

# Cognitive Process Profile

## Client Feedback Report A Sample

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## Introduction

The Cognitive Process Profile (CPP), unlike conventional ability and IQ tests, measures your capacity for judgment and discretion whilst making decisions in unfamiliar environments.

The nature of work, from the operational to the strategic, becomes more complex, ambiguous and uncertain. As this occurs, successful decision making depends on: -

- > Suspending the need for detail and tuning into the dynamic patterns of the situation
- > Focusing less on the pragmatic and being more open to the possible
- > Being less concerned with short term solutions and having a greater awareness of long term implications
- > Having less reliance on structure and a greater comfort with chaos

The CPP measures where on the operational – strategic continuum you are currently most comfortable applying your capacity for judgment and discretion and where your potential lies. The CPP further enables you to understand the specific cognitive, emotional, and meta-awareness factors which may constrain or facilitate your judgment and discretion in increasingly complex, ambiguous and uncertain work environments.

The aim of this report is to give you an understanding of your thinking processes and the way in which you manage tasks of varying complexity. This report provides you with information in the following areas: -

- > Work environments
- > Problem solving styles
- > Information Processing Competencies
- > Learning Ability

The major difference between the CPP and traditional IQ tests is that the CPP focuses strongly on ‘fluid’ intelligence in addition to ‘crystallised’ intelligence. Fluid intelligence draws on peoples’ capacity to think logically and solve problems in novel situations, independent of acquired knowledge. Whereas crystallized intelligence draws more on peoples past knowledge and experience. It is fluid intelligence that enables people to make good decisions in complex, ambiguous and uncertain environments. The strength of the CPP is in its ability to create awareness of where future growth and development in fluid intelligence can occur.

**Please remember that the CPP measures only cognitive processes, and does not take into account your interests, knowledge, skills or other psychological attributes.**

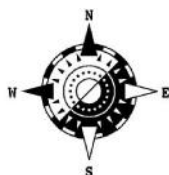
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CONSULTING LIMITED



### Creative Edge Consulting Ltd

Evegate Business Centre,  
Evegate, Smeth, Kent  
TN25 6SX

enquiries@creative-edge-consulting.com  
Tel +44(0)1303 812007



### Magellan Consulting

Postal Address: PO Box 3429, Northcliff, 2115, South Africa  
Physical Address: 18B Balmoral Ave., Hurlingham, Sandton, South Africa

e-mail: magellancon@cognadev.co.za, Website: www.cognadev.com  
Tel: +27 (0)11 884 0878 / Fax: +27 (0)11 884 0910

## Practitioner Interpretation

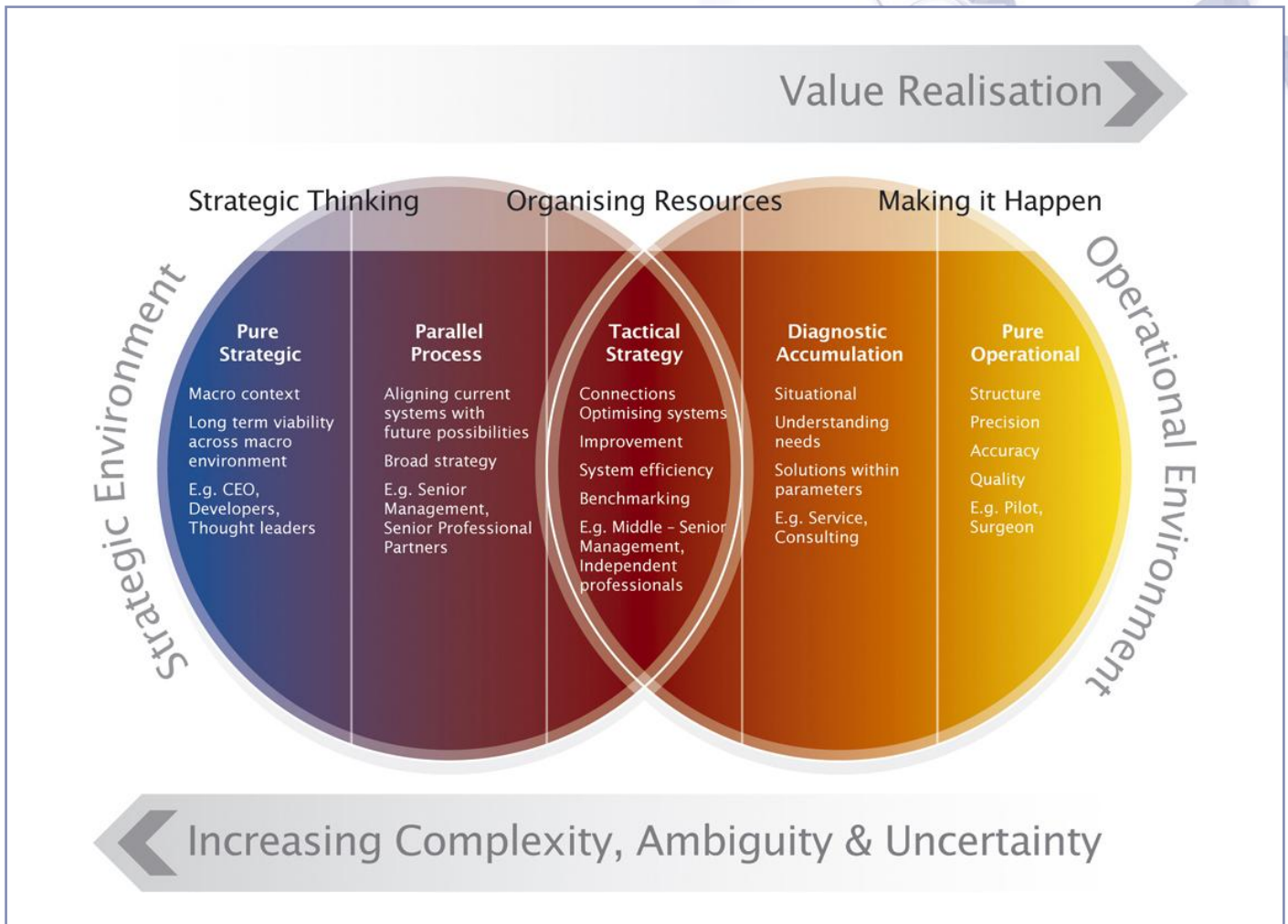
This section provides space for the Practitioner to write an interpretation of the client's CPP profile.



## Work Environments

The manner in which individuals process information in order to solve problems is measured and expressed in terms of five work environments derived from the Stratified Systems Theory (SST) of Jaques, and the Viable Systems Model (VSM) of Stafford Beer.

The SST and VSM both describe the complexity of work from a Systems perspective. Each of these environments represents a link in the value chain from strategic idea through to the delivery to the customer. A strategic idea realizes its value as it progresses through the chain. This value is fully realised when the idea is delivered to the customers and meets their needs. Very different ways of thinking are required to be successful in each of the work environments.



This report will show the work environment where your cognitive skills and preferences are currently enabling you to do your best work, and may also indicate the work environment where you have the potential to perform well should specific development areas be addressed.

Please note that effective functioning in the actual workplace depends not only on cognitive skills, but also on other factors, for example: personality, motivation, interpersonal skills, interests, values, personal passion, experience and knowledge – qualities that are not measured by the CPP.

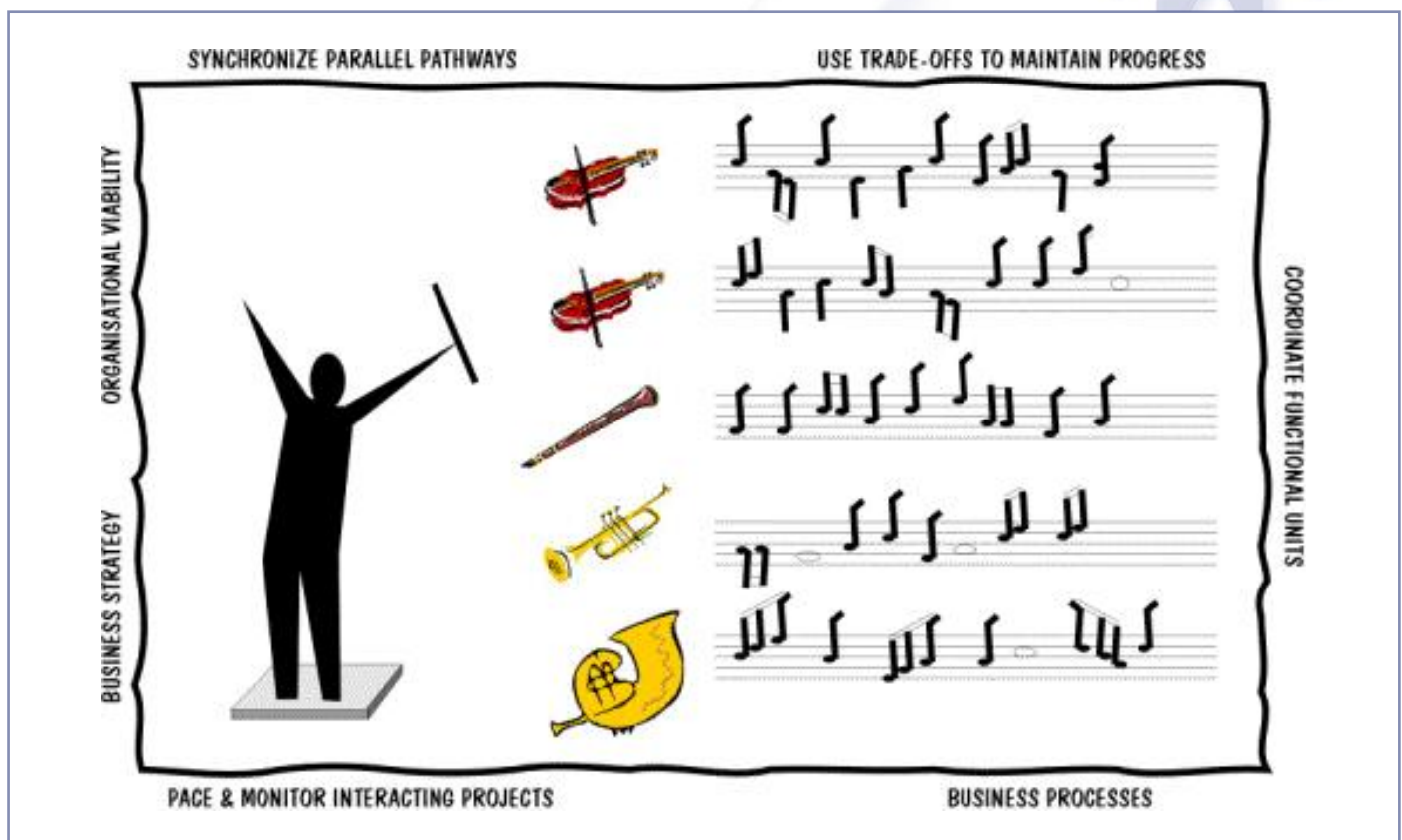
# Your Current Work Environment

## Parallel Processing

The CPP has indicated that you are likely to be most comfortable working in the Parallel Processing environment. The nature of work in this environment is often concerned with: -

- > Operating within and across relatively complex systems – for example, co-ordinating the activities of several business units in a large organisation
- > Focusing on both broad strategy as well as the operational implications of the strategic direction taken
- > Dealing with abstract and intangible issues, theories, models, viability of projects / programmes – and coming up with creative, integrated, and abstract conceptual solutions.
- > Planning and implementing business solutions
- > Balancing and juggling resources between different projects and programmes so that these are used most effectively, ensuring that equally important demands of each project are met
- > Dealing with broad strategy, the long term viability of the business, value chain integration, organisational change / transformation

Work in this environment is concerned with focusing resources to ensure the achievement of the organisation's mission over a three to five year period. Examples of roles reflecting this work environment are business analysts, general managers and senior, professional and specialist positions within an organisation.



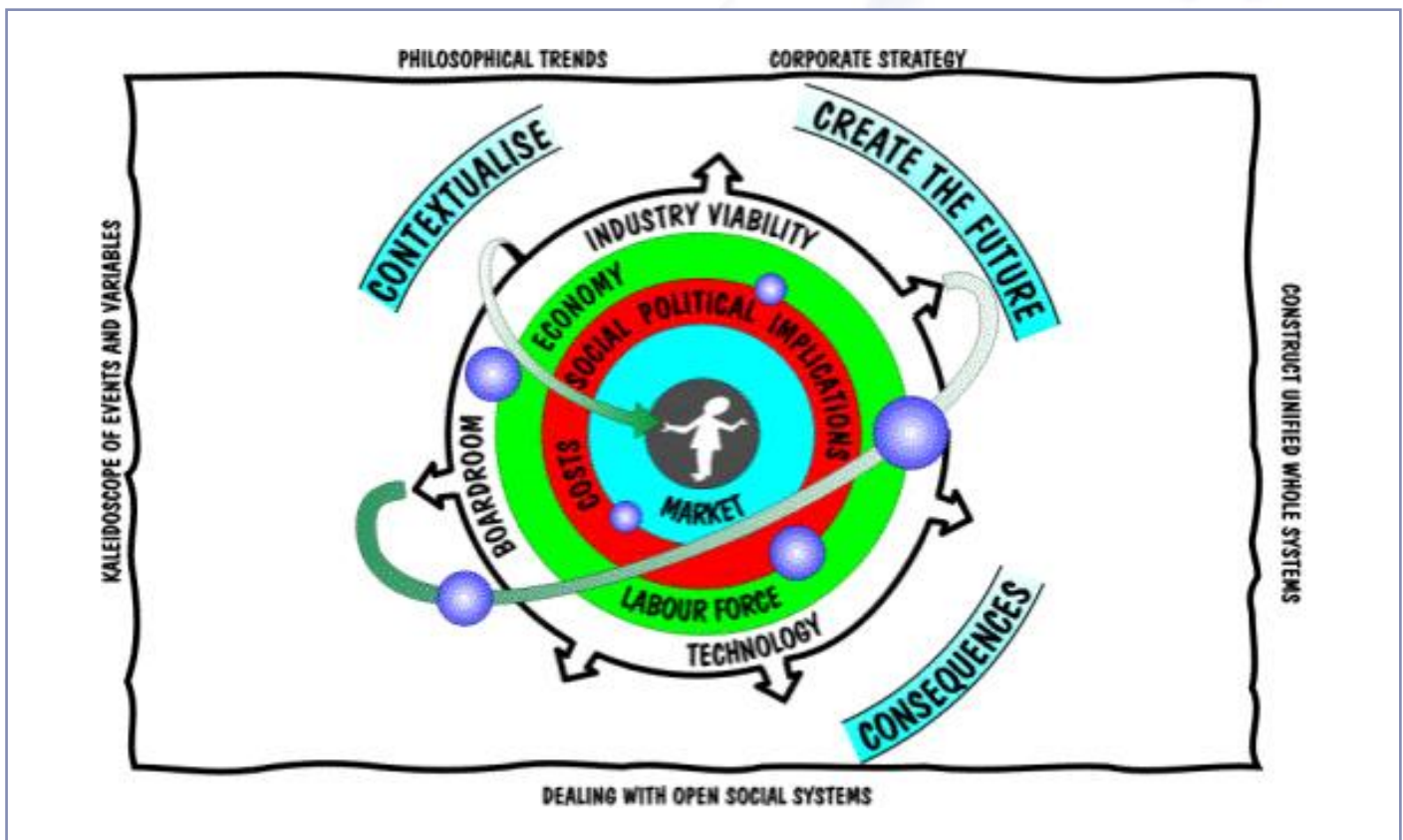
# Your Potential Work Environment

## Pure Strategy

The CPP has indicated that you have the potential to be comfortable working in the Pure Strategy environment. The nature of work in this environment is often concerned with: -

- > The long term industry viability and the impact of the industry on the social and physical environment
- > Identifying vaguely emerging opportunities within a somewhat chaotic environment
- > Evaluating and deciding on a most appropriate level of analysis (ranging from concrete to abstract)
- > Clarifying this fuzzy information
- > The awareness of business and moral / ethical implications for the industry
- > Initiating change that may impact the whole industry and creating a future through philosophical leverage
- > Working with abstract, broad, sweeping issues – chaos, macro- economic factors, potential industry partners and environmental impact.
- > Focusing on renewal through exploring new philosophical trends and intuitively sensing connections between apparently unconnected variables (e.g. Industry partners)

Work in this environment is concerned with creating the organisation's mission over a five to eight year period or longer. Examples of purely Strategic work can be found amongst certain entrepreneurial initiatives, thought leadership, political and economic forecasting, and roles such as chairpersons and directors of national and multi-national companies.



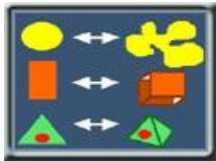
## Problem Solving Styles

Problem solving styles are the result of integrated information processing and the degree of meta-awareness (self awareness and the ability to adjust our thinking). The CPP identifies 15 Problem Solving Styles. Your most **preferred** styles are ranked below with the first being the most frequently used. The descriptions below outline both the effective use of each style and, where appropriate, how they can become constraining when overused in a complex, ambiguous and uncertain environment.

When solving problems, you seem to prefer the following approach, or style: -

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### You have an ANALYTICAL style. You:



- > Have a precise, detailed approach.
- > Work systematically.
- > Pay attention to the rules.
- > Like to pull information apart / subdivide issues.
- > Analyse, compare and categorise various different elements of the information.
- > Identify relationships between, and links the different elements.
- > Often show a technical / specialist approach.

In an unfamiliar environment this may cause you to become so focused on detailed components that you miss the big picture and overall trends.

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### You have a MEMORY style. You:



- > Show well developed skills in retaining and recalling information.
- > Automate rules and integrate information as you go along.
- > Rely on past experience and knowledge base, perhaps specialist or technical.
- > Use memory strategies such as external reminders, visualisations and associations.
- > Are aware of, and mentally monitor, your memory strategies.
- > Try hard and are careful, concentrate well and have high personal standards in terms of cognitive performance.
- > Often have a need to achieve and may fear failure.
- > Can overload memory and become confused.

In an unfamiliar environment this may cause you to try to address the future by overly relying on the past

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### You have a LOGICAL REASONING style. You:



- > Like to look for logical evidence.
- > Are self-aware and focus on the reasoning processes used.
- > Follow reasoning processes through in a logical manner.
- > Like to verify arguments logically.
- > Can work with a high level of complexity and takes a long term approach.
- > Have an analytical, precise, systematic and detailed focus.
- > Are a disciplined and critical thinker.
- > Love the challenge of complex problems.

In an unfamiliar environment this may enable you to facilitate change through constructing integrated solutions.

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### You have a LEARNING style. You:



- > Explore information thoroughly.
- > Make good use of memory functions.
- > Are self-aware and takes account of any feedback that is given.
- > Improve problem-solving as you learn.
- > Are adaptable, flexible and able to learn new ways of thinking.
- > Seek novelty and focus on information that you don't understand.
- > Are motivated and have good concentration.
- > Need challenge and stimulation, as you can get bored with repetitive routines.
- > Are likely to enjoy fast-changing work environments.

In unfamiliar environments the impact of this style is dependent on whether your emotions are being driven by a need to defend yourself or to experiment in creating new opportunities.

# Information Processing Competencies

“Information Processing Competencies” describe the **effectiveness** of the key cognitive processes we use to solve new and unfamiliar problems.

The effectiveness of these ‘Information Processing Competencies’ is enhanced through increasing ‘meta-awareness’ (self awareness and the ability to adjust our thinking). Whilst we need all of these competencies, some enable us to deal with complexity and uncertainty while others, when overused, constrain our ability.

The enabling competencies are Integration, Complexity, Logical Reasoning, Verbal Abstraction, Judgement and Learning 1. The potentially constraining, if over capitalised, competencies are Pragmatic, Exploration, Analytical, Rule-Orientated, Categorisation, Use of Memory, Memory Strategies, and Learning 2.

## Information Processing Competencies

Construct	Description Low Score	Score	Competency	Description High Score
Exploration  ‘Meaningful Investigation’	Low focus on practical application	67	Pragmatic	High focus on external reality
	Narrow exploration of surface level information	72	Exploration	Deep and wide exploration of information
Analysis  ‘Understanding’	Less rigorous in unpacking information	100	Analytical	Rigorous unpacking of information
	Not restricted by rules and procedures	92	Rule Orientated	Focus on following the rules
Structuring  ‘Creating a meaningful whole’	Create automatic structure	72	Categorisation	Create meaning through order and structure
	Address elements of information in isolation	71	Integration	Synthesise ambiguous, discrepant, and information
	Focus on single, separate and isolated elements	79	Complexity	Holistic consideration of many interrelated systems and dynamics
Transformation  ‘Facilitating change’	Tangential and random lines of argument	84	Logical Reasoning	Disciplined follow through of own reasoning
	Concrete and adaptive ideas and communication	71	Verbal Abstraction	Creative and abstract ideas and communication
Memory  ‘Co-ordinating knowledge’	Low reliance on memory to solve problems	83	Use of Memory	Reliance on memory to solve problems
	Less effective memory strategies used to solve problems	83	Memory Strategies	Effective use of memory strategies to solve problems
Metacognition  ‘Capacity for self awareness and adjustment’	Less trust in the use of intuitive insights	74	Judgement	Confident in the use of intuitive insights
	Constrained in grasping new insights	86	Learning 1	Learn through quick insight
	Less focus on gradual learning	76	Learning 2	Learn through gradual improvement and experience

Compared to an international norm group of 3,000 individuals of relatively equal biographical distributions (race, age, gender, education, level of work, and discipline).

## Learning Potential

This section indicates the manner in which you responded to instructions and feedback on increasingly difficult problems. It provides a realistic indication of your potential for further cognitive development. Although the CPP was not designed to measure emotional factors, the impact of certain emotional factors, such as anxiety and demotivation, are also considered here.

### Current level of functioning

You already function at a relatively high level cognitively. Thus, you already have a broad frame of reference and well developed skills to support fairly fast learning (accommodation and assimilation of new information and skills) and cognitive growth.

### Metacognitive awareness

Compared to the rest of your profile, you already show a relatively high level of self-awareness in monitoring your own cognitive responses in terms of certain criteria (such as relevance, precision, coherence, clarity, purpose, etc.). Those who already show an awareness of their thinking can easily learn from their mistakes and tend to develop their cognitive potential at a faster rate than those lacking self-awareness.

### Learning capacity

You obtained a relatively high score on learning capacity and orientation as compared to your average, overall profile. This indicates cognitive flexibility, energy and curiosity and usually contributes to increased development of cognitive potential.

### Tendency to get bored

You seem to get bored when having to deal with obvious / easy / highly structured / unchallenging tasks. You would, therefore, respond better to, and be more motivated in, stimulating and fast changing work environments. In developing further, it would be best to stretch your current capability.

### Overall profile

You obtained significant differences between the scores on the various cognitive processes measured to determine learning potential. This normally indicates the potential to further develop the less impressive cognitive functions.

### Strategies for complexity

Handling complexity is a core issue in cognition. During the assessment, you showed evidence of the capability to manage higher levels of complexity than that used most of the time. In other words you have already developed strategies to extract core elements / summarise / cluster / generalize / categorise / build models / represent information.... etc, but do not do so consistently.

**You show an exceptionally high level of learning potential.**

To find out more about the CPP or how to become qualified to use the tool please e-mail [enquiries@creative-edge-consulting.com](mailto:enquiries@creative-edge-consulting.com) or call us on +44(0)1303 812007

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Creative Edge Consulting Ltd,  
Evegate Business Centre,  
Evegate, Smeeth,  
Kent  
TN25 6SX

[enquiries@creative-edge-consulting.com](mailto:enquiries@creative-edge-consulting.com)  
Tel/Fax +44(0)1303 812007

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