

Cognitive Process Profile Standard Report

Report For: Creative Edge Consulting
Name: John Doe
Gender: Male
Unique Number:
Report Date: September 20, 2010

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ABOUT THE COGNITIVE PROCESS PROFILE

The Cognitive Process Profile (CPP), unlike conventional ability and IQ tests, measures the way people think when solving problems - their cognitive processes and the way in which they deal with information. It also assesses aspects of their potential for future cognitive development and growth.

The CPP does this by monitoring, at a very detailed level, the many different cognitive processes people apply as they work through eight exercises on the computer screen.

These exercises have been designed in such a way as to externalise operationalised thinking processes. The information – both the person's CPP "movements" and "stories" - are then analysed according to a large number of algorithms to identify his/her trends and tendencies in terms of cognitive functioning such as:

- styles of thinking
- strengths and development areas in terms of problem solving
- capacity to deal with various levels of complexity
- potential to improve current cognitive functioning
- a suitable work environment

The aim of this report is to understand the person's thinking processes and the way in which he manages tasks of varying complexity. The results are described and represented graphically.

Please remember that the CPP measures only cognitive processes, and does not take into account the person's interests, knowledge or skills.

ADDITIONAL BIOGRAPHICAL INFORMATION

Full Name John Doe
Gender: Male
Assessment Date September 20, 2010
Unique Number Z922042
Title Mr
Cell/ Mobile Phone
Date of Birth 1968-Feb-17
Nationality United Kingdom
Ethnicity White European
Highest Level of Education Multiple Degrees / Postgraduate
Discipline of Qualification Economics
Current Employer CEC
Job Title
Functional Area
Current Position
Colour Blind N
Previously Completed CPP N

SELF EVALUATION

This section of the report reflects John's thoughts after completing the CPP.

How well did you understand the CPP?	Quite well
How difficult did you find it?	Very hard
How well do you think you did?	Quite well
Were you anxious or nervous	Quite anxious
How well could you concentrate?	Fairly well
How much did you enjoy completing the CPP?	A bit

COGNITIVE STYLES

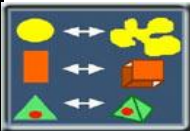
“Cognitive Style” describes the specific ways in which people prefer to approach and solve new and unfamiliar problems. It is therefore a relatively stable response tendency that may be related to personality and motivational factors.

Each person thus habitually applies a particular style or combination of styles. A person who prefers an Intuitive style may, for example, capitalise on “gut feel”, whereas someone who prefers a Logical and Structured approach may want to get all the different kinds of information together and organize it. When a group of people work together, individuals tend to go about in different ways. This may cause misunderstanding and even frustration, but it may also enrich the problem solving process.

When dealing with unfamiliar information, you seems to prefer the following cognitive approach, or style.

Preferred Problem Solving Style(s)

John has an ANALYTICAL style. He/she:



- Has a precise, detailed approach.
- Works systematically.
- Pays attention to the rules.
- Likes to pull information apart / subdivide issues.
- Analyses, compares and categorises various different elements of the information.
- Identifies relationships between, and links the different elements.
- Often shows a technical / specialist approach.

John has a MEMORY style. He/she:



- Shows well developed skills in retaining and recalling information.
- Automates rules and integrates information as he/she goes along.
- Relies on past experience and knowledge base, perhaps specialist or technical.
- Uses memory strategies such as external reminders, visualisations and associations.
- Is aware of and mentally monitors own memory strategies.
- Tries hard & is careful, concentrates well and has high personal standards in terms of cognitive performance.
- Often has a need to achieve and may fear failure.
- Can overload memory and become confused.

John has a LOGICAL REASONING style. He/she:



- Likes to look for logical evidence.
- Is self-aware and focuses on the reasoning processes used.
- Follows reasoning processes through in a logical manner.
- Likes to verify arguments logically.
- Can work with a high level of complexity and takes a long term approach.
- Has an analytical, precise, systematic and detailed focus.
- Is a disciplined and critical thinker.
- Loves the challenge of complex problems.

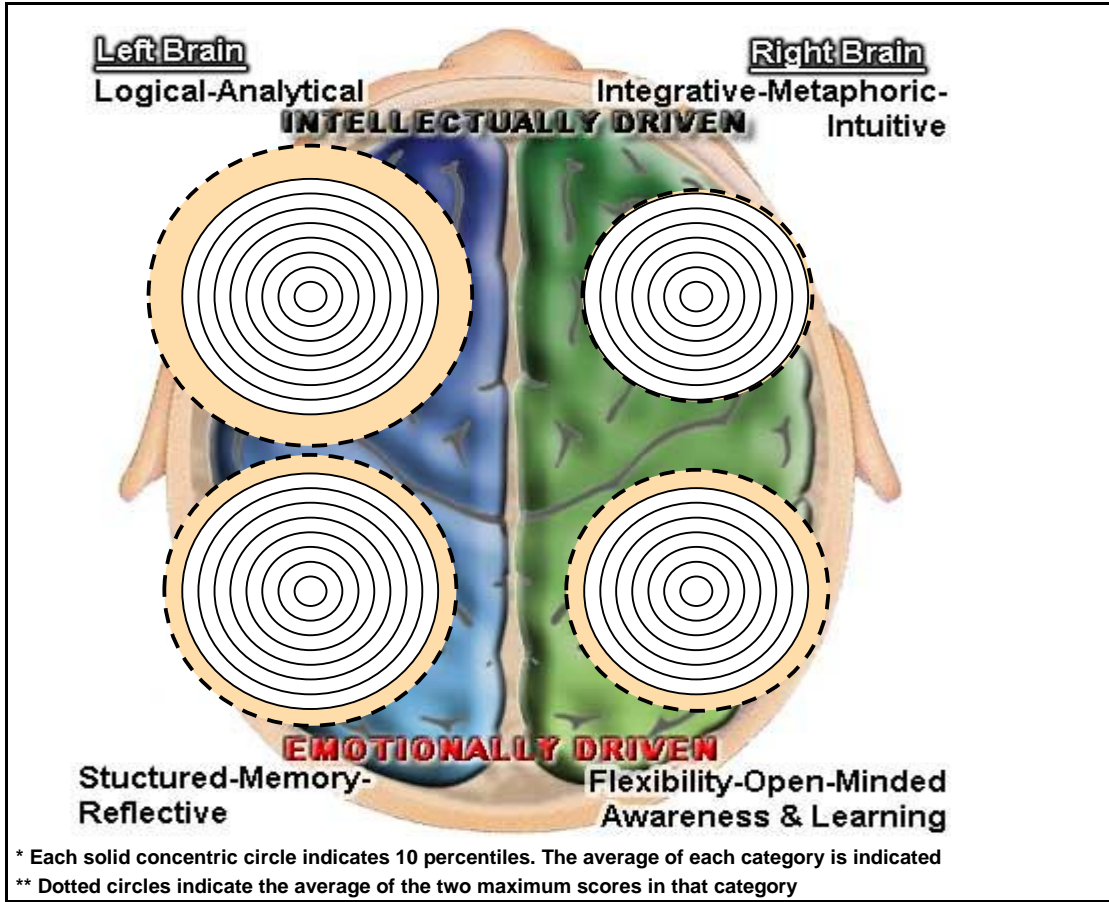
John has a LEARNING style. He/she:



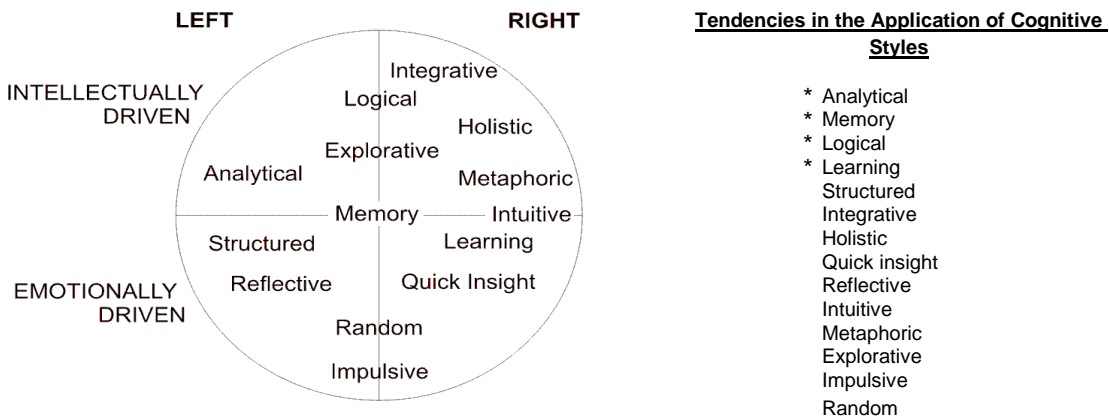
- Explores information thoroughly.
- Makes good use of memory functions.
- Is self-aware and takes account of any feedback that is given.
- Improves problem-solving as he/she learns and goes along.
- Is adaptable and flexible, able to learn new ways of thinking.
- Seeks novelty and focuses on information that he/she doesn't understand.
- Is motivated and has good concentration.
- Needs challenge and stimulation, as he/she can get bored with repetitive routines.
- Is likely to enjoy fast-changing work environments.

CPP Summary scores

A summary of CPP scores in terms of the "left" and "right brain" metaphor.



"Left-Right Brain" Metaphor: Position of Styles



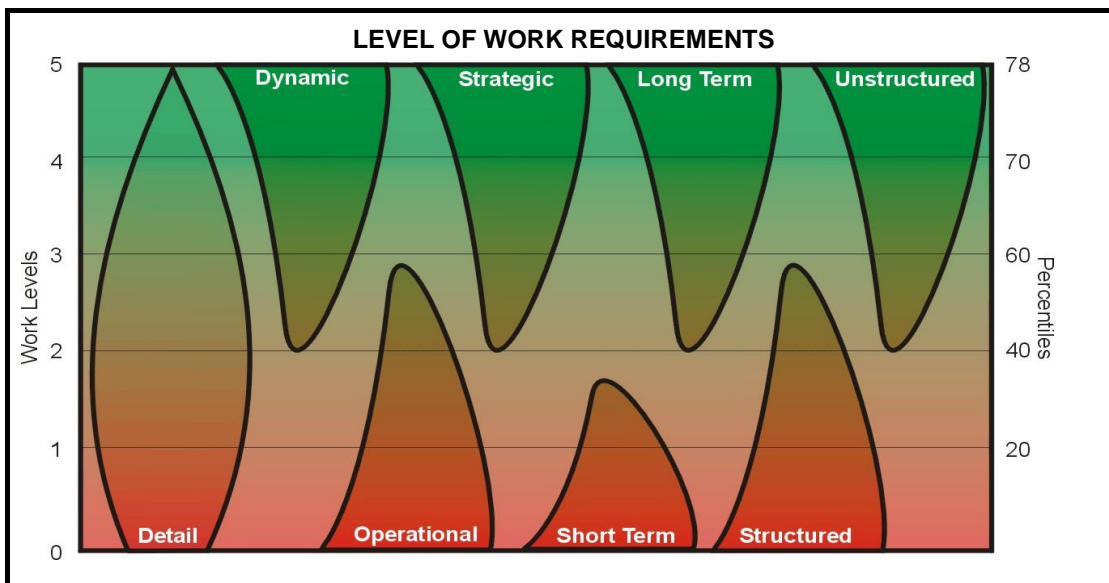
LEVELS OF WORK

The manner in which individuals process information to solve problems is measured and expressed in terms of five work environments. These five categories have been identified by the person's style, his/her work-related-preferences, learning potential, and the units of information he/she prefers dealing with (as measured by the CPP), to 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.

The report shows the work environment to which John's cognitive skills and preferences in terms of structure is currently best suited, and may also indicate a potential work environment 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. The CPP also does not take account of the psychological, social and spiritual complexity people deal with outside of the workplace.

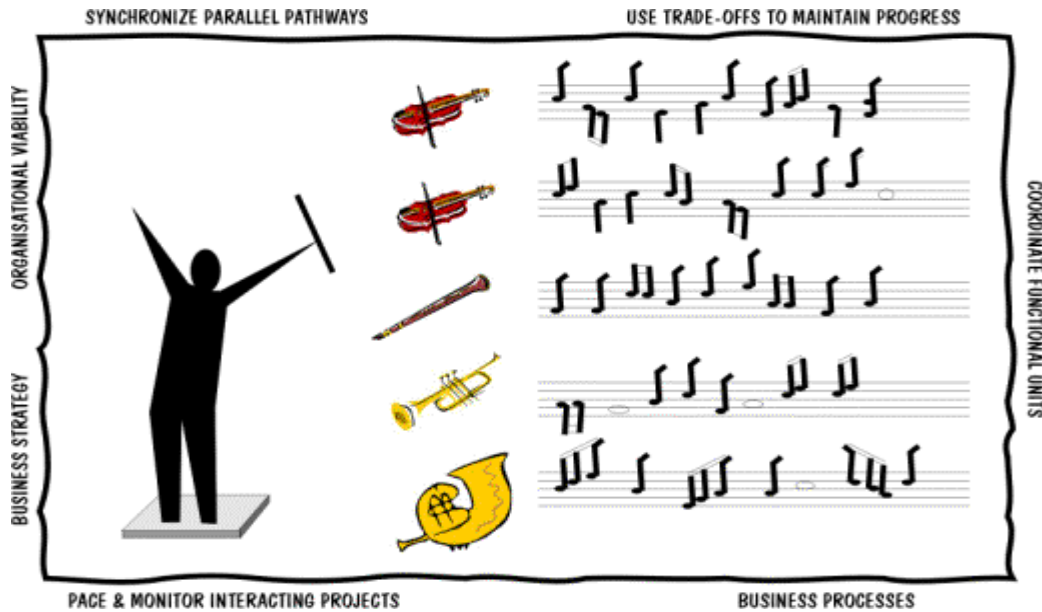
Note: Indications of Potential "Levels of Work" have been adjusted to reflect the latest research findings (May '05)



Current Level of Work

The way in which John currently manages new and complex information reflects the following work environment:

PARALLEL PROCESSING



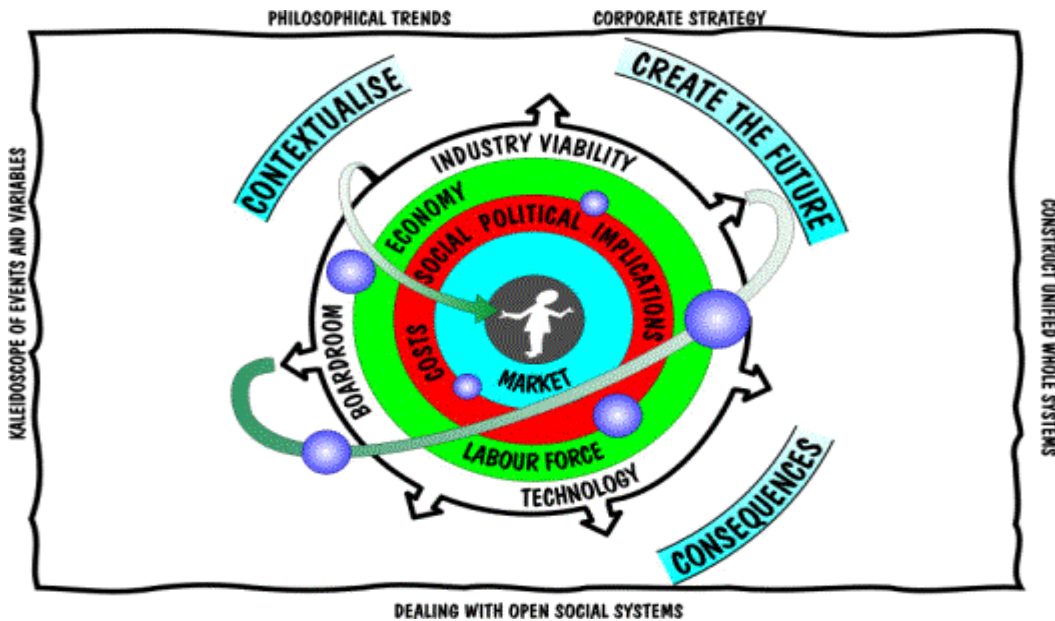
People who are best suited to Parallel Processing environments, enjoy working both within, and across, relatively complex systems – for example, co-ordinating the activities of several business units in a large organisation. They tend to focus on both broad strategy as well as the operational implications of the strategic direction taken. They often focus on abstract, intangible issues – theories, models, viability of projects / programmes – and come up with creative, integrated, and abstract conceptual solutions. These people plan and implement 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. People who function within a Parallel Processing environment normally work on programmes with timescales of three to five years. They often deal with broad strategy, the long term viability of the business, value chain integration, organisational change / transformation. As specialists, they tend to focus on and create new functionalities. They often learn via an innovative, integrative, systems approach by synthesising various abstract theoretical options into a model. Such models are then used to guide operational issues, monitoring consequences and make the necessary adaptations. (Both Level 4 & 5 SST.)

Examples of roles reflecting the Systems-focused work environment are software architects, business analysts, general managers and senior, professional and specialist positions within an organisation.

Potential Level of Work

Given the required knowledge, experience and the development of particular cognitive functions, John shows the potential to effectively function in the following environment in future.

PURE STRATEGY



Even though individuals showing a purely strategic approach may be involved in a specific organisation, they are primarily concerned about the long term industry viability and the impact of the industry on the social and physical environment. (Levels 5, 6 & 7 SST.)

In terms of cognitive functioning, these individuals often consciously evaluate and decide on a most appropriate level of analysis (ranging from concrete to abstract); identify vaguely emerging opportunities within a somewhat chaotic environment; clarify this fuzzy information; and show awareness of both business and moral / ethical implications for the industry. They tend to capitalise on intuitive awareness – more so than on analytical details.

They often initiate change that may impact the whole industry and create a future through philosophical leverage. They deal in long timeframes – usually 5 to 8 years and sometimes even longer. They prefer to work with abstract, broad, sweeping issues – chaos, macro-economic factors, potential industry partners and environmental impact.

Operations of a truly strategic nature will involve the creation of unified whole systems (such as national or international businesses), focusing on renewal through exploring new philosophical trends and intuitively sensing connections between apparently unconnected variables (e.g. Industry partners.)









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.

Work Related Processing Dimensions

The CPP reports on the job-related cognitive performance of the person in terms of four sets of two dimensions. These are:

- Detail Complexity versus Dynamic Complexity - measuring personal preferences in terms of dealing with COMPLEXITY
- Operational versus Strategic approach - measuring personal preferences in terms of the person's FOCUS ON TANGIBLE AND INTANGIBLE information
- Short term versus Long term orientation - measuring personal preferences in terms of the TIMEFRAME within which feedback is made available
- Structured versus Unstructured contexts in which a person functions optimally - measuring personal preferences in terms of the DEGREE OF STRUCTURE inherent in the work environment

John's scores on the work-related processing dimensions are depicted in the bar graphs below:

<p>A - Detail Complexity</p> <div style="text-align: right; margin-bottom: 5px;">  92 </div> <p>The application of a detailed, specialist, technical approach – where the focus is on facts, rules, linear sequences and relationships. (High IQ may elevate this score – but not necessarily, and an irritation with detailed technical work may lower it.)</p>	<p>B - Dynamic Complexity</p> <div style="text-align: right; margin-bottom: 5px;">  75 </div> <p>The application of an integrative approach – where the focus is on underlying patterns and the interactions between elements and systems (e.g. non-sequential patterns, circularity, feedback systems, etc.)</p>
<p>C - Operational</p> <div style="text-align: right; margin-bottom: 5px;">  45 </div> <p>The application of a hands-on approach – where the focus is on tangible, concrete, well-structured and practical issues.</p>	<p>D - Strategic</p> <div style="text-align: right; margin-bottom: 5px;">  72 </div> <p>The application of an ideas oriented approach – where the focus is on new concepts and ideas, creativity, learning, quick insight, flexibility and intuition.</p>
<p>E - Short term</p> <div style="text-align: right; margin-bottom: 5px;">  34 </div> <p>The application of a trial-and-error approach – characterized by a preference for feedback and guidelines and where the focus is on concrete actions and their within a familiar environment. A relatively high score may also reflect imprecision, assumptions, quick closure, impulsivity and inadequate planning.</p>	<p>F - Long term</p> <div style="text-align: right; margin-bottom: 5px;">  76 </div> <p>The application of a disciplined, consequential reasoning approach – where the focus is on logical thinking, the following through of arguments and the evaluation of the effects of evolving situations.</p>
<p>G - Structured Context</p> <div style="text-align: right; margin-bottom: 5px;">  48 </div> <p>A preference for order and structure (external or self-created) – where the focus is on guidelines, rules, linear procedures as well as capitalizing on knowledge and experience.</p>	<p>H - Unstructured Context</p> <div style="text-align: right; margin-bottom: 5px;">  74 </div> <p>The preference for an unfamiliar environment – where judgement is applied confidently and effectively in clarifying vague, unstructured and ambiguous information.</p>

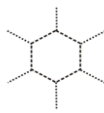
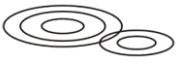
Please note that the two dimensions in each set may actually complement each other – they are not necessarily mutually exclusive. For example, having a high score on "Detail Complexity" does not mean that the person cannot have an equally high score on "Dynamic Complexity." The same applies to the "Structured-Unstructured" dimension. The scores on "Operational-Strategic" and "Short-Long Term", under normal circumstances, usually add up to approximately 100. Deviations can however, be interpreted qualitatively. See guidelines for interpretation of scores in the CPP Feedback manual.

UNIT OF INFORMATION

"Unit of Information" refers to the various levels of complexity at which an individual comfortably works, and which he/she tends to revert to most of the time. It should not be equated with IQ, seeing that a person's preferred "unit(s) of information" reflects a complex combination of factors such as capability, emotional confidence, intuitive inclination, and learning experiences.

Normally, we are unaware of the Units of Information we prefer working with. When challenged to work at a level of complexity different (higher or lower) from the preferred unit of information, a person may experience difficulties – this is often referred to as not "being in flow". Some individuals can, however, comfortably fluctuate between two or even three different levels of complexity. It is very important to note that the preference to work at a particular level of complexity has a lot to do with emotional and motivational components such as one's need for certainty and security, interest, and emotional involvement. Those who are involved with work that they feel passionate about, tend to optimise their natural capacity in this regard.

Your preferred unit(s) of information is(are) listed below:

Symbolic Representation	Description
Interactive Fuzzy Systems 	This preference focuses on the integration of different systems that may be vague, interactive, and dynamic. Few, if any, theoretical guidelines exist, and new models need to be created to optimally synthesize these systems. This may entail formulation of broad strategy to ensure the long term viability of the organisation, value chain integration, business process design and coordination of business units.
Emerging Patterns 	Here the focus is on patterns that may emerge from seemingly chaotic situations. Cognitively this involves identification – not of what makes sense – but on what does not make sense – and proceeding to clarify it in and creative ways. The information involved normally is of a philosophical nature, but also entails practical implications. Examples include philosophical and macro-economic trends.

SPEED

"Speed" and "power" are separate constructs as far as cognition goes.

John shows the following preferences in terms of speed-related factors as measured by the CPP

Dimension	Percentile Score	Description
SPEED	48	Pace of problem solving
QUICK INSIGHT	60	Speed at which new concepts are grasped
PACE CONTROL	78	Most time spent on most difficult aspects
QUICK CLOSURE	35	Tendency to jump to conclusions

RELATIVE STRENGTHS AND DEVELOPMENT AREAS

This section deals with John's strengths and development areas in terms of information processing. The following table indicates relatively high scores (strengths) and low scores (development areas) as compared to the person's:

- own cognitive profile
- the requirements of his/her current work environment as indicated in this report (and not necessarily his/her real job)

Please note that because only extreme scores (deviations from the average) are reported on here, few strengths and development areas will be indicated for a person with a relatively balanced profile.

Table of Strengths and Development Areas				
Processing Function and Description	Relative to Own Profile		Current CPP Work Environment	
	Strength	Development Area	Strength	Development Area
Analysis				
Analytical approach - A disciplined, detailed, and rule-based approach.	2			
Metacognitive monitoring of linking - Being aware of the way in which one identifies relationships between objects or concepts.	2			
Precise and systematic approach - Work with accuracy, applying a detailed and precise approach.	2		1	
Metacognition				
Flexibility - Changeable, open and modifiable thinking.		1		
Learning - Improving one's understanding by adjusting, expanding and integrating information structures in a self-aware manner.	1			

NOTE THAT:

It should be pointed out that different work environments have different requirements in terms of cognitive functioning. It is therefore important to evaluate the functionality of specific cognitive traits within particular work environments.

LEARNING POTENTIAL

This section indicates the manner in which John responds to instructions and feedback on increasingly difficult problems. It provides a realistic indication of his/her 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 – is also considered here.

The issues below indicate that the person should have scored higher on the CPP and can improve cognitive functioning in the work environment.

Current level of functioning

- **** John already functions at a relatively high level cognitively. Thus, he/she already has 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 his/her profile, John already shows a relatively high level of self-awareness in monitoring his/her 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

- **** He/she obtained a relatively high score on cognitive modifiability and learning orientation as compared to his/her average, overall profile. This indicates cognitive flexibility, energy and curiosity and usually contributes to increased development of the person's cognitive potential.

Tendency to get bored

- **** He/she seems to get bored when having to deal with obvious / easy / highly structured / unchallenging tasks. John would therefore respond better to, and be more motivated in stimulating and fast changing work environments. In developing him/her, it would therefore be best to stretch his/her current capability.

Overall profile

- **** He/she 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, he/she showed evidence of the capability to manage higher levels of complexity than that used most of the time. In other words he/she has already developed strategies to extract core elements / summarise / cluster / generalize / categorise / build models / represent information.... etc, but does not do so consistently.

John shows an exceptionally high level of learning potential.

ADDITIONAL OBSERVATIONS

John may wish to note the following points:

- He/she shows an exceptionally high level of intellectual competence.
- He/she will work best in an unstructured environment.
- He/she shows well developed memory skills.
- He/she obtained a significantly higher score on quick insight than on speed. This means that John can, without affecting his/her performance, work at a faster rate and with greater boldness.
- He/she obtained a higher score on the Logical / Analytical styles than on the Explorative style. People with this profile are often motivated by cognitive challenge.
- He/she applied effective verbal skills and conceptualised ideas at an abstract level.
- Although he/she spent relatively little effort on exploring problems, John's exploration processes were relatively effective.
- He/she seems to prefer a detailed logical-analytical approach to problem solving.
- John's level of cognitive functioning may be effective in both generalist and specialist work environments. However, a strong need for precision may cause unnecessary stress in a generalised position or capacity (as opposed to a technical / specialist environment.)
- Although he/she tends to work with detail and precision, John does not adequately order external information - which may affect his/her memory functions.
- John shows sufficient judgement capability to significantly improve the effectiveness of his/her exploration processes.

APPENDIX

Developmental guidelines for the CPP Report

PLEASE NOTE THAT THESE COMPETENCY INDICATIONS ARE RELATIVE TO YOUR OWN OVERALL FUNCTIONING.

In other words, if your scores are relatively low on analysis compared to the rest of your profile, it will be mentioned here - even though your analytical skills may be better developed than that of most other people in the norm group.

The way in which we apply ourselves intellectually is largely determined by overall physical, psychological, emotional and spiritual awareness, our external context (exposure and opportunities) as well as the interaction amongst internal and external factors.

The individual does, however, have a significant degree of choice when it comes to applying him/herself and developing intellectually and otherwise.

** Highly Analytical

- This person seems to focus a great deal of effort on detail, rules, facts, and linear processes in a systematic way by carefully checking and monitoring everything. This approach may be ideally suited to specialist, technical, and/or administrative work.
- Although this approach may be highly effective in environments that require a technical approach, it may sidetrack the person's focus, due to the excessive complexity, the stress, and the memory overload that is created. It may also be inappropriate in more generalised work environments.
- For some, however, very high analytical scores do not reflect a technical inclination, but rather performance anxiety; a belief that performance depends on accuracy; the emotional need for control, certainty and a hands-on approach; or the tendency to overcompensate for a natural right-brain predisposition.
Emotionally driven problem solvers may thus be prone to this tendency - this is usually the case with highly sensitive individuals who over-emphasise and internalise the detail and precision taught at school. Others may develop very high personal standards or the need to please by being exact. Obsessive-compulsive personality tendencies, the need to control, and anxiety, may also contribute to this tendency.
- In the case of excessively high scores on this dimension, a very high IQ may also be reflected - rather than a preference for analytical detail. (In other words, the person may have the capacity, but not necessarily the preference to apply him/herself in a technical-specialist manner). Highly intelligent individuals may therefore capitalise on their capacity to manage complexity, but some may lose the bigger picture and become caught up in the detail.
- Metacognitive awareness needs to be developed in order for the person to always be aware that he/she has to select the most appropriate level at which to approach the problem: the specific situation may require a highly detailed or an abstract approach or anything in-between. Self-instruction / the habit of always asking oneself:
 - what is the most appropriate level to approach this problem?may therefore prevent one from indulging in unnecessary hair splitting or an inappropriate hands-on involvement.

* Boredom and a need for Intellectual Challenge

- Those who seek conceptual challenge (be it "left-" or "right-brainers"); "right-brain" thinkers who prefer the world of ideas; and those who are curious, explorative and show a learning orientation, may become bored with obvious, tangible, structured, information and recipes, or solutions that have been tried and tested. These individual prefer to continually be challenged by

ambiguity, vagueness, discrepancies, complex arguments, novelty / change and fragmented / incoherent information structures.

- Boredom may be linked to disinterest, de-motivation, inadequate follow through, stimulation seeking, purposeless exploration, impulsivity and/or superficiality. These tendencies may even become habitual.
- Those who tend to become easily bored - of both operational and strategic inclinations - need to develop sufficient self-insight to be able to monitor and "read" their own emotional responses to a situation, and adjust whatever possible to rekindle motivation. It is also very important for these individuals to explore their personal purpose in order to identify a passionate interest. Such a delineation of focus area will in all probability not bore the person over time, but will enable in-depth understanding, conceptualisation, innovative operationalisation, and continuous improvement of a possibly breakthrough contribution.
- Boredom should therefore not just be controlled and suppressed, but rather be capitalised on to ensure long-term intellectual investment from various perspectives to create innovative solutions.

Transformational Management SST: L4

- Transformational managers need to focus on processes and interactions – be that across different operational systems, internal and external value-chains, or the organisation's strategic direction. It mostly involves the integration of discrepant, ambiguous and fragmented elements into a coherent system that has long-term viability. Their focus is more on the value propositioning of the whole than the operational effectiveness of each subsystem.
- Judgement, big picture thinking, an integrative and holistic approach, a learning orientation and logical rigour are important cognitive skills in this regard. Knowledge and experience-based skills are also crucial. Should someone show cognitive capability to function at this level, yet have an inadequate knowledge and experience base, placement in transformational environments is not advised. In such cases it is more beneficial to plan a career path to adequately equip the person for later transformational involvement.
- A Transformational approach also requires an innovative approach, curiosity, interest, energy, self-confidence, intra- and interpersonal understanding, leadership awareness and persuasive skills.

Technical Expertise in complex environments

- Some individuals are highly intelligent and can deal with both detail and dynamic complexity. They do, however, show marked interest and talent in a particular area. These individuals may prefer depth to breadth of subject matter. They often are passionate about their field of interest. Their long-term exploration and development efforts within a certain area may have a fundamental impact on the scientific / educational / business environment. This kind of work normally takes place at both operational (diagnostic and tactical) and strategic (parallel and pure strategic) levels. The expert him/herself does, however, determine the level at which such technical activity takes place. Should the person be involved in the development of new functionalities for example, a Parallel Processing approach may be applied. In order to categorise this kind of work in terms of levels of work, the unit of information focused on, should be the core consideration.

Personal Purpose & Leadership

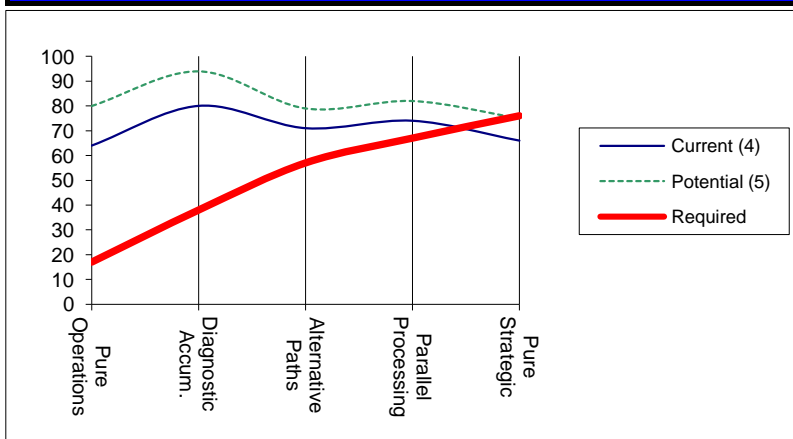
- The meaning of the term leadership as referred to here, specifically does not refer to:
 - positional status obtained via skilful image manipulation
 - political ambition
 - performance and promotion driven by fear of failure / losing face
 - a concern with external perceptions and impacts, personal benefits, financial rewards, etc
- Many people end up in leadership roles / positions because of connections and circumstances (contextual needs, availabilities, and unfolding processes). Viable long-term leadership rarely emerge from such external props. Internal / psychological sources such as ambition and interpersonal skills may also result in the acquisition of a leadership position. Leadership based on psychological drivers (such as energy, ambition) or behavioural skills (such as

manipulation / image management) do not, however, have the depth (in terms of Wilber's holon theory) that inherent purpose has. By lack of a better term, a "spiritual" basis may therefore be required.

- Leadership rooted in personal purpose usually manifests as passionate involvement with the subject matter in a way aligned with personal values. It normally has persuasive power because of its authentic basis. Others normally seem to sense this kind of interest and vision in a person – no matter the context.
- Leadership capacity in any environment and at any level of work is thus largely a function of the degree to which the person's activities in that area is related to a subconscious or conscious sense of personal purpose. The meaning and motivation that is part and parcel of such a sense of direction, adds depth to a person's being and self-expression.
- As Caroline Myss ("Anatomy of the Spirit") explains, those functioning broadly in alignment with their personal purpose, show different cellular vibrational patterns (at a quantum level). This seems to have an evolutionary effect in that it impacts at a level of collective consciousness. These are mere theories, but an exploration of awareness remains a most viable route for psychological, cognitive and spiritual development. It should, however, be pointed out that this kind of developmental approach may not necessarily result in job effectiveness, job satisfaction or staff retention within the corporate environment

Information Processing Competencies			
Construct	Descriptor	Definition	Percentile Score
Exploration	Pragmatic	Practical orientation - 'will it work in practice?' Determining relevance in structured contexts	67
	Exploration	Effectiveness, depth and width of exploration	72
Analysis	Analytical	Systematic, detailed and precise in differentiating and linking	100
	Rule Oriented	A rules focus	92
Structuring	Categori -sation	Creating external order, categories and reminders - structuring tangibles	72
	Integration	Synthesis of ambiguous / discrepant / conflicting information	71
	Complexity	The preferred level of complexity The unit of information used	79
Transformation (Logical & Lateral)	Logical Reasoning	The disciplined, logical following through of reasoning processes	84
	Verbal Abstraction	Unusual, creative, abstract verbalisation and conceptualisation	71
Memory	Use of Memory	Tendency to rely on memory / concentration / degree of effort	83
	Memory strategies	Effectiveness of memory strategies	83
Metacognition	Judgement	Using judgement to clarify unstructured and vague information	74
	Learning 1	Quick insight learning	86
	Learning 2	Gradual improvement / experiential learning	76

Level of Work



Tendencies in the Application of Cognitive Styles

- * Analytical
- * Memory
- * Logical
- * Learning
- Structured
- Integrative
- Holistic
- Quick insight
- Reflective
- Intuitive
- Metaphoric
- Explorative
- Impulsive
- Random