A METHOD OF TESTING A PERSON'S PERSONAL CHARACTERISTICS AS WELL AS A SYSTEM FOR FEEDBACK OF THE RESULT OF SUCH A TEST
A method of testing a person's personal characteristics as well as a system for feedback of the result of such a test

The invention relates to a method of testing a person's personal characteristics, wherein the person first answers a plurality of questions, and then a calculation of values for a plurality of parameters which each describe one of the person's characteristics is carried out, and a result of the test is presented to the person and/or others in the form of said parameter values.

The invention moreover relates to a system for feedback of the result of a test of a person's personal characteristics. The system comprises a presentation to the person of values for a plurality of parameters which each describe one of the person's characteristics.

Today, there is a growing understanding of the fact that an individual's awareness of himself is a prerequisite for his ability to develop and live up to the ever greater demands that are made both in private life and in the labour market.

In the labour market, particularly in the industrial field, the intrinsic values of companies have previously been assessed primarily on the basis of buildings, machinery, stock and the like. In recent years the tendency has increasingly been toward measuring the intrinsic value of the companies by the individual know-how possessed by their staff. Corporate management is no longer just a question of optimizing the operation of the machinery, etc. of the company, but is now also a question
of managing and distributing the know-how that is present in the company.

Moreover, it is now also recognized in wide circles that the efficiency and quality of the contribution made by the staff are linked up with how they function, in particular at their place of work. Personal development is therefore being recognized as an important means for improving the competitiveness of a company. The company that can inspire the employees to function as best as possible with their surroundings, i.e. first and foremost in the interaction with other people, will frequently be most successful in the competition.

Many of the other and more traditional competitive parameters, such as dimensioning of and selection of materials for a new product, can be optimized and made more efficient today by means of computer programs to which all competing companies have the same access. Therefore, the competitiveness instead gets ever more dependent on how well the staff of a company can identify themselves with the needs of the consumers, and how well the company can market and sell its product.

Since the field of personal development must thus be said to be of great importance to the competitiveness of the industry, it must also be considered as being highly industrially useful.

A field of the personal development which the industry has already put to great use in this connection, is testing of persons' personal characteristics in the form of e.g. personality tests and behavioural tests. These tests are normally made in that the person being tested answers
a plurality of questions, and then some parameter values, which each describe one side of the characteristics of the person in question, can be calculated on the basis of the answers given. The calculated parameter values are then presented in the form of a test report to the person or optionally to the person or persons who consider engaging the person in question to a job, such tests being used most frequently in connection with the engagement of staff to ensure the greatest possible likelihood of engaging the person whose characteristics best match the demands of the job concerned.

In these tests, the end result will typically be the very presentation of the calculated parameter values in a test report, and actually this is usually also precisely what is needed in connection with an engagement procedure. Usually, it will be known which characteristics are important for the job concerned, and the test must therefore show which applicant best matches the job. The test is thus to be used for deciding whether a specific person is suitable for a specific job. For example, when appointing a person to a job as a development engineer, special emphasis may be attached to the person's problem-solving characteristics, whereas cooperation relations and penetration may be less important. For a manager job, on the other hand, the situation might be just the opposite.

However, it has been realized that it is not sufficient to engage the right person to a job, but in reality frequently even more important to give the employees (new as well as existing employees) the opportunity of developing themselves in some of the fields where a test shows that this may be needed, and here the above-mentioned test
type has been found not to be particularly expedient, since it does not say anything about how the individual employee can work on developing himself to improve or change the characteristics which he might need or want.

To give a test person the opportunity of using such a test constructively for his own development in a serious manner, it is necessary that the test result is explained to the test person by a qualified and experienced psychologist, who, on the basis of the observed parameter values and his own evaluation of the person, can give proposals on what the test person can do to develop himself in the field concerned.

There are tests, however, providing the user with the possibility of consulting an associated handbook to read the particulars of a given parameter, including how to work with the characteristic concerned. However, it is not particularly expedient that these comments are stated in a separate book. For one ting, two different documents have to handled at the same time, and the mere trouble associated with this means that a test person will frequently just see the actual test result and will not read the associated comments in the separate book. For another, experience shows that most people have an inherent aversion to "changing themselves". Therefore, they do not want to read about how to change their behaviour or personality, and consequently if it is just a little difficult, many people will not do it. The solution of the separate handbook therefore rarely gives the desired results.

Accordingly, an object of the invention is to provide a method of the type stated above which is more suitable
for enabling a person to further develop the relevant personal characteristics himself on the basis of a test result.

This object is achieved according to the invention in that in direct connection with the indication of each parameter value concrete instructions are given on how the person can develop the characteristic concerned in dependence thereon.

By thus arranging for the parameter values and the associated concrete development instructions to be given in direct connection with each other, it is ensured that they can be read simultaneously or almost simultaneously, thereby completely avoiding the cumbersome process of having to find instructions in a separate book. This also means that the test result is useful for private studies or can be communicated to the test person by a person, e.g. the personnel officer of a company who has just received a brief training therein, it having previously been considered necessary, at least in case of serious tests, that the test result was explained by a qualified psychologist, as mentioned before.

When, as stated in claim 2, additionally in direct connection with the indication of each parameter value the meaning of high values and low values, respectively, for the parameter concerned is given, the test person, when seeing how he stands relatively to these extremes, can more easily evaluate his need for using the concrete instructions for the development of the characteristic concerned.
In an expedient embodiment, which is defined in claim 3, the parameters are divided into three main groups, wherein a first main group comprises parameters describing the person's cognitive competence, a second main group comprises parameters describing the person's emotional competence, and a third main group comprises parameters describing the person's social competence. This provides a much better overview of which characteristics the person concerned can advantageously work on, it being typically relevant to concentrate one's efforts on characteristics which are present within one of these groups.

As mentioned, the invention moreover relates to a system for feedback of the result of a test of a person's personal characteristics, said system comprising a presentation to the person of values for a plurality of parameters which each describe one of the person's characteristics.

When in direct connection with the indication of each parameter value concrete instructions are given on how the person can develop the characteristic concerned in dependence thereon, a system is correspondingly achieved which is suitable for enabling the person to further develop the relevant personal characteristics himself on the basis of the test result.

When the parameter values and the associated concrete development instructions are arranged in direct connection with each other, they can be read simultaneously or almost simultaneously, thereby completely avoiding the cumbersome process of having to find instructions in a separate book. This also means, as mentioned above, that the test result is useful for private studies or can be com-
municated to the test person by a person, e.g. the personnel officer of a company, who has just received a relatively brief training therein, it having previously been considered necessary, at least in case of serious tests, that the test result was explained by a qualified psychologist, as mentioned.

When, as stated in claim 5, additionally in direct connection with the indication of each parameter value the meaning of high values and low values, respectively, for the parameter concerned is given, the test person, when seeing how he stands relatively to these extremes, can more easily evaluate his need for using the concrete instructions for the development of the characteristic concerned.

In an expedient embodiment, which is defined in claim 6, the parameters are divided into three main groups, wherein a first main group comprises parameters describing the person's cognitive competence, a second main group comprises parameters describing the person's emotional competence, and a third main group comprises parameters describing the person's social competence. This provides a much better overview of which characteristics the person concerned can advantageously work on, it being typically relevant to concentrate one's efforts on characteristics which are present within one of these groups.

As stated in claim 7, the presentation may advantageously be in printed form, and the concrete instructions for a given parameter may be printed such that they are visible together with the indication of the associated parameter value. This ensures that the person can simultaneously see both his own score for the parameter concerned and
the concrete instructions for further development, and thereby get a better overview of his possibilities. A further improvement of this overview is obtained when, as stated in claim 8, an independent page is provided for each parameter, as this gives the test person the possibility of concentrating on one parameter at a time.

As another option, the system may be adapted to show the representation on a computer screen, which is preferred by many people who are used to using computers in their everyday life. This also gives a greater flexibility with respect to allowing the concrete instructions for further development to be dependent on the actual value of the parameter concerned in the person's test result. In this case, as stated in claim 9, the concrete instructions for a given parameter may be shown such that they are visible on the same screen picture as the indication of the associated parameter value. Like with the printed form, this means that the test person can simultaneously see both his own score for the parameter concerned and the concrete instructions for further development, and thereby get a better overview of his possibilities.

Alternatively, as stated in claim 10, the concrete instructions for a given parameter may be shown on a screen picture, which may be generated by a single click on the screen picture which shows the indication of the associated parameter value. It is true that this requires that the test person must carry out the small action constituted by the click to see the concrete instructions, but on the other hand it increases the flexibility mentioned above.
In both cases a further improvement of the overview is obtained when, as stated in claim 11, an independent screen picture is provided for each parameter, as this gives the test person the possibility of concentrating on one parameter at a time.

The invention will now be described more fully below with reference to the drawing, in which

fig. 1 shows an example of questions for a test according to the invention,

fig. 2 shows the division of the interaction competence into three domains of competence,

fig. 3 shows a double page stating a test result as well as a coaching guide for a parameter,

fig. 4 shows the left-hand part of the double page of fig. 3, and

fig. 5 shows the right-hand part of the double page of fig. 3.

A test of the type to which the invention relates will typically be carried out in that the test person first answers a plurality of questions listed in a scheme. Figure 1 shows an example of a page 1 of such a scheme. A number of statements 2 is listed, and the words "agree" and "disagree" are stated at each statement, and the test person answers the question by drawing a ring 3 around that of the two words which indicates his or her attitude to the statement concerned. On page 1, 11 questions are shown by way of example; but in practice such a test will
normally consist of much more questions. Typically, there may be from 50 to 500 different questions.

In figure 1 a test person has answered the four first questions by drawing a ring 3 around the relevant one of the words "agree" and "disagree". For the test to have value, it is important, however, that the test person answers all questions in the scheme.

As a result of the test, it is desired to have stated a plurality of parameter values which each describe one of the characteristics of the person concerned. Each parameter is associated with a plurality of statements 2 in the scheme, it being noted, however, that some questions may very well relate to several parameters.

When the test person has answered all the questions in the scheme, the parameter values may be calculated on the basis of the answers to the questions belonging to the individual parameter. If we, e.g., look at a parameter like "intellectual orientation" describing whether a person's approach to the solution of a problem is of an intellectual nature or more of a practical nature, e.g. the following statements may be used:

I read at least 10 books a year.
I am fond of studying and reading about the things I work on.
I like reading scientific magazines.
I would rather read a good book than watching TV.
I like playing chess.

If the test person has answered "agree" to all these five questions, the parameter value for "intellectual orienta-
tion" will be 100%. If, on the other hand, the answer is "disagree" to three of the statements and "agree" to the two others, the parameter value will correspondingly be 40%. If a test is to be serious, each parameter will be associated with considerably more than five questions in practice, typically perhaps 15 - 30 questions, and the above example with the five statements is therefore just intended as an illustration of how the calculation of the parameter values can be carried out. Also more complicated calculation methods may be used, in which the individual parameters are e.g. weighted in the calculation. How this can be done is well-known to a person skilled in the field.

As a result of the test, the calculated parameter values are presented to the test person or e.g. to an employer who considers engaging the test person with his company. Since, typically, 20 - 35 different parameters may be involved, they will usually be divided into some main groups for clarity when being presented. In the described embodiment of the invention, the parameters are divided into the three main groups, cognitive competences which tell how a person thinks of the world and himself, emotional competences which are also called the emotional talent and show how a person uses his emotional characteristics, and social competences which show how a person engages in social contexts. This division is shown in figure 2.

Cognitive competences are an expression of how we perceive the world surrounding us. The manner in which we basically conceive of and think about the world, and how we combine impressions and knowledge, is important to our understanding of ourselves. Thus, it is a matter of how
we understand, think and make decisions. The concepts and experience we have of the world are essential in how we perceive certain situations. As will be well-known, it often happens that two people perceive the same situation completely differently. For example, there are some people who "think with their hands". They think best when they have physical contact with the material, and then quietly arrive at the end result, frequently without being able to explain how it happened. Others think through projects almost to completion in their mind before being able to put words on what they have arrived at. Another example may be that some people gather information before beginning an assignment, while others immediately begin assignments without prior analysis.

Emotional competences may collectively be called our emotional talent. The knowledge of one's own emotional equipment and the ability of controlling and handling one's feelings, e.g. one's temper, are of great importance to how one utilizes one's resources. Insufficient awareness of one's feelings may cause the personal development to be inhibited. The consequence may be that the person does not fully utilize his gifts and his talents. Increased awareness of the importance of emotional talent has shown the expediency of being attentive to precisely these talents and abilities. An example of an emotional competence may be the sense which one's intuition can give one in specific situations. Frequently, such a sense later turns out to have had substance, even though the situation did not directly give cause for suspicion.

Social competences are an expression of how we enter into relationships with other people. They give an overall picture of our interaction with other people. The charac-
ter and the extent of a person's social talent rest upon the competences which already exist in the cognitive and emotional domains. The ability we have of applying and using our resources and potentials is of great importance as to whether we reach the goals we have set ourselves. Social competences are what makes us able to contact other people. This means gaining their attention, getting influence and being seen as an individual person and as a group member. An example of a social competence may be the degree of freedom. If a person is extremely uninhibited and not particularly attentive to others' norms, such a person might be described as "a bull in a china store" by others.

In combination, the three above-mentioned competences form what is called the interaction competence, as will also appear from figure 2. Interaction competence is an overall indication of how the three domains, cognitive, emotional and social competences, function. These three domains give a picture of how the person functions together with the world around him and may be a basis for change. The interaction competence is thus a dynamic picture of the overall personality, the aura which a human being possesses and the overall ability the human being concerned demonstrates in his way of handling his life. Only in the contact with other people is it possible to see one's interaction competence unfold. This competence shows how one react when being together with others.

By looking at the three domains of competence one can get a picture of how a person thinks, feels and acts. The test result of a test like the one described here is precisely such a picture. The purpose is thus to give the test person the possibility of improving his knowledge of
his own personality and thus just not to show whether a
person is suitable for a specific job or not, like in the
previous tests.

As shown in figure 2, the described embodiment of a test
according to the invention moreover contains a specific
and individual feedback option in the form of a coaching
guide, which will be described below, and which enables
the test person himself to influence and thereby change
his interaction competence in a desired direction by
means of the coaching guide and on the basis of the test
result. The two elements, viz. the division of the indi-
vidual parameters of the interaction competence into the
three domains of competence and the coaching guide, sepa-
ately provide a significantly improved possibility of
using the test result for one's own development, and
when, like in the embodiment described, the two elements
are combined, the possibilities get even better.

In the embodiment described, the test comprises 32 spe-
cific parameters, which each describe one point of the
test person's personality or behaviour, and which to-
gether show the interaction competence of that person.
The 32 parameters are arranged according to domain of
competence, so that the parameters describing the cogni-
tive competence come first, then the parameters describ-
ing the emotional competence, and finally the parameters
describing the social competence. Each of the three do-
 mains of competence is again divided into two subgroups.

The cognitive competences are divided into the subgroups
"Thinking" which comprises the parameters:

   Intellectual orientation

   Rational/Emotional orientation
Flexibility
Detail orientation
Impulsiveness
Creativity

and "Direction and goal" which comprises the parameters:

Structure
Responsibility

Goal orientation
Action orientation.

The emotional competences are divided into the subgroups "Temperament" which comprises the parameters:

Mood
Expressiveness
Control
Principled

Need for excitement
Moderation,

and "Sensitivity" which comprises the parameters:

Understanding
Intuition
Self-esteem
Empathy.

The social competences are divided into the subgroups "Interaction" which comprises the parameters:

Sociability
Visibility
Need for categorization
Assertiveness
Independence
Dominance
Risk,

and "Norms and values" which comprises the parameters:

Tolerance
Rule-governed
Status orientation
Need for being liked
Adaptability.

The embodiment shown in the figures is in printed form, and a double page is used for each parameter, the left-hand page describing the meaning of the parameter concerned and indicating the test result in the form of the value of the parameter for the test person, the right-hand page containing the coaching guide associated with the parameter concerned. By way of example, figure 3 shows the double page associated with the parameter "Intellectual orientation". Each of the two pages is shown in a greater and clearer format in figures 4 and 5.

The top of the left-hand page states the domain of competence and the subgroup to which the parameter belongs. Cognitive competences and thinking are involved here. Then the name of the actual parameter is given, which is thus "Intellectual orientation" in the example, and finally there are some lines which explain what the parameter means.
Below this there is a description of what a low score and a high score, respectively, on the scale show about the test person. The descriptions are worded such that the first sentences describe high and low scores, followed by a description of what very high or very low scores say about the tested person.

The scale, in the middle of the page, shows the actual test result in the form of a dot, which indicates the value which has been calculated on the basis of the test person's answers to the individual questions, as described above. In this example, the value is 65% or merely indicated as the value 65.

It is described below the scale which fields of resource and development are associated with the two ends of the scale. Fields of resource and development separately correspond to strong and weak points, respectively, at each of the two extremes of the scale; but these designations are less expedient in this connection.

The right-hand page includes the coaching guide associated with the parameter which gives proposals on how the person can develop new points of his personality relatively to the existing profile. The coaching guide may be used directly for private studies, but is also extremely suitable as a dialogue tool in a conversation which follows a test. The advantage is here that the specific instructions in the coaching guide open up the possibility that the person providing the feedback need not be a qualified psychologist in order to be able to give serious and professional guidance. Such a person might e.g. be the personnel officer of a company. As will appear from figure 5, there are separate proposals for a low
score and a high score, respectively, which makes the coaching guide useful in all situations.

This development test has been designed to prepare the way for cognition and development of a test person in contrast to previous personality tests, which have predominantly been designed for measuring the personality with the purpose of evaluation and selection. The very purpose and design of the test tool is decisive for the test person's meeting with the test tool and the continued development process.

It is of decisive importance to the test person's reaction to the meeting with a personality test that the purpose is clear, and not least that the tool matches the purpose. Importantly, it must appear whether the person is tested because he is to be evaluated or commence a development process. Here it is important that the tool being used has actually been developed for either evaluation and selection or for development of personal competence.

If it is a matter of selection, the situation for a test person can be compared to an exam situation. It is a different situation if a test person is tested because it is desired to have a basis for determining the personal competences and a subsequent development of these. This makes it necessary to create an overview of and a basis for preparing fields of resource and development.

The test described here, with respect to the design, educational structure and communication of it, has been de-
veloped and created to form the best possible basis for
determining and developing the personal competences.
Therefore, a comprehensive and subtle measurement of the
personality takes place, which is the reason why 32 pa-
rameters are included. The test result for precisely this
tool is therefore a comprehensive, many-sided and thor-
ough elucidation of the person's current personal
competences.

As an alternative to the printed embodiment described
above, the result of the test may also be presented on a
computer screen, which provides increased flexibility.
Like above, the two pages may be shown at the same time
on the screen; but it will also be possible first to show
the left-hand page supplemented with marking of a button
which, by a click with a computer mouse, displays the
page with the associated coaching guide on the screen.
Since at this time the computer knows the person's test
result, it will moreover be possible just to show the
coaching proposals which are relevant to the person con-
cerned.

It will also be possible to have the test itself take
place on a computer, e.g. via the Internet. A user can
connect himself to the homepage of a test provider, and
having given a password ensuring that the provider will
get his payment for the test, the user will be presented
with the questions of the test directly on the computer.
Each question is answered by activating a key or by a
click with a mouse. When all questions have been an-
swered, the computer of the test provider can calculate
the test result and present it on the user's screen, as
described above.
In relation to the computer version the invention may be embodied as a computer program or a part of a computer program which may be loaded into the memory of a computer and be executed therefrom. The computer program may be distributed by means of any data storage or transmission medium. The storage medium may be magnetic tape, optical disc, compact disc (CD or CD-ROM), mini-disc, hard disc, floppy disc, ferroelectric memory, Electrically Erasable Programmable Read Only Memory (EEPROM), flash memory, Eprom, Read Only Memory (ROM), Static Random Access Memory (SRAM), Dynamic Random Access Memory (DRAM), ferromagnetic memory, optical memory, charge coupled devices, smart cards, etc. The transmission medium may be a network, e.g. a Local Area Network (LAN), a Wide Area Network (WAN) or any combination thereof, e.g. the Internet. The network may comprise wire and wireless communications links. Via the network a software embodiment (i.e. a program) of the invention or a part thereof may be distributed by transferring a program via the network.

Although a preferred embodiment of the present invention has been described and shown, the invention is not restricted to it, but may also be embodied in other ways within the scope of the subject-matter defined in the following claims.
Patent Claims:
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1. A method of testing a person's personal characteristics, wherein
   - the person answers a plurality of questions,
   - a calculation of values for a plurality of parameters which each describe one of the person's characteristics is carried out on the basis of the person's answers,
   - a result of the test is presented in the form of said parameter values, characterized in that in direct connection with the indication of each parameter value concrete instructions are given on how the person can develop the characteristic concerned in dependence thereon.

2. A method according to claim 1, characterized in that additionally in direct connection with the indication of each parameter value the meaning of high values and low values, respectively, for the parameter concerned is given.

3. A method according to claim 1 or 2, characterized in that said parameters are divided into three main groups, wherein
   - a first main group comprises parameters describing a person's cognitive competence,
   - a second main group comprises parameters describing the person's emotional competence,
   - and a third main group comprises parameters describing the person's social competence.
4. A system for feedback of the result of a test of a person's personal characteristics, said system comprising a presentation of values for a plurality of parameters which each describe one of the person's characteristics, characterized in that in direct connection with the indication of each parameter value concrete instructions are given on how the person can develop the characteristic concerned in dependence thereon.

5. A system according to claim 4, characterized in that in direct connection with the indication of each parameter value the meaning of high values and low values, respectively, is given for the parameter concerned.

6. A system according to claim 4 or 5, characterized in that said parameters are divided into three main groups, wherein
- a first main group comprises parameters describing the person's cognitive competence,
- a second main group comprises parameters describing the person's emotional competence,
- and a third main group comprises parameters describing the person's social competence.

7. A system according to claims 4 - 6, characterized in that said presentation is in printed form, and that the concrete instructions for a given parameter are printed such that they are visible together with the indication of the associated parameter value.

8. A system according to claim 7, characterized in that an independent page is provided for each parameter.
9. A system according to claims 4 - 6, characterized in that it is adapted to show said presentation on a computer screen, and that the concrete instructions for a given parameter are shown such that they are visible on the same screen picture as the indication of the associated parameter value.

10. A system according to claims 4 - 6, characterized in that it is adapted to show said presentation on a computer screen, and that the concrete instructions for a given parameter is shown on a screen picture, which may be generated by a single click on the screen picture which shows the indication of the associated parameter value.

11. A system according to claim 9 or 10, characterized in that an independent screen picture is provided for each parameter.
1. I enjoy parties and social gatherings  
2. I read the leader of the paper every day  
3. I am good at foreseeing others' errors in the traffic  
4. I always follow the plans I have made  
5. I often stick to my guns  
6. I would rather not make myself too conspicuous  
7. I am often bad at seeing through others' motives  
8. I like buying expensive clothes  
9. I do not mind making a speech without being prepared  
10. There is nothing like change  
11. I often feel that I have chosen the wrong profession

Fig. 1
Fig. 2

Cognitive competences

Emotional competences

Interaction competence

Coaching guide

Test result

Social competences

Fig. 3

Cognitive competences

Thinking

Intuitive orientation

Low Scores
A person who lacks intuitive ability tends to think things through step-by-step. They prefer logical and step-by-step approaches and tend to think in terms of cause and effect. They are very analytical and can work in a methodological manner.

High Scores
A person who has intuitive ability tends to think in terms of broad ideas and trends. They prefer holistic and abstract approaches and tend to think in terms of connections and patterns. They are very creative and can work in a visionary manner.

Areas
- Mental flexibility/creativity
- Creative, complex thinking
- Abstract reasoning
- Insightful problem-solving

Areas for Development
- Development of intuitive skills
- Enhancement of mental flexibility
- Improvement of abstract thinking
- Enhancement of complex problem-solving

Coaching Guide

Intuitive orientation

Low Scores
- Person tends to be analytical and logical.
- Tends to focus on details and specific facts.
- May lack creativity and originality.

High Scores
- Person tends to be creative and imaginative.
- Tends to focus on broad concepts and ideas.
- May lack structure and organization.

Areas
- Mental flexibility/creativity
- Creative, complex thinking
- Abstract reasoning
- Insightful problem-solving

Areas for Development
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Coaching Guide

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- May lack structure and organization.

Areas
- Mental flexibility/creativity
- Creative, complex thinking
- Abstract reasoning
- Insightful problem-solving

Areas for Development
- Development of intuitive skills
- Enhancement of mental flexibility
- Improvement of abstract thinking
- Enhancement of complex problem-solving
Cognitive competencies

Thinking

Intellectual orientation
There are various approaches to problem solving. Some people actively seek information before they begin a task. Others approach problem solving more spontaneously and figure it out as they go along. They are more interested in seeing things function in practice than in theory. This score indicates how a person approaches a subject that they are to work with.

Low Score
A person with a low score prefers to first approach a subject concretely and practically. This person is not immediately interested in a theoretical and more analytical approach to a given task. A very low score indicates a person who tries to manage on the basis of experience and skill and prefers not to devote time to theory.

High Score
A person with a high score prefers to analyze things from the start. This person likes exchanges of ideas and theoretical discussions, and is often more interested in developing strategies than in carrying them out. A very high score indicates a person who is very philosophically oriented and can lack a sense of reality.

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Assets
- Mostly practically oriented
- Concrete, draws on earlier experience
- Uses intuition in solving problems

Areas for Development
- Seek more theoretical knowledge of subject
- Develop ability to see problems from several sides
- Make use of available information before starting a task

Assets
- Well developed ability to think abstractly
- Theoretical overview, often great knowledge of specific subjects
- Good at analyzing problems

Areas for Development
- Be more concrete
- Be better at judging practical feasibility
- Develop the ability to formulate concrete aims and thoughts so they are clear to others

Fig. 4
Coaching Guide

Intellectual orientation
- Developmental areas

Low Score
Discuss how to complete tasks with people who think more abstractly. If you most often begin a task without first having thought about its content and possible ways of approaching it, you can make use of others in order to practice being more theoretically oriented.

Be open to people who propose ideas about how to approach a task. If you usually feel it is a waste of time to talk through different approaches to tasks, give yourself time to listen to others. They can most likely contribute with new viewpoints.

Approach problems more analytically. Find the necessary information and complete tasks in your head and not with your hands. Make a habit of problem solving intellectually before taking action.

High Score
Take a more practical approach. Hold off with more broadly based theoretical views. Try instead to formulate the task concretely for yourself or someone else. The more abstract and analytical you're thinking and approach to a problem, the less concrete you will be.

Be less theoretical. Attempt first to overcome practical obstacles. Limit your analyses and instead think more concretely. Avoid dwelling on unimportant details and begin concrete actions earlier than otherwise.

Be better at formulating your thoughts clearly and simply. Make a habit of shifting between tasks that can be approached practically and those that demand a more theoretical approach. When the task is described, tell others how long you will work with the analysis and how many possibilities you will investigate before you start to work concretely.

Fig. 5