opinion

## Overview: The Motives, Preferences, Values Inventory (MVPI)

The Motives, Values, Preferences Inventory (MVPI) reveals a person's core values, goals and interests. This is invaluable information for determining the kinds of environments in which the person will perform best, and the kind of culture the person will create as a leader. Organisations can use this information to ensure that a new hire's values are consistent with those of the organisation. The MVPI can also help shed light on areas of compatibility and conflict among team members. These 10 core values, goals and activities are part of a person's identity. Consequently, they are a person's key drivers - they are what a person desires and strives to attain. People's values also influence their choice of jobs and careers. People like others who share their values and prefer to work in jobs that support their values.

### MVPI Basic Facts

- Provides a comprehensive, business-based taxonomy of values
- Highlights the fit between a person's values and an organisation's culture
- Predicts both occupational success and job satisfaction
- Used for selection or development purposes
- Developed exclusively based on research involving working adults
- Validated in over 100 organisations
- No invasive or intrusive items
- No adverse impact
- Fully Internet enabled
- Available in multiple languages
- Australian and global norms available

### MVPI Technical Facts

- Current norms are based on over 3,015 working adults and job applicants from a variety of organisations, and include supervisory and non-supervisory personnel. Descriptive statistics for MVPI scales appear by race, gender and age in the Motives, Values, Preferences Inventory Manual (J. Hogan & Hogan, 1996).
- The average alpha for the scales is .77 and test-retest reliabilities range from .69 to .88. The MVPI Test Manual documents the development and psychometric properties and is available upon request.

**Table 3: MVPI Scale Definitions**

Scale Name	Definition
Recognition	A need to be recognised, visible and famous
Power	A desire for success, accomplishment, challenge and career status
Hedonism	Producing an orientation for fun and pleasure
Altruistic	Involving concerns about others' welfare and making a difference
Affiliation	A desire for and enjoyment of social interaction
Tradition	A dedication to ritual and old-fashioned virtues
Security	A desire for certainty and predictability in life
Commerce	An interest in business and finance gains
Aesthetics	Creative/artistic self expression and quality
Science	Values analysis and the pursuit of knowledge and new ideas

## Appendix B: Graduate Qualitative Questions

### ***What have been the challenges you've encountered as a new graduate entering the workforce?***

- : (1) Unstructured programs- in which managers are hesitant to provide work. (2) My own insecurity that I'm not capable of producing work to a high level ( which other graduates I know have felt the same)

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- : The challenge has been adapting from a learning environment to an environment where you have responsibilities and no longer having your own deadlines to meet.

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- : Career direction; guidance; lack of pay; opportunities to impress and get hands-on experience; meaningless tasks (e.g. filing, photocopying).

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- : Learning about office politics; transitioning from uni life into office life; transitioning into a "work environment".

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- : Getting used to the work/life balance; adjusting to a 9am to 5pm work schedule; maintaining a manner that is appropriate to particular work environments.

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- : Being the new person in a team; sometimes feeling like a burden to the senior person training me on a daily basis.

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- : Working five days a week compared to 3-4 short days in my previous job; being put into a field where I was only given education knowledge and not the practical skills to apply those skills.

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- : It has been a challenge getting to know the administration formalities of the company as a new graduate. It has also been a challenge trying to stick to the time allocated for each client as well as complete all the reports without the need to continuously stay over time.

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- : Feeling uncertain about how to perform job requirements.

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- : Confidence around older, experienced team members; finding the correct communication channels; adjusting to a full-time workload; time management; stress.

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- : Challenges include familiarising to the work environment, the work culture, and getting to know my colleagues. Also challenging was balancing working full-time with other commitments and rest.

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- : Time management/prioritising; people skills; technical knowledge; adjusting to working hours.

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- : Challenging personalities and managing politics.

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***What single thing has been most difficult in transitioning to your organisation as a recent graduate?***

- : Being the "new kid in school" again - each change brings about a transition of firstly working out the workplace dynamics and how you fit in, and secondly, dealing with being outside your comfort zone whilst you are in a learning phase.

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- : Not knowing how to complete tasks until being taught; having to ask how to do everything.

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- : Commuting a long distance to work.

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- : It has been difficult going from studying full-time, where I only had approximately 10 contact hours of university classes a week, to full-time work, i.e. working around 37 hours per week.

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- : Learning how the organisation functions, e.g. chain of command, communication protocols.

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- : Getting to know new people and fit in with everyone, while at the same time trying to learn new things in your role.

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- : It is hard to pin-point one single thing but I would probably have to say that my lack of experience has made it difficult at times to make my opinions count in the workplace.

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- : The most difficult has been adjusting to the work environment and culture.

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- : Learning acronyms and getting around the language being used in and around the office.

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- : Lack of hands-on experience in the electrical field.

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- : As a recent graduate, it is not easy for me to make the 'right' decision regarding my career direction.

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- : Moving interstate and setting up new social groups outside of work in a city that I had no experience in.

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- : Lack of supervision and help when needed.

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- : Knowing what to do.

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- : Learning about the products available to clients.

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- : Getting all the logins set up properly.

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***What is the most important thing you've learned in adapting to professional employment as a recent graduate?***

: Full-time employment is not fun.

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: Be willing to listen and learn.

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: Time is of the essence. Short, sharp communiqués are better than enriched slabs of text while communicating.

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: The most important thing I have learnt is to make sure I am viewed as professional - much of this is displayed in your appearance and the way you present yourself to others.

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: The importance of office politics in day-to-day office life.

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: Maintaining a keen attitude and showing enthusiasm towards all tasks given - I strongly believe that showing these skills is pivotal to excelling quickly in the workplace.

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: Planning ahead is critically important to manage the many tasks and deadlines that occur concurrently as a professional Buyer - being well organised and managing time effectively allows me to be in control regardless of how stressful the working environment around me is at the time. I always try to be ahead.

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: Have confidence in your ability; don't be afraid to ask questions.

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: Deciphering group dynamics are critical. The way you need to interact with every person could potentially be different and it is a balance of being yourself versus managing relationships to maintain positive working co-existence between a collective group.

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: Asking for clarification on how to do something correctly is better than spending a lot of time not knowing how to do it.

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: Always take the initiative.

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: There's no such thing as a dumb question.

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: It is vital to ask your colleagues for help when it is needed rather than struggling, as this will save lots of time and allow you to learn important lessons that could and will come up again in the future.

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: Communication, both internally and externally.

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: Never be scared to ask questions.

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: Time and task management.

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: Flexibility.

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***What three things do you think will ensure your success in your graduate program?***

- : Willingness to listen and learn; keep pushing myself; stay passionate about my role.

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- : Keeping up to date with current news; networking; shining when you get the opportunity to do so.

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- : Completing tasks as quickly and efficiently as possible; always being willing to take on tasks; maintaining a positive attitude and demeanour.

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- : Having the feeling of being well supported and well mentored by my line managers - this gives me confidence to contribute and I believe speeds up the rate at which a person will become competent in their new role; being constantly challenged; being part of an enjoyable working/learning environment.

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- : Confidence in my ability; support from my manager; asking for help.

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- : Being motivated; learning new things quickly; communicating effectively with other team members.

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- : Developing contacts; interesting and challenging rotations; ability to take part in training and continued learning.

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- : Learn from your mistakes; take advice and constructive criticism from your colleagues; continue to read and expand your knowledge in the field, even though it is not enforced upon you.

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- : Building relationships; being involved in challenging tasks; continually learning.

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- : Flexibility; adaptability; working hard.

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- : Working hard to be successful; taking on board the advice of people I respect; learning from my mistakes and the mistakes of others.

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- : Meeting the right people; showing determination/motivation; questioning the established norms.

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- : Have a structured program; have plenty of experience in the field; have a mentor/buddy to go to when needed.

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- : Networking and meeting new people; knowledge of how the business operates; enthusiasm and interest in the role.

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- : Good training; good management; independence and being proactive; organisation on my part.

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