**Personality Inventory Report Template**

Interpretive Report

### **Report For:**

**ID #:**

### **Date:**

# Personal Inventory Report Template

# Introduction

**The Hogan Personality Inventory (HPI) is designed to assess personal qualities that promote success in work, in**

**Relationships, in education and training, and in life. This report may reveal areas of unexpected strength; conversely, the report may reveal some interpersonal tendencies that can cause problems. In either case, the information will be a useful foundation for personal and professional development.**

**Because different occupations require different personal characteristics, the HPI can also be used to aid decisions about personnel selection, job change, and career planning. The primary scales of the inventory are:**

**Adjustment High scorers tend to be calm, self-confident, and steady under pressure. Low scorers tend to be tense, moody, and they may not handle pressure well.**

**Ambition High scorers tend to be energetic, competitive, and eager to advance themselves.**

**Low scorers tend to quiet, unassertive, and less interested in advancement.**

**Sociability High scorers tend to be outgoing, impulsive, and colorful, and they dislike working by themselves. Low scorers tend to be reserved and quiet; they do not call attention to themselves, and they do not mind working alone.**

**Interpersonal Sensitivity High scorers tend to be friendly, warm, and sociable. Low scorers tend to be independent, frank, and direct.**

**Prudence High scorers tend to be organized, dependable, and thorough; they follow rules well and are easy to supervise. Low scorers tend to be impulsive and flexible; they tend to resist rules and close supervision; however, they may be creative and spontaneous.**

**Inquisitive High scorers tend to be imaginative, inventive, and quick-witted; they may be easily bored and may not pay attention to details. Low scorers tend to be practical and down to earth; they are willing to tolerate boring tasks**

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**Learning Approach High scorers tend to enjoy education and to perform well in training. Low scorers are less interested in formal learning and tend not to perform well in school or training environments.**

# Validity of these results

This Test is Valid and Interpretable.

# Personality Interpretation

The following report describes Jane Sample's scores on the HPI. To interpret these results, first note the percentile score for each scale and then read the description of that scale. Next, on the lower half of the page, examine the subscale (i.e. HIC) scores. These will indicate the areas of particular strength and/or weakness that contribute to the larger personality scale.

Each subscale is defined and a sample item is given to aid your interpretation. The graph on the right of each subscale shows the total number of items on each subscale as well as the total number endorsed.

# Personality Inventory Primary Scales

**This Test is Valid and Interpretable.**

|  |
| --- |
| SCALES PERCENTILES  % 10 20 30 40 50 60 70 80 90  **Adjustment 44**  **Ambition 47**  **Sociability 59**  **Interpersonal Sensitivity 39**  **Prudence 50**  **Inquisitive 46**  **Learning Approach 36**  Low Average High Norms: General Norms: |

**Occupational Scales**

Adjustment

## Scale Description

The Adjustment scale reflects the degree to which a person is steady in the face of pressure, or conversely, sensitive and self-critical. Persons with high scores rarely take things personally and generally handle stress well. Persons with low scores tend to be self-critical and to blame themselves when things go wrong.

## Score = 44th percentile

Ms. Sample's score on the Adjustment scale suggests that she has a balanced self-image. Neither arrogant nor

Self-doubting, she will pay attention to criticism but not take it personally. She will normally remain calm when under stress.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Empathy 2 out of 5  *Absence of irritability* I am rarely irritated by faults in others. |
| Not Anxious 3 out of 4  *Absence of anxiety* I am seldom tense or anxious. |
| No Guilt 3 out of 6  *Absence of regret* I rarely feel guilty about some of the things I have done. |
| Calmness 3 out of 4  *Lack of emotionality* I keep calm in a crisis. |
| Even Tempered 4 out of 5  *Not moody or irritable* I rarely lose my temper. |
| No Complaints 5 out of 5  *Disposition to complain* To get peoples' attention, I sometimes complain. |
| Trusting 1 out of 3  *Not paranoid or suspicious* People really care about one another. |
| Good Attachment 5 out of 5  *Good relations with one's parents* No matter what happened I felt my parents loved me. |

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Jane Sample 2/14/2008

Ambition

## Scale Description

The Ambition scale evaluates the degree to which a person seems leaderlike, seeks status, and values achievement. Persons with high scores are competitive, upwardly mobile, and concerned with success. Persons with low scores are cautious, and have modest career aspirations. Ambition is important for work in sales, supervision, and management; it is less important for hourly workers.

## Score = 47th percentile

Ms. Sample's score on the Ambition scale is in the average range. Such persons are reasonably ambitious and hard working. Although not driven by status concerns, they normally don’t resist moving into positions of authority.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Competitive 3 out of 5  *Being competitive, ambitious and* I am an ambitious person.  *persistent* |
| Self-Confident 3 out of 3  *Confidence in oneself* I am a very self-confident person. |
| Accomplishment 6 out of 6  *Satisfaction with one's performance* When I fail at something, I try even harder the next time. |
| Leadership 5 out of 6  *Capacity for leadership* In a group I like to take charge of things. |
| Identity 2 out of 3  *Satisfaction with one's life tasks* I know what I want to be. |
| No Social Anxiety 4 out of 6  *Social self-confidence* I don't mind talking in front of a group of people. |

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Jane Sample 2/14/2008

Sociability

## Scale Description

The Sociability scale assesses the degree to which a person needs and/or enjoys social interaction. Persons with high scores are extroverted and talkative; they may also be exhibitionistic and they create a strong social impression. Persons with low scores are more quiet and reserved; they tend to take a low social profile. Sociability is important for jobs where one must meet with clients, and is especially important for sales and promotional work. Sociability is less important in jobs where there is little contact with the public.

## Score = 59th percentile

Ms. Sample scored in the average range for Sociability, indicating that she is neither extroverted nor socially retiring. She can work with other people or by herself.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Likes Parties 2 out of 5  *Enjoys parties* I would go to a party every night if I could. |
| Likes Crowds 2 out of 4  *Finds large crowds exciting* Being part of a large crowd is exciting. |
| Experience Seeking 3 out of 6  *Preference for variety and challenge* I like a lot of variety in my life. |
| Exhibitionistic 5 out of 5  *Exhibitionistic tendencies* I like to be the center of attention. |
| Entertaining 2 out of 4  *Being witty and entertaining* I am often the life of the party. |

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Interpersonal Sensitivity

## Scale Description

The Interpersonal Sensitivity scale reflects social sensitivity, tact, and perceptiveness. Persons with high scores tend to be warm, friendly, and considerate; persons with low scores are often unconcerned with how they are regarded by others.

Interpersonal Sensitivity is important for sales and management, or jobs where one must meet the public. Interpersonal Sensitivity is less important in jobs where there is little contact with clients and coworkers.

## Score = 39th percentile

Ms. Sample received an average score on the Interpersonal Sensitivity scale. This suggests she has normal social skills and interpersonal sensitivity.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Easy to Live With 5 out of 5  *Tolerant and easy-going nature* I work well with other people. |
| Sensitive 4 out of 4  *Tends to be kind and considerate* I always try to see the other person's point of view. |
| Caring 4 out of 4  *Interpersonal sensitivity* I am sensitive to other people's moods. |
| Likes People 6 out of 6  *Enjoys social interaction* I enjoy just being with other people. |
| No Hostility 0 out of 3  *Lack of hostility* I never hold grudges very long. |

Prudence

## Scale Description

The Prudence scale concerns self control and conscientiousness. Persons with high scores tend to be orderly and dependable, but they may also be conservative and over controlled. Persons with low scores tend to be impulsive and unpredictable, but they may be flexible and innovative.

## Score = 50th percentile

Ms. Sample's score on the Prudence scale is in the average range. She is a normally responsible person; she is a sensible and reliable team player who should adjust well to the world of work.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Moralistic 5 out of 5  *Adhering strictly to conventional values* I always practice what I preach. |
| Mastery 3 out of 4  *Being hard-working* I strive for perfection in everything I do. |
| Virtuous 5 out of 5  *Being perfectionistic* I do my job as well as I possibly can. |
| Not Autonomous 3 out of 3  *Concern about others' opinions of* Other people's opinions of me are important.  *oneself* |
| Not Spontaneous 3 out of 4  *Preference for predictability* I always know what I will do tomorrow. |
| Impulse Control 0 out of 5  *Lack of impulsivity* I rarely do things on impulse. |
| Avoids Trouble 1 out of 5  *Professed probity* When I was in school I rarely gave the teachers any trouble. |

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Inquisitive

## Scale Description

The Inquisitive scale reflects the degree to which a person seems creative, adventurous, and analytical. Persons scoring high on Inquisitive tend to be original, imaginative, and to have many interests and hobbies. Persons scoring low on Inquisitive tend to be practical, cautious, and uninterested in speculative questions. Inquisitive is important in jobs where people need to be curious, analytical, questioning, and critical; it is less important in repetitious jobs that require attention to detail.

## Score = 46th percentile

Ms. Sample's score on the Inquisitive scale suggests that she has a normal degree of imagination, curiosity, and interest in education. Others may regard her as having a practical rather than a reflective turn of mind.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Science Ability 5 out of 5  *Interest in science* I am interested in science. |
| Curiosity 3 out of 3  *Curiosity about the world* I have taken things apart just to see how they work. |
| Thrill Seeking 5 out of 5  *Enjoyment of adventure and excitement* I would like to be a race-car driver. |
| Intellectual Games 1 out of 3  *Enjoys intellectual games* I enjoy solving riddles. |
| Generates Ideas 0 out of 5  *Ideatinal fluency* I am a quick-witted person. |
| Culture 0 out of 4  *Interest in culture* I like classical music. |

Learning Approach

## Scale Description

The Learning Approach scale reflects the degree to which a person enjoys academic activities and values education as an end in itself. Persons with high scores on this scale tend to be good students and high academic achievers. Persons with low scores regard education as a means to an end and not as something that is intrinsically important.

## Score = 36th percentile

Ms. Sample received an average score for Learning Approach, suggesting that she has a normal degree of academic motivation. Depending on her career goals, she probably has the motivation necessary to pursue further training, college, and even post-graduate education.

## Sub-Scale Interpretation

|  |
| --- |
| HIC Name : Sample item Score: Raw and Maximum  *Definition* |
| Education 2 out of 3  *Being a good student* As a child, school was easy for me. |
| Math Ability 3 out of 3  *Being good with numbers* I can multiply large numbers quickly. |
| Good Memory 2 out of 4  *Having a good memory* I have a large vocabulary. |
| Reading 0 out of 4  *Enjoys reading* I would rather read than watch TV. |