



INTEGRATING PERSONALITY ASSESSMENT AND 360 FEEDBACK TO DEVELOP LEADERS

Robert B. Kaiser

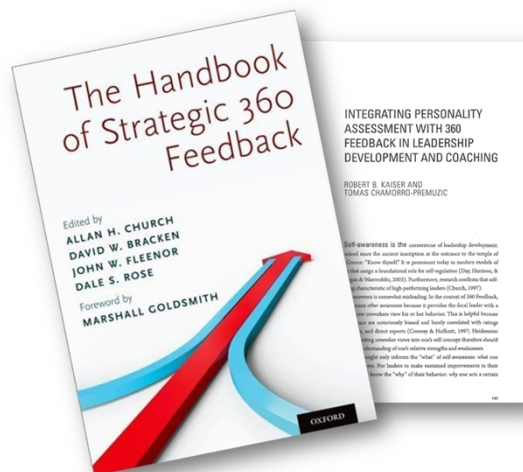


Robert Hogan



SCP
ANNUAL CONFERENCE

FEBRUARY 6-9
2020
INDIANAPOLIS, IN



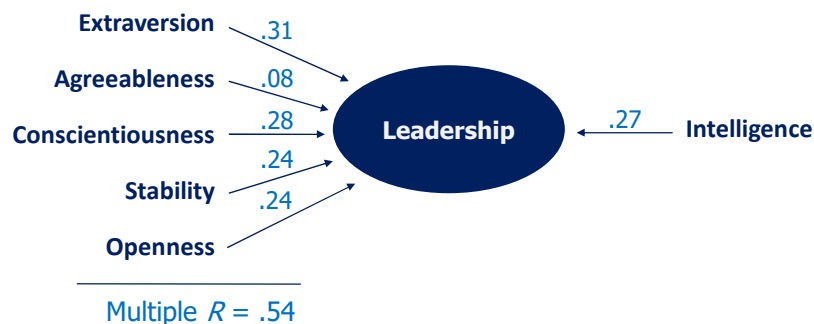
Kaiser & Chamorro-Premuzic (2019) Integrating personality assessment with 360 feedback.
Handbook of Strategic 360 Feedback

LEADERSHIP

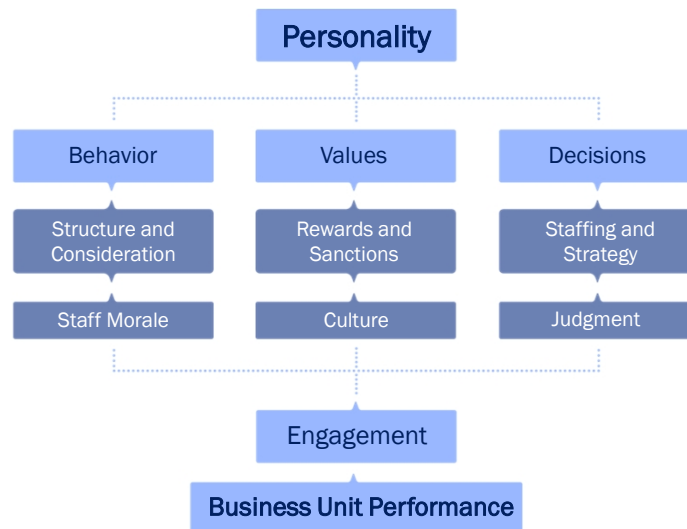
- Leadership is the most important topic in human affairs
- The academic study of leadership has failed—no consensus regarding the nature of effective leadership
- Two reasons for this:
 1. Definitional problem: Emergence vs Effectiveness
 2. Ignoring bad leadership—of which there is a lot

WHAT DO WE KNOW?

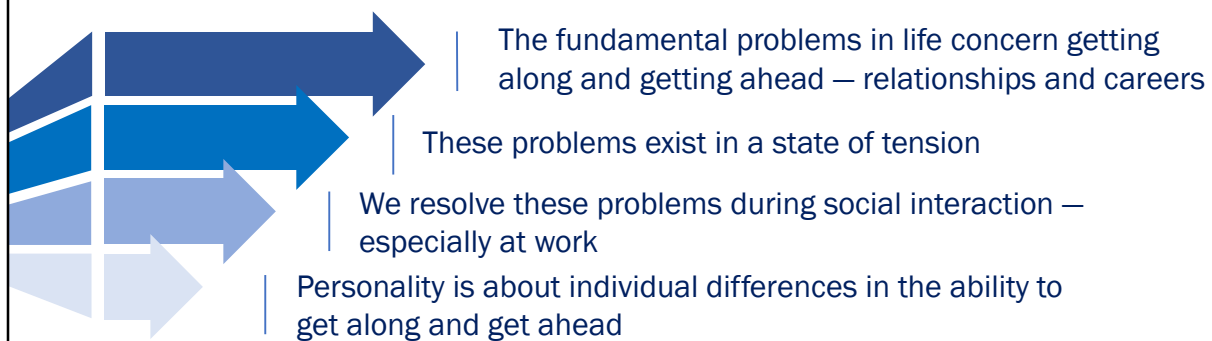
- Personality is the best single predictor of leadership



WHAT ELSE DO WE KNOW: THE LEADERSHIP VALUE CHAIN

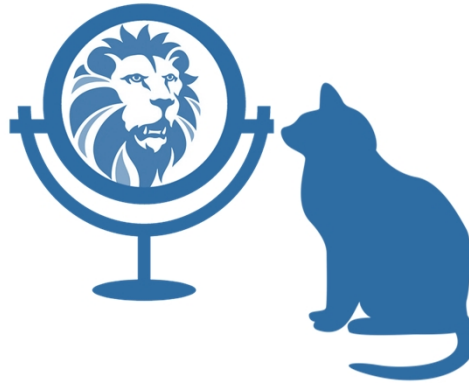


WHAT IS PERSONALITY: UNIVERSAL THEMES



WHAT IS PERSONALITY AT THE INDIVIDUAL LEVEL?

- Two views
 - Identity: The you that **you** know
 - Reputation: The you that **we** know



HOW TO ASSESS LEADERS' PERSONALITY?

- Use assessments with demonstrated validity
- A well-validated personality inventory and a good 360



Identity



Reputation

USE ASSESSMENTS TO CREATE STRATEGIC SELF-AWARENESS

- Understanding how others see you
- Not how you see yourself



Hogan & Benson (2009) Strategic self-awareness. *Perils of Accentuating the Positives*



DIFFERENT PERSPECTIVES, DIFFERENT POINTS OF EMPHASIS

**Boss focuses on
technical skills and results**



**Peers focus on you as
a competitive threat**

**Staff focus on
how you treat them**

Hooijberg & Choi (2007) Which leadership roles matter to whom? *Leadership Quarterly*
Oh & Berry (2009) The five-factor model of personality and 360-degree performance ratings. *Journal of Applied Psychology*



SELF-RATINGS vs COWORKER RATINGS

Self-perceptions

- The you that *you* know
- Evaluate ourselves based on our **intentions**
- Lots of bias and measurement error
- Weakly correlated with coworker ratings



Others' Perceptions

- The you that *we* know
- Evaluate you based on your **impact**
- Less biased and less measurement error
- Significantly correlated with other coworkers' ratings



Pronin (2008). How we see ourselves and how we see others. *Science*

RESEARCH FINDINGS

$$r = .22$$

correlation between self-
& others' ratings

$$d = +.32$$

average self-other
difference

~30%

Under-rate self



~25%

In agreement



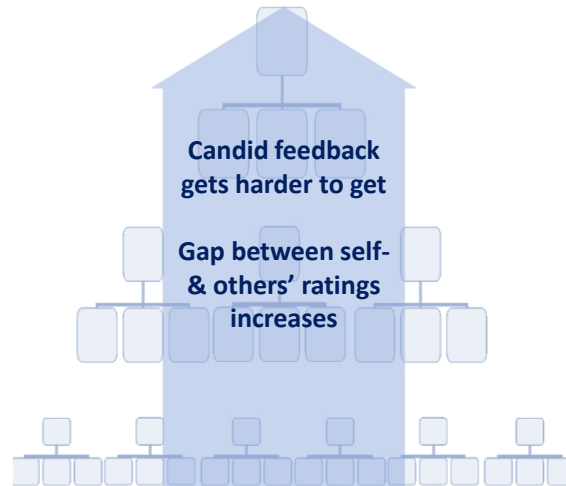
~45%

Over-rate self



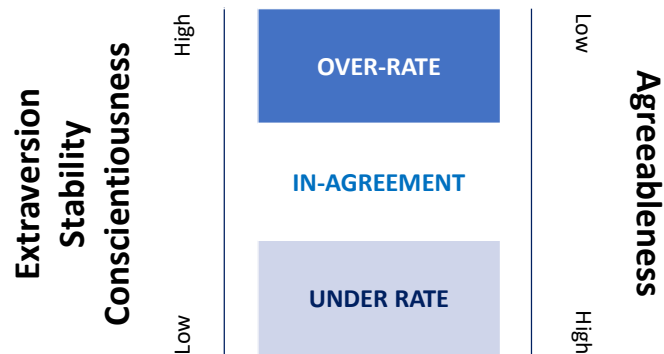
Heidemeier, H., & Moser, K. (2009) Self-other agreement in job performance ratings: A meta-analysis. *Journal of Applied Psychology*
Lance, Baxter, & Mahan (2006) Alternative perspectives on source effects in multisource performance measures. *Performance Measurement*

FEEDBACK IS LIKE OXYGEN



Kaplan, Drath, & Kofodimos (1984) High hurdles: The challenges of executive self-development. *Academy of Management Executive*
Gentry, Hannum, Ekelund, & de Jong (2007) Discrepancy between self- and observer-ratings of derailment characteristics. *European Journal of Work and Organizational Psychology*

PERSONALITY & SELF-OTHER RATING AGREEMENT



Fleenor, Smither, Atwater, Braddy, & Sturm (2010) Self-other rating agreement in leadership. *Leadership Quarterly*
McKee, Lee, Atwater, & Antonakis (2018) Effects of personality on self-other agreement in ratings of leadership. *Journal of Occupational and Organizational Psychology*

MECHANICS

Choosing a personality assessment

Aligning personality scales with
performance dimensions



WHICH PERSONALITY ASSESSMENT?

- Simplicity vs Validity
- Theoretical basis frames the development narrative



ALIGNING PERSONALITY SCALES WITH PERFORMANCE DIMENSIONS

**Which traits are relevant
to what behaviors?**

- 1 Organize personality scales with the Five-factor model
- 2 Organize 360 results with Yukl's taxonomy of leader behavior
- 3 Link the two using research on FFM and leader behaviors

J. Hogan, & Holland (2003). Using theory to evaluate personality and job-performance relations. *Journal of Applied Psychology*

1 ORGANIZE PERSONALITY SCALES WITH THE FIVE-FACTOR MODEL

Woods & Anderson (2016) Toward a periodic table of personality: Mapping personality scales between the five-factor model and the circumplex model. *Journal of Applied Psychology*

FIVE-FACTOR MODEL

Extraversion
Agreeableness
Conscientiousness
Stability
Openness

EXAMPLE



	Extraversion	Agreeableness	Conscientiousness	Stability	Openness
Extraversion-Introversion	—				
Thinking-Feeling		+			
Sensing-Intuition					+
Judging-Perceiving			—		+

McCrae & Costa (1989). Myers-Briggs Type Indicator and the five-factor model of personality. *Journal of Personality*

EXAMPLE



	Extraversion	Agreeableness	Conscientiousness	Stability	Openness
Ambition	+				
Sociability	+				
Interpersonal Sensitivity		+			
Prudence			+		
Adjustment				+	
Inquisitive					+
Learning Approach					+

Hogan, Barrett, & Hogan (2007) Personality measurement, faking, and employment selection. *Journal of Applied Psychology*

2 ORGANIZE 360 RESULTS WITH YUKL'S CATEGORIES



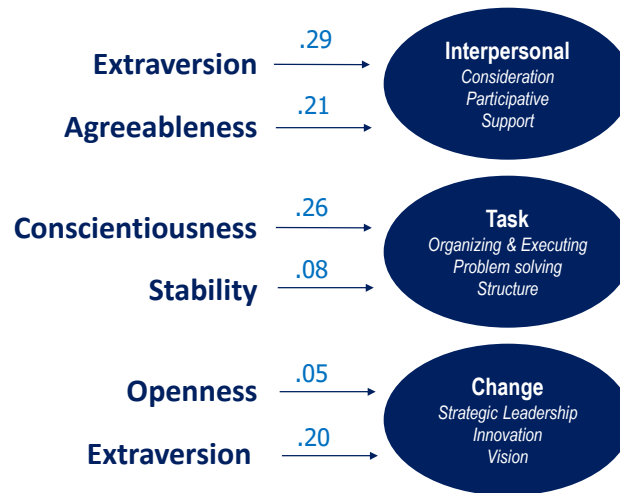
Yukl (2006) *Leadership in Organizations* (Prentice-Hall)



EXAMPLES

Yukl Category	Ohio State Factors	Transformational/ Transactional	Great Eight Competency Factors	Common Functions
Interpersonal	<ul style="list-style-type: none"> Consideration – Listens to employees – Treats employees with respect – Concern for employee welfare – Involves employees in decisions 	<ul style="list-style-type: none"> Transformational – Builds trust – Encourages others – Coaches & develops 	<ul style="list-style-type: none"> Supporting and cooperating Interacting and presenting 	<ul style="list-style-type: none"> Empowering Recognizing Supporting Developing
Task	<ul style="list-style-type: none"> Initiating structure – Assigns roles and responsibilities – Maintains performance standards – Enforces standards & rules 	<ul style="list-style-type: none"> Transactional – Rewards achievement – Monitors for problems 	<ul style="list-style-type: none"> Leading and deciding Analyzing and interpreting Organizing and executing Enterprising and performing 	<ul style="list-style-type: none"> Clarifying Planning Monitoring Problem-solving
Change		<ul style="list-style-type: none"> Transformational – Charismatic vision – Encourages innovative thinking 	<ul style="list-style-type: none"> Creating and conceptualizing Adapting and coping 	<ul style="list-style-type: none"> Visioning Initiating change Creativity & Innovation Organizational learning

3 LINK USING RESEARCH ON FFM AND LEADER BEHAVIORS

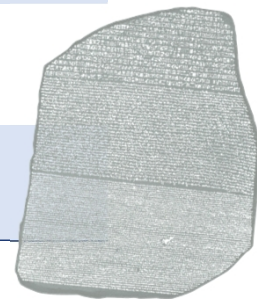


*Statistics are path coefficients

DeRue, Nahrgang, Wellman, & Humphrey (2011) Trait and behavioral theories of leadership. *Personnel Psychology*

A PRACTICAL "ROSETTA STONE"

Behavior Category	Personality Factor	Most Attuned Rater Group
Interpersonal	Extraversion Agreeableness	Direct report, Peer
Task	Conscientiousness Stability	Manager
Change	Extraversion Openness	Manager



CASE 1



**Strategic Agility
Innovation
Driving Execution
Collaboration
Inspiring Employees**



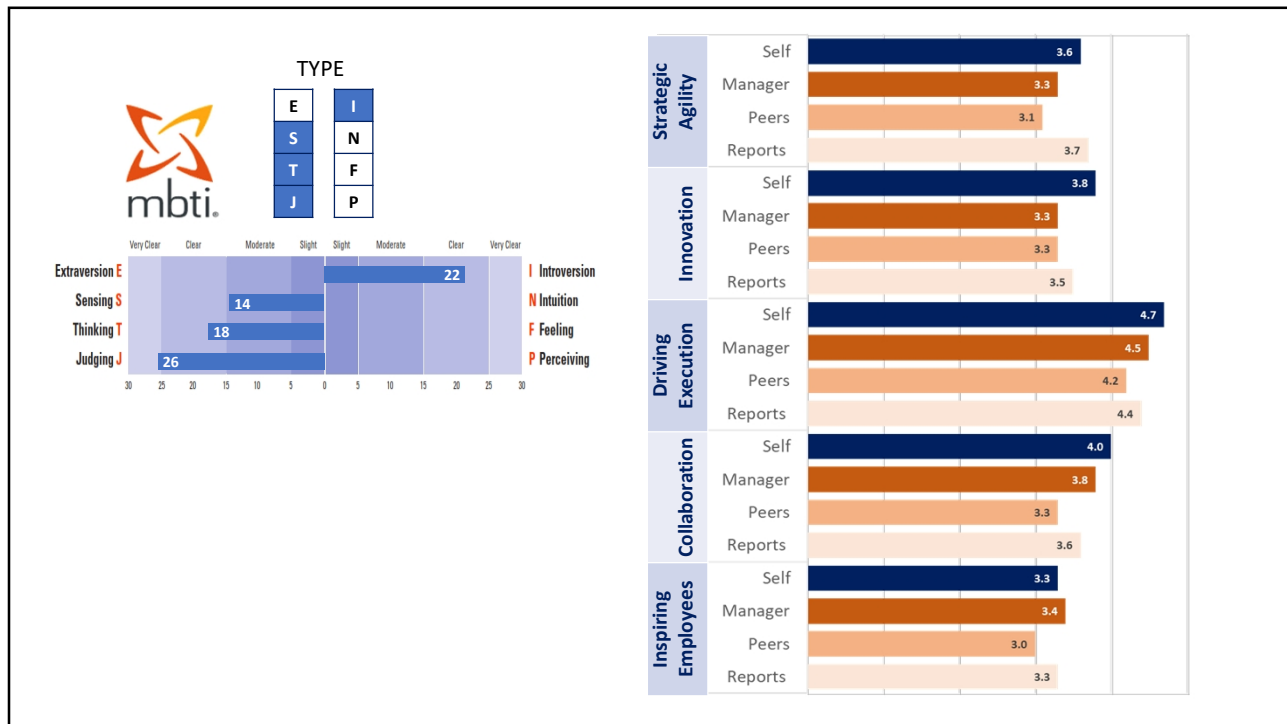
**Extraversion-Introversion
Thinking-Feeling
Sensing-Intuition
Judging-Perceiving**



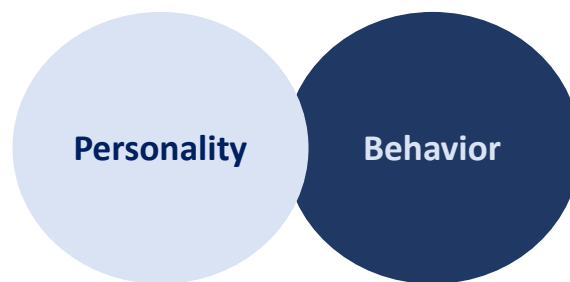
Behavior Category	Big Five Personality Factor	Most Attuned Rater Group
Interpersonal	Extraversion Agreeableness	Direct report, Peer
Task	Conscientiousness Stability	Manager
Change	Extraversion Openness	Manager

CASE 1

Yukl Category	FFM Dimension	MBTI	360 Competency	Rater Group
Interpersonal	Extraversion Agreeableness	Extra-Introversion Thinking-Feeling	Collaboration Inspiring employees	Direct Reports Peers
Task	Conscientiousness Stability	Judging-Perceiving	Driving execution	Manager
Change	Extraversion Openness	Sensing-Intuition	Strategic agility Innovation	Manager



TRIANGULATION



Convergence: increases self-awareness
Divergence: raises developmental questions
Development: adapting beyond temperament & habits

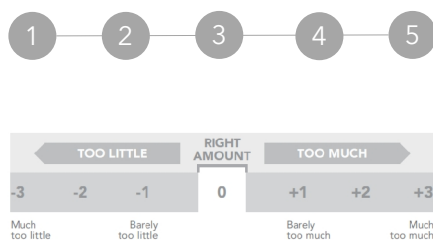
360 Feedback Behavior	Does demonstrate	Adapted Capability <ul style="list-style-type: none"> Requires effort to learn and maintain Energy management strategies help sustain the effort Caveat: Some behaviors are easier to adapt than others 	Strength <ul style="list-style-type: none"> Realized potential Energizing; feel "in the zone" when doing it Is there a risk of overdoing it?
	Does not demonstrate	Performance Risk <ul style="list-style-type: none"> How to achieve a minimum level of competency? How to align performing the behavior with self-concept? Is it possible to delegate the role or function? 	Unrealized Potential <ul style="list-style-type: none"> Had opportunity to develop skill? Does job design not require the behavior? Does role overload or organizational culture prevent manager from using skill?
		Does not have tendency	Has tendency
Personality Assessment			

Kaiser & Chamorro-Premuzic (2019) Integrating personality assessment with 360 feedback. *Handbook of Strategic 360 Feedback*

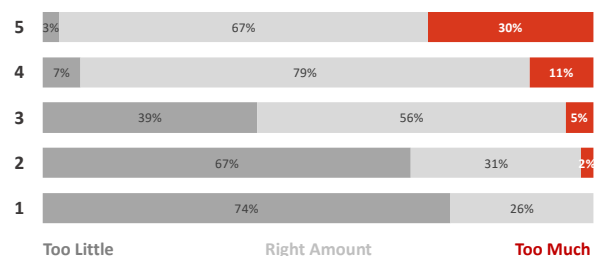
CAUTION ABOUT "HIGH SCORES" ON 5-PT SCALES

STUDY

Employees rated their manager twice on the same set of items using two different rating scales:



NEARLY A THIRD OF **5s** MEANT "TOO MUCH"



Vergauwe, Wille, Hofmans, Kaiser, & De Fruyt (2017) The "too little/too much" scale. *Organizational Research Methods*

Gretchen Goodhardt



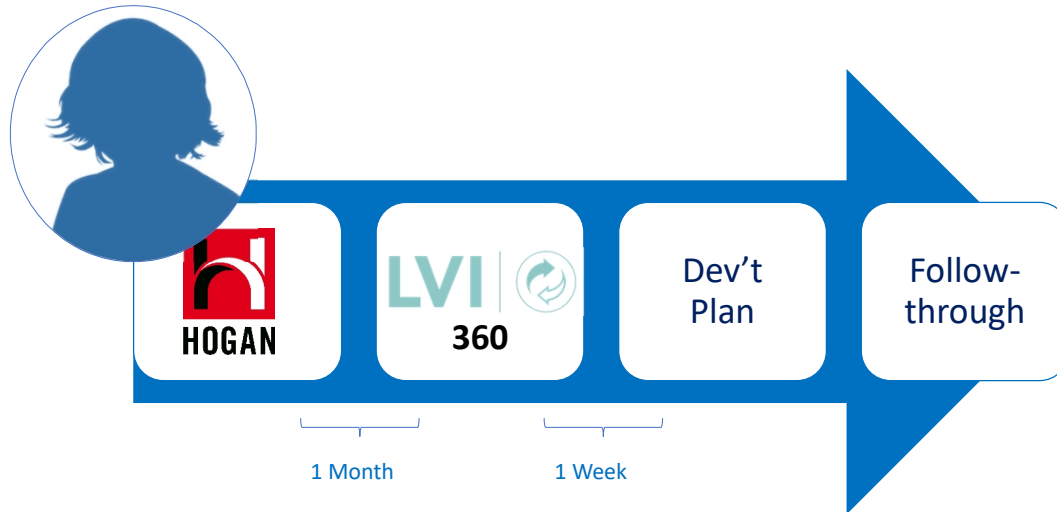
- Marketing Director, mid-30s, 4 years with company, ~2 years in currently role
- Silicon Valley internet company; fast-paced culture – high performance, creativity, strong relationships
- Department sold contracts for posting ads on a web and mobile application
- 6 Direct Reports
- “Exceeds expectations” on every performance review, identified as High Potential
- Offered feedback and coaching from company as a development opportunity

Gretchen Goodhardt



- What one thing, more than anything else, do you believe that great leaders do?
“The best leaders care about their people”
- What is the opposite of that?
“Being uncaring, inconsiderate... even mean”

Gretchen Goodhardt



HPI

HOGAN
PERSONALITY
INVENTORY

The bright side

*typical, day-to-day
at your best
filtered behavior*

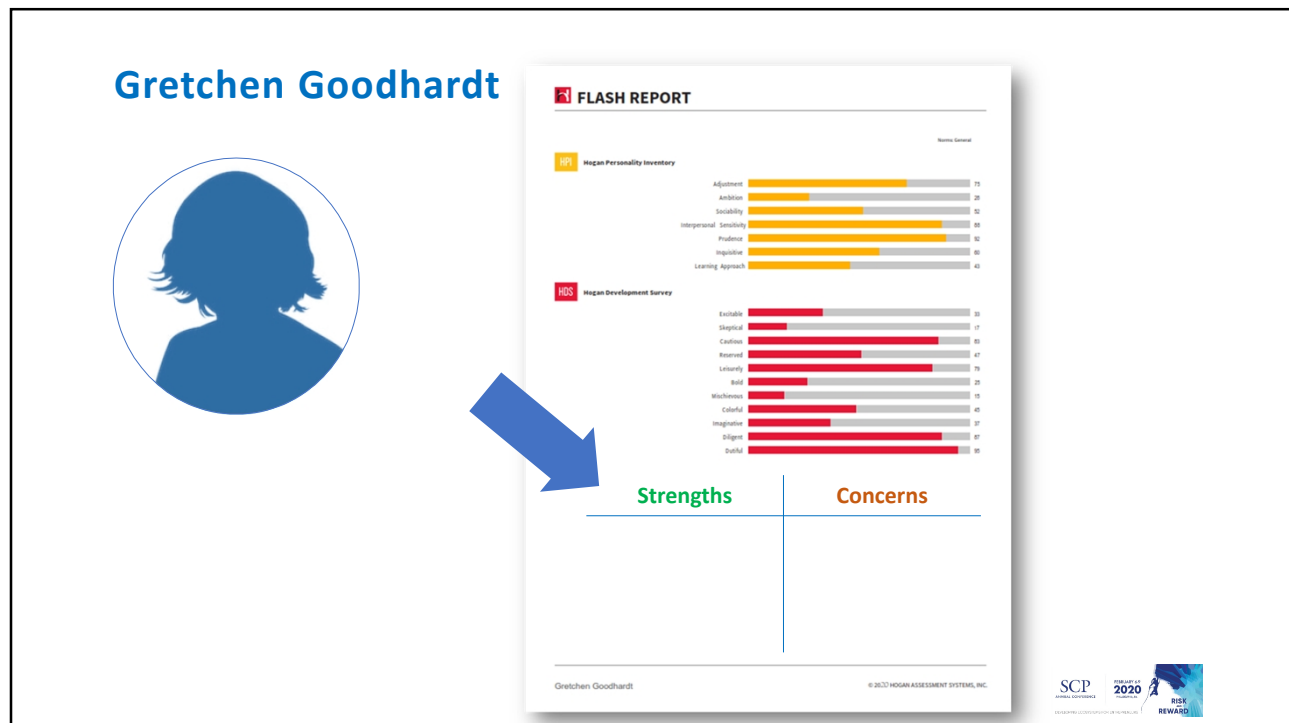
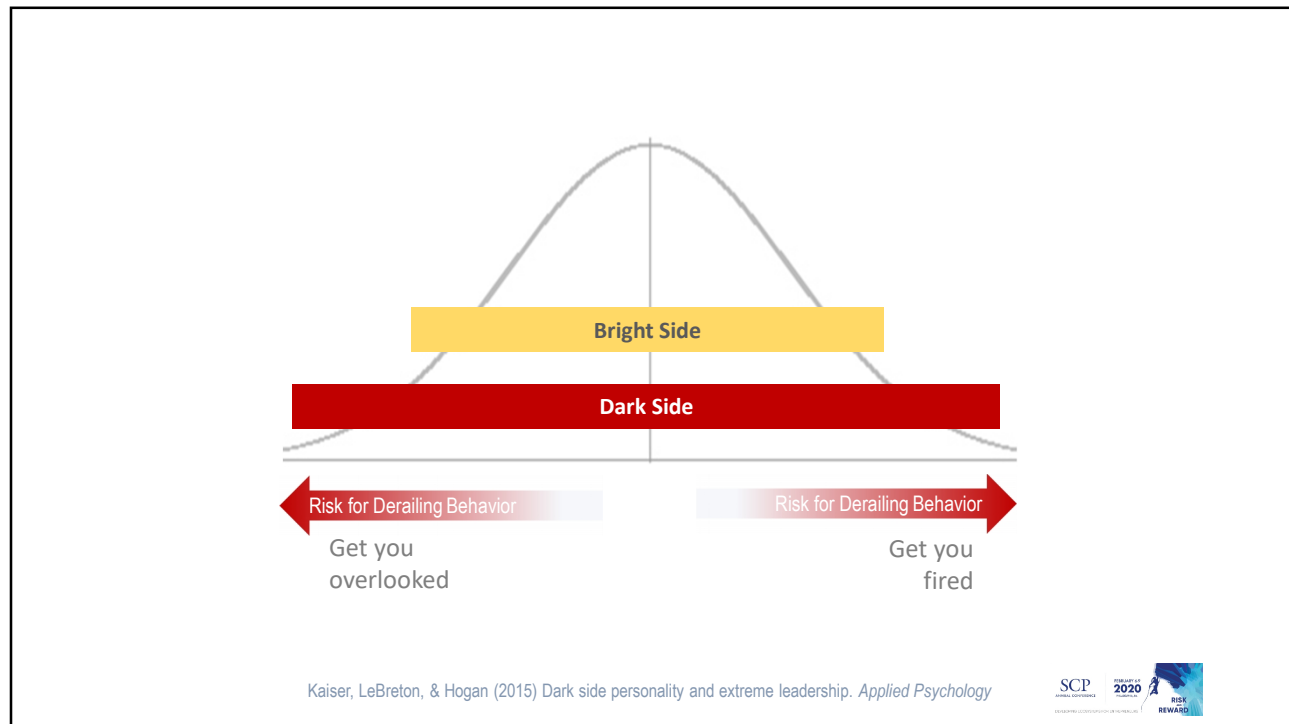
HDS

HOGAN
DEVELOPMENT
SURVEY

The dark side

*extreme, under pressure
at your worst
unfiltered behavior*





Gretchen Goodhardt



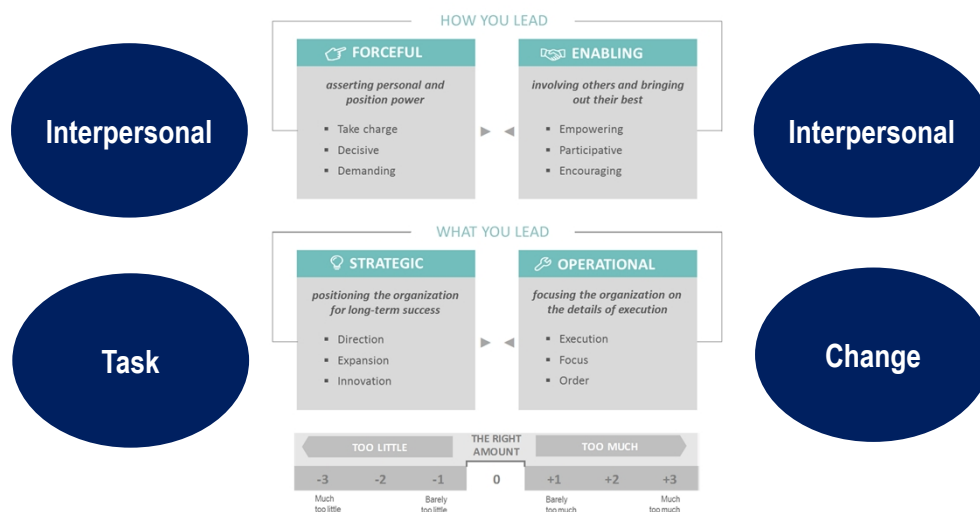
A month later she reported:

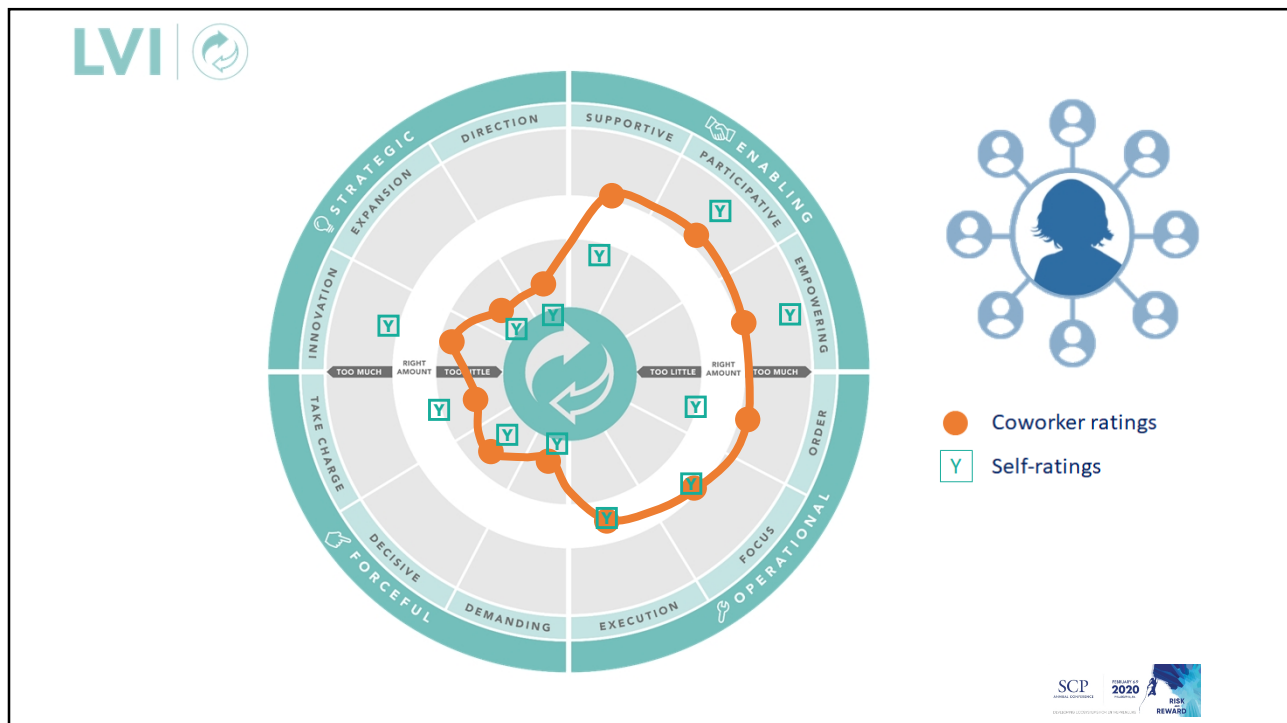
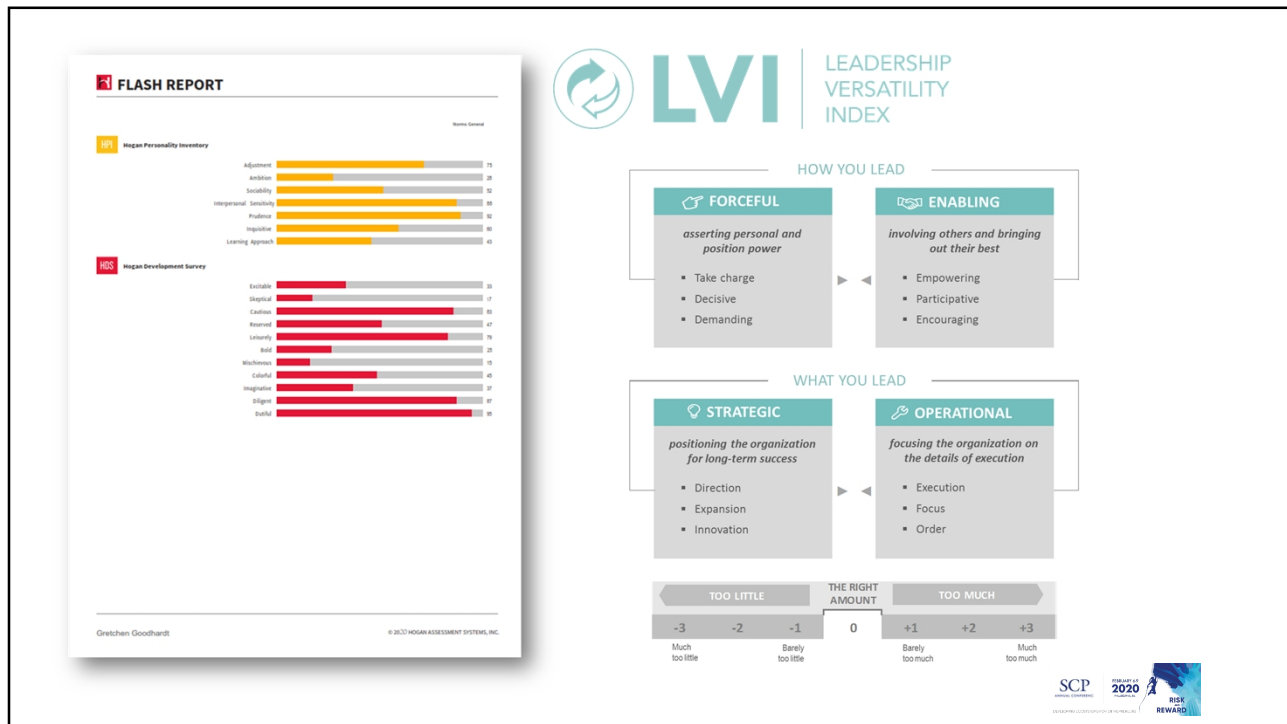
- “Noticed how much I prefer to work collaboratively.”
- “Sometimes get deeply involved in tasks, spend a lot of time preparing, getting things just right. I wonder if I need to be more organized and planful to be more efficient?”
- “I knew I didn’t like conflict but am surprised how much I let things slide—little annoyances, but also bigger things like when my people miss a deadline.”

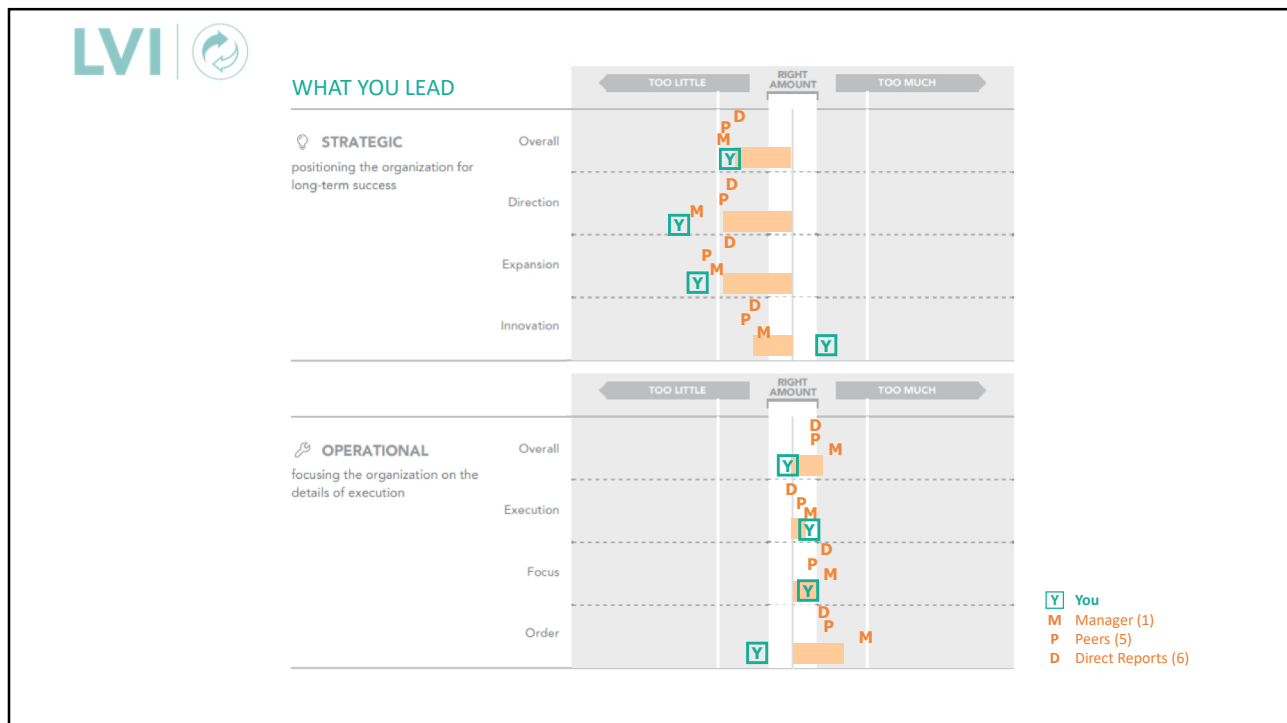
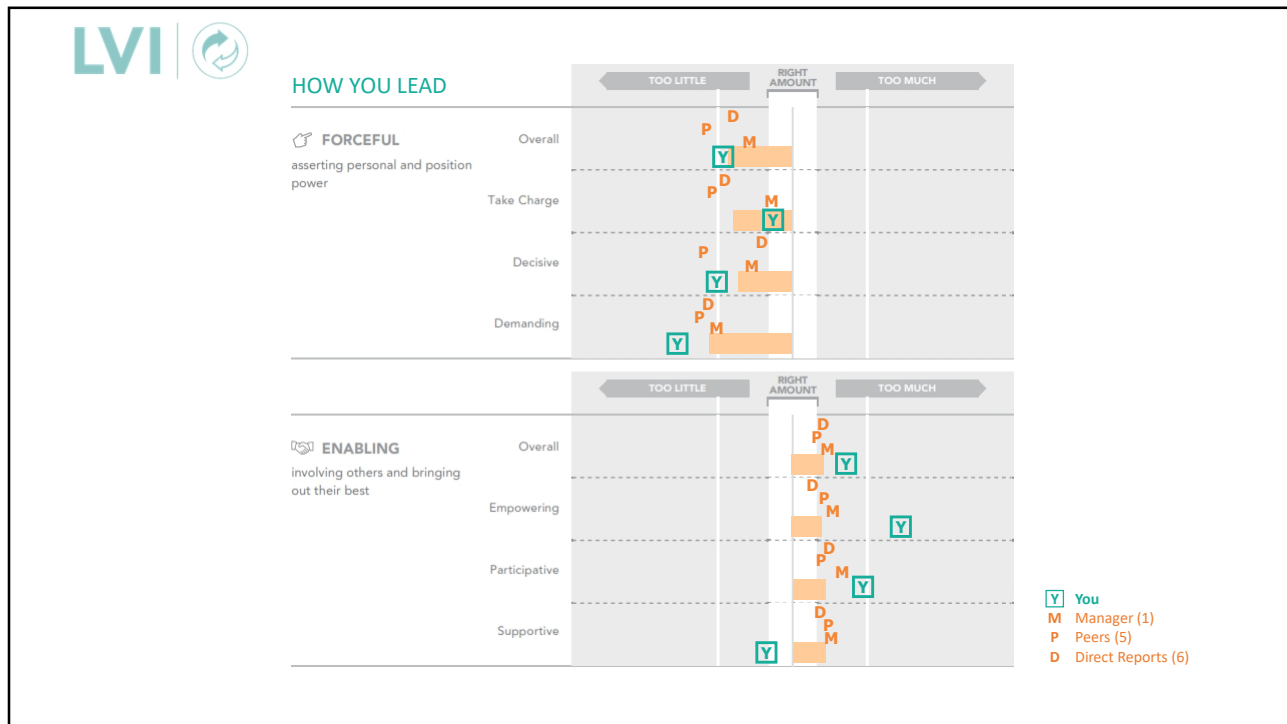


LVI

LEADERSHIP
VERSATILITY
INDEX







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Coaching

- Choose two behaviors to change, and build on your superpower
"I really care and am great with people."
- Development goals
 1. Setting a hiring bar for performance, being clearer about expectations, and establishing monthly progress check-ins
"I know we can all raise our game."
 2. Focus on growing customer accounts by being less involved in routine work that the team can handle
"I can elevate my game."
- Mindset change
"Be less concerned with making people happy, more concerned about helping them to be their best."

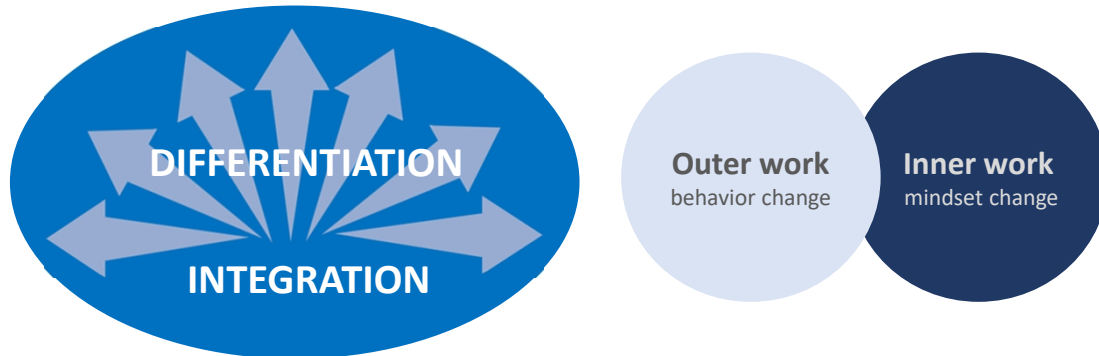
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Three months later

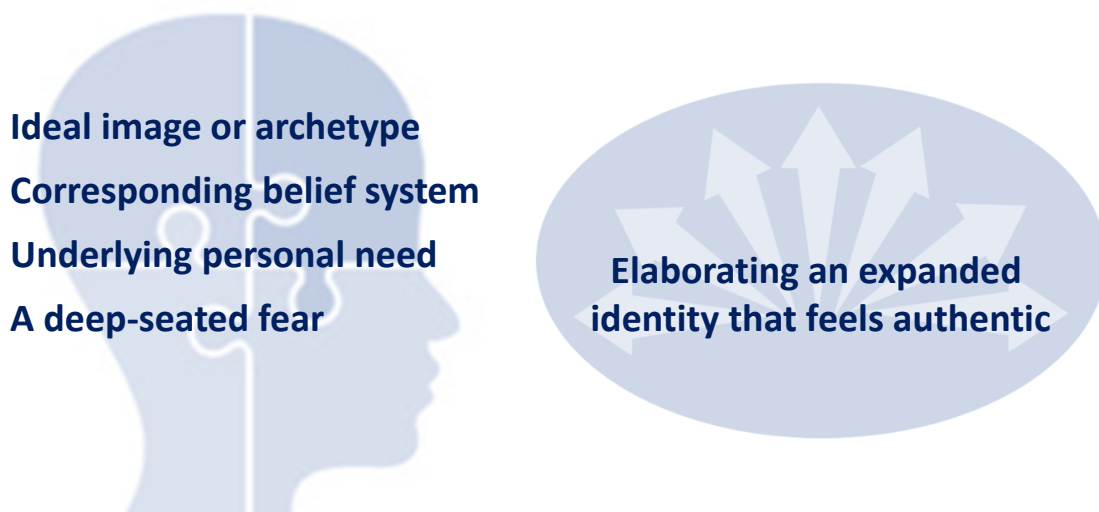
- "Caring about people sometimes involves tough love and nudging them to try harder."
- "I can be too detailed and get stuck in the weeds. I am getting more comfortable with a less structured agenda in my customer meetings. This often leads to better discussions and new ideas for advertising their business."
- Self-awareness and feedback, with a systematic and supportive process, prompted Gretchen to revise her identity—a better, more capable version of herself
- A more robust identity allowed her to make changes in behavior that felt genuine, authentic, and motivating

DEVELOPMENT AS BECOMING A MORE COMPLEX PERSON



Kegan (1982) *The Evolving Self*. Harvard Press
Bachkirova (2008) *Psychological Development in Adulthood and Coaching*. Routledge
Kaiser & Kaplan (2006) The deeper work of exec development. *Academy of Management*

MINDSET AND IDENTITY DEVELOPMENT



Kaplan & Kaiser (2013) *Fear Your Strengths* (Berret-Koehler)

SEQUENCE



TAILOR FEEDBACK DELIVERY TO THE PERSONALITY

	Low	High
Extraversion	Need to time to privately review and reflect on feedback	Allow time for talking about results and processing “out loud”
Agreeableness	Likely to be more defensive, angry, and resistant to feedback	Take critical feedback hard, tend to be passive-resistant
Conscientiousness	Less detail-oriented, prefer a more loose, unstructured discussion	Will want to get into the details and review methodically
Stability	Take critical feedback hard, but will be more responsive to it	Less likely to internalize critical feedback
Openness	Tend to be practical and literal, need help seeing the big themes	More curious about understanding feedback, but at a high level