Cognitive Process Profile (CPP)

International Report for Cognadev

STRICTLY CONFIDENTIAL

NAME:
Antonio Sample

CPP NUMBER:
CPP513373 (Z693816)

ASSESSMENT DATE:
2018-12-05

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SECTION 01

Introduction

The CPP

The Cognitive Process Profile (CPP) is a computerised exercise that tracks a person's cognitive processes to give an indication of thinking preferences, capabilities and potential for growth.

Please note that the scores in **this CPP report** reflects the use of the latest **2016 Norm Group** based on the results of a highly diverse, international sample. Do not compare CPP results based on different norm groups.

Biographical information

Full name:	Antonio Sample
Gender:	Male
Date assessed:	2018-12-05
Report date:	2025-09-25
Unique test number:	CPP513373 (Z693816)
Date of birth:	1989-05-29
Nationality:	British
Ethnicity:	Caucasian/White
Highest education:	Graduate
Discipline:	Civil Engineering / Construction
Functional area:	Administration / Operations
Current position:	Other
Colour blind:	No
Previous CPP:	No

Self-evaluation

This section was filled out by the candidate after completing the CPP.

How well did you understand the test?	Quite well
How difficult did you find it?	Fairly hard
How well do you think you did?	Quite well
Were you anxious or afraid?	Fairly relaxed
How well could you concentrate?	Fairly well
How much did you enjoy the test?	Quite a lot

Additional information

The CPP is a psychological test developed and distributed by Cognadev UK. If you would like to use the CPP or the other assessments we have on offer, please visit our website http://www.cognadev.com

The CPP is a complex instrument and it requires comprehensive training to interpret the report. Feedback on this report should always be done by an accredited CPP practitioner.

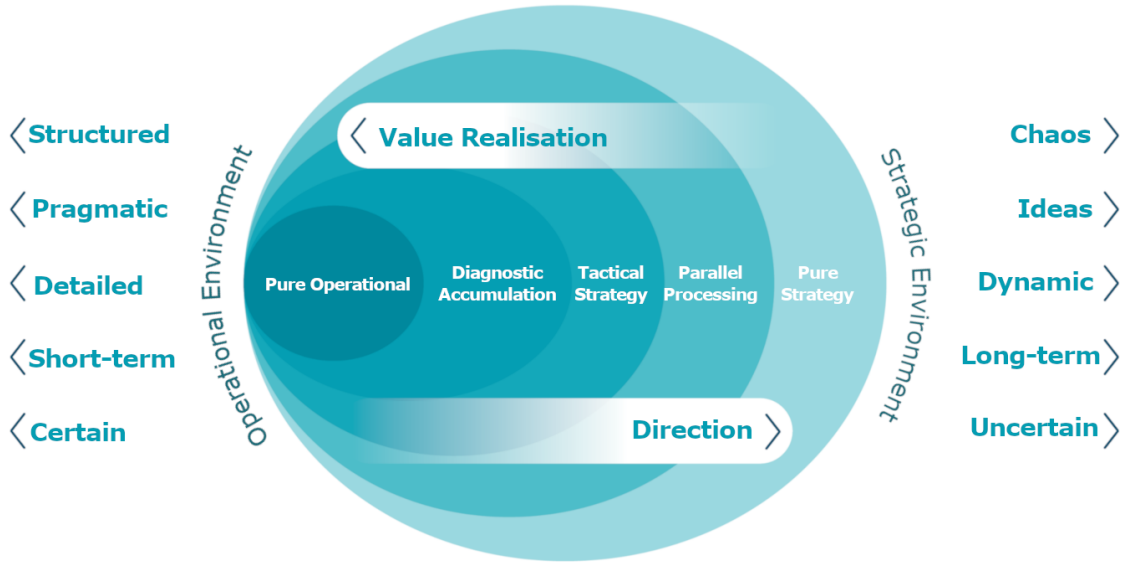
SECTION 02

SST work environments

The CPP links a person's cognitive profile to the cognitive requirements of specific operational and strategic work environments. Both 'current' and 'potential' work environments are indicated but no time frames are given to predict the person's readiness to progress from the current to the potential level.

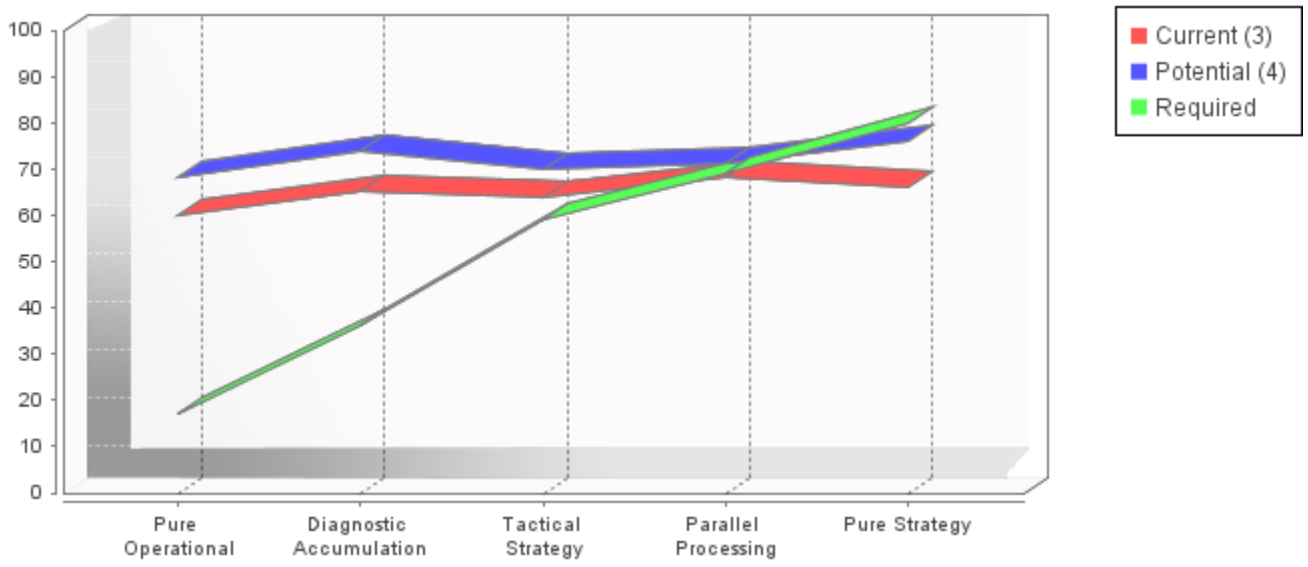
The work environments specified reflect the Stratified Systems Model (SST) of E Jaques, the Viable Systems Model (VSM) of S Beer and M Prinsloo's work on cognitive complexity.

Levels of Work Complexity



Tracked performance

Antonio's progress through the assessment was tracked and this is shown graphically below. This gives an indication of his preferred current and potential working environment.



SECTION 03

Antonio's current and potential work environment

Current work environment

Antonio appears to match the requirements of the Tactical Strategy work environment. This involves management or professional work. Operational systems are evaluated and improved to ensure output efficiency. The focus is on functional units or tangible systems. Feedback on decisions can extend to two or three years.

Potential work environment

Antonio may have the potential to meet the requirements of the Parallel Processing environment. This involves working with complex, vague and dynamic systems. Concepts considered are the conceptualisation of business processes, coordinating many functional units, transformation and considering external factors. This environment is associated with a time frame of up to five years.

SECTION 04

Complexity and unit of information

The CPP links a person's cognitive profile to the cognitive requirements of specific operational and strategic work environments. Both 'current' and 'potential' work environments are indicated but no time frames are given to predict the person's readiness to progress from the current to the potential level.

Antonio tends to utilise the following units of information (highlighted):

	Separate elements	Relationships and linear causality	Tangible systems	Dynamic and interactive systems	Chaos and emerging patterns
Icon					
Description	• Structure • Detail • Tangible • Fragmented information	• Categorisation • Knowledge • Experience • Either-or decisions	• Planning • Alternatives • Tangible interactions	• Process • Vagueness • Intangibles • Theoretical concepts	• Holistic • Philosophical • Contextual implications
Focus	• Delivering quality of services and products	• Solving technical problems	• Optimising system efficiencies	• Conceptualising change and integration	• Foreseeing philosophical implications

SECTION 05

Cognitive styles

Stylistic preferences refer to broad response tendencies in thinking and problem solving behaviour. Although measured in the unfamiliar environment of the assessment, these patterns are usually seen in familiar environments as well.

The various styles are given below and are in rank order. If there is considerable overlap of analytical, holistic and learning approaches, a balanced profile is indicated. An interpretation of the particular combination of stylistic preferences that characterise a person's profile is most valuable.

Applied cognitive styles

Antonio tends to apply the following styles:

Rank	Preference	Description
1	**Reflective**	May take time in carefully checking and considering own conclusions and interpretations
2	**Holistic**	An inclination towards big picture thinking without losing sight of the relevant detail
3	**Analytical**	A preference to work with detail in a systematic and precise manner, pulling issues apart and identifying relationships
4	**Integrative**	A possible preference to synthesise discrepant, fragmented and ambiguous information into a coherent and meaningful whole

Less utilized cognitive styles

The order that Antonio applied the other cognitive styles is:

5	**Logical**	Indicates a disciplined approach look for evidence and follow arguments through to conclusions
6	**Quick insight**	Often grasps concepts relatively quickly. This can also indicate that the person values the speed in which they work
7	**Explorative**	A tendency to gather information. Excessive data gathering can delay decision-making and work
8	**Structured**	A tendency to categorise, order and externally represent tangible information meaningfully
9	**Learning**	Indicates a tendency to seek cognitive challenges and may acquire new skills and improve functioning continuously
10	**Intuitive**	Suggests a tendency to show openness, awareness and reliance on subtle insights
11	**Metaphoric**	Indicates creativity and links concepts to symbols, stories or abstractions
12	**Memory**	A tendency to concentrate well and rely on knowledge and past experience to solve problems
13	**Trial-and-error**	A somewhat unsystematic, random and unplanned approach to problem-solving
14	**Reactive**	May value speed over accuracy and therefore work fast (but not necessarily), but can also be superficial and inaccurate

SECTION 06

Speed and pace control

Antonio's speed and pace control scores:

Dimension	Description	Score
Speed of work	The speed or pace by which unfamiliar cognitive tasks are completed	53
Quick insight	The rate of grasping and understanding concepts	65
Pace control	The tendency to spend most time on the most difficult task requirements	60
Quick closure	The tendency to jump to conclusions and make assumptions	17

SECTION 07

Information processing competencies

Processing competency		Description	Score
Memory	Use of memory	Reliance on memory	43
	Memory strategies	Effectiveness of memory strategies	39
Exploration	Pragmatic	A practical, tangible orientation	84
	Exploration	The extent and effectiveness of exploration	72
Analysis	Analysis	Working systematically with detailed elements	64
	Rules	A focus on rules	43
Structuring	Categorisation	Creating external order and structuring tangibles	53
	Integration	Synthesis of discrepant information	66
	Complexity	Preferred level of complexity	70
Transformation	Logical reasoning	Disciplined application of reasoning processes	67
	Verbal conceptualisation	Creative language and abstraction	55
Metacognition	Judgment	Clarification of vagueness and effectiveness of decision-making	74
	Quick insight learning	Rapid absorption of new concepts	62
	Gradual improvement learning	Preference for practical and experiential learning	52

SECTION 08

Work-related processing dimensions

These dimensions are useful when matching a person to a job or designing development initiatives.

Antonio's results indicate the following work related processing preferences and capabilities:

Operational orientation	Strategic orientation
72	70
Detail complexity The application of a detailed, specialist and technical approach	**Dynamic complexity** The application of an integrative approach
45	60
Tangible information The application of a hands-on approach	**Intangible information** The application of an ideas-oriented approach
29	68
Short-term focus The application of a trial-and-error approach	**Long-term focus** The application of a disciplined and consequential reasoning approach
35	74
Structured contexts A preference for order and structure	**Unstructured contexts** The preference for an unfamiliar environment

SECTION 09

Cognitive strengths and development areas

The following table reveals those processing dimensions that the person scored significantly higher or lower on as compared to his average processing scores on the left, as well as his current work environment. This is a very detailed part of the report and is provided to inform cognitive development initiatives. This section should be managed holistically – and not by focusing on the complex detail.

Antonio's processing strengths and development areas:

Table of Cognitive Strengths and Development Areas	STRENGTHS		DEVELOPMENT AREAS	
	Own profile	Current work environ-ment	Own profile	Current work environ-ment
Memory				
Use of memory: The tendency to retain and recall information that is a prerequisite for learning, intuition and integration functions			2	
Exploration				
Discrimination: Deciding what is important in a relatively structured, familiar environment	2	1		
Exploration: Depth of investigation of a problem or situation	1	1		
Analytical				
Checking: Repeatedly revisiting detailed issues - often to "make sure"				1
Metacognitive monitoring of linking: Being aware of the way one identifies relationships between objects or concepts		1		
Need for precision: An emotional need to be accurate and correct		1		
Structuring and Integration				
Abstract conceptualisation: Expressing conceptual thinking by using creative, abstract language			1	
Categorisation: Classifying, grouping and representing information by using techniques such as categorisation, filing, listing, mapping, architecturing, note-taking and diarising			1	
Metacognition				
Memory strategies: The use of techniques and aids to assist memory functioning. (Checking to ensure accuracy may lower this score)			2	1
Clarification: Interpreting, judging, weighting and prioritising unclear information	1			

Note: the strength of the finding is indicated numerically in the table above. Higher numbers indicate a more significant finding. Treat scores two and above as significant.

SECTION 10

Learning potential

It is difficult to predict a person's future and potential cognitive functioning on the basis of current performance, given the long term impact of variables such as emotionality, motivation, educational and work exposure. Cognitive performance is evaluated in depth to identify indicators of cognitive modifiability. The slopes of learning curves and the effectiveness of information processes are interpreted. This gives an indication of the person's potential to increase current cognitive functioning as well as the capacity to master new knowledge or content areas. This information can inform decisions regarding the utilisation and development of talent.

Antonio shows an above average to high level of learning potential.

Antonio's current strengths that can be capitalised on in actualising his learning potential are:

Strength of finding	Indications of existing skill	Description
2	Current Level of Work	Antonio's already well-developed repertoire of cognitive skills will contribute to the acquisition of further knowledge and cognitive processing skills. In cognitive functioning, a broad frame of reference and existing competence enhances learning and cognitive growth via processes of assimilation and accommodation (Piaget).

Note: the strength of the finding is indicated numerically in the table above. Higher numbers indicate a more significant finding. Treat scores two and above as significant.

Antonio's developmental areas that indicate learning potential:

Strength of finding	Indication of learning potential	Description
2	Tendency to become bored	Antonio seems to become bored with having to deal with easy, highly structured and unchallenging tasks. He would be more motivated and thrive in stimulating and fast changing work environments.

Note: the strength of the finding is indicated numerically in the table above. Higher numbers indicate a more significant finding. Treat scores two and above as significant.

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Various product-related reports are available on the Skylab delivery platform, including in-depth standard reports, competency reports and brief summary reports.

Assessment results should ideally be integrated with additional sources of information such as interviews or performance appraisals and should be contextualised in terms of the competency requirements of the position /role.

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