

# Problem Solving and Decision-making Self feedback report



**Mary Sample**

**Saturday, January 26, 2002**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this Problem Solving and Decision-making output report.

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Problem Solving and Decision-making profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 84. It also identifies the categories to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

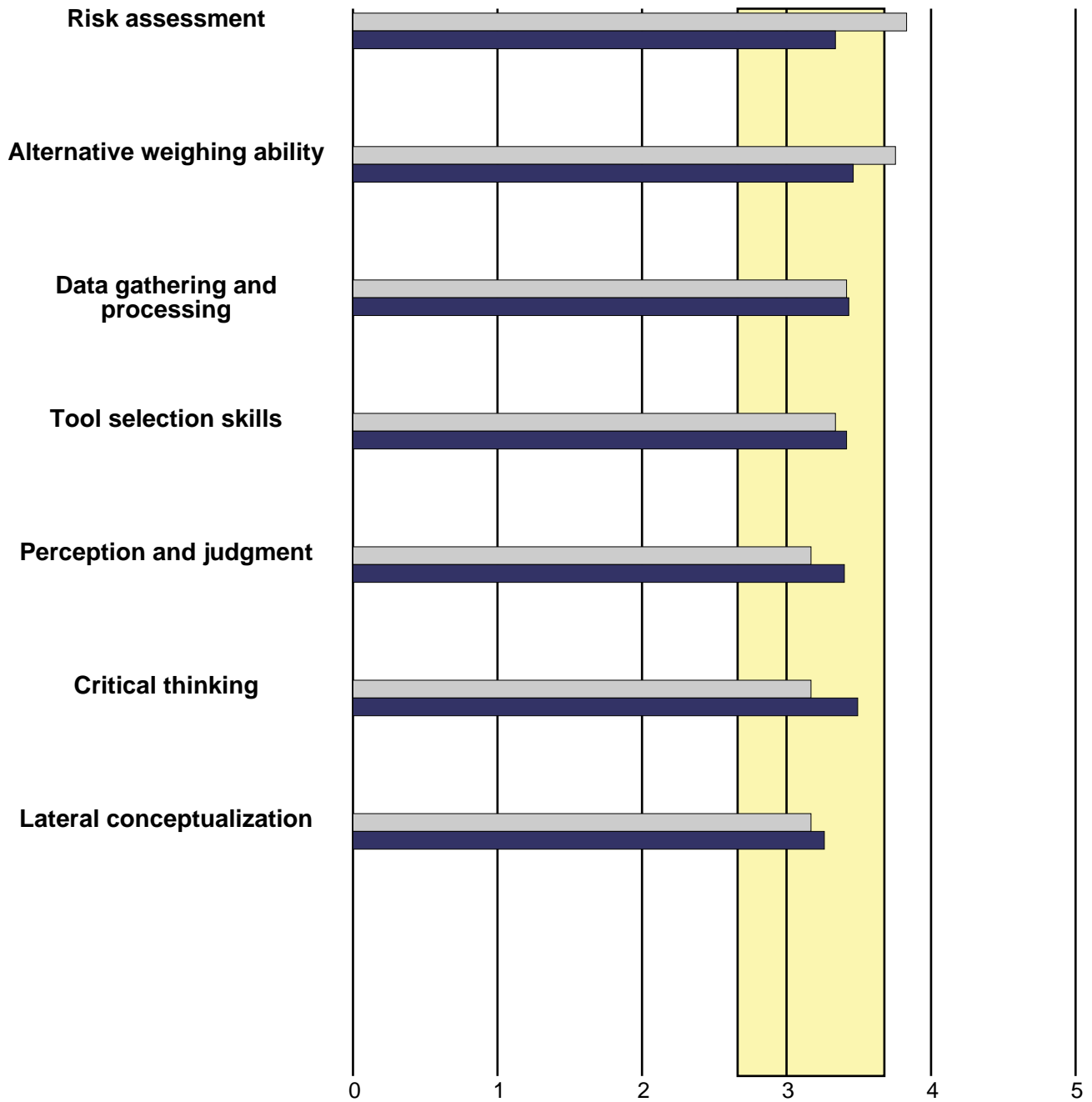
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

## OVERALL SUMMARY



Self Norm

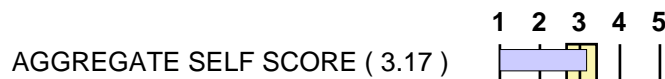
The above chart is sorted in descending order of summary scores. Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Problem Solving and Decision-making Profile

### CRITICAL THINKING

Critical thinking looks at your capacity to think rigorously and broadly about issues, challenges or problems and to optimize your route to finding potential solutions that work. This category asks the question "With how much confidence do you believe in your own open-mindedness and ability to solve problems of many types through the successful application of your personal thinking and judgement?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may lack general curiosity about the world around them and to see it mainly in terms of 'black and white most of the time. They may also lack confidence to approach significant challenges or problems by themselves, or to stick with what they know or what is within their known ability.

A low score person will be likely to approach problems with relatively fixed views and in the hope that solutions can be drawn from previous experience or practice. Low scorers may also not enjoy 'free form' or loosely described situations or issues, preferring to be told what the problem is about, and even where the solution might lie."

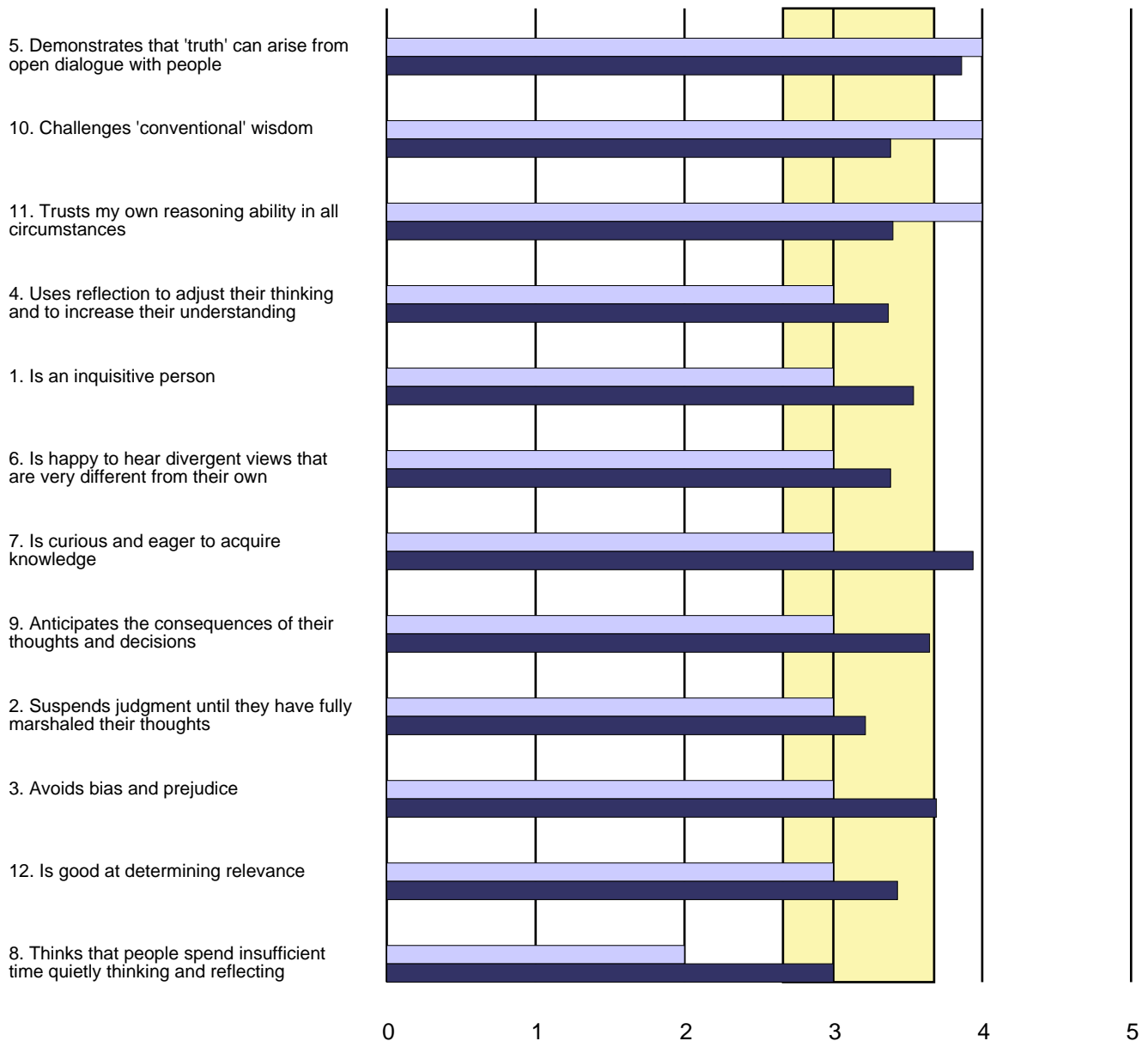
#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is very confident about their own ability to approach even difficult problems or challenges in a well-ordered and systematic way. They are also likely to be comfortable with ambiguity and do not need to find an immediate or single solution to a problem.

A high score person will be likely to be naturally both curious and inquisitive about what makes 'the world' or people 'tick' in general. As such, they will enjoy thinking about complex or difficult issues and spend a considerable amount of reflective time looking to find 'deeper' answers."

## Problem Solving and Decision-making Profile

### CRITICAL THINKING



Self
  Norm

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## Problem Solving and Decision-making Profile

### CRITICAL THINKING

Critical thinking looks at your capacity to think rigorously and broadly about issues, challenges or problems and to optimize your route to finding potential solutions that work. This category asks the question "With how much confidence do you believe in your own open-mindedness and ability to solve problems of many types through the successful application of your personal thinking and judgement?"

### Improvement actions

Low scorers needs to become much more open minded about their experiences and ask the question "why" much more frequently. Low scorers can also be more accommodating of views that are different to their own, and look for the value of these ideas and how they might provide a more useful explanation or complete picture of what is happening.

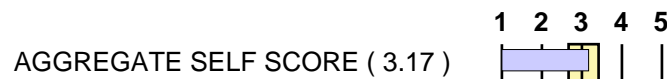
<p><b>Critical thinking</b></p>	<ul style="list-style-type: none"> <li>-Practice mentally challenging what you see and hear and generating more than one interpretation or alternative to explain your experiences.</li> <li>-Try to be less 'dogmatic' in your views and look to tolerate ambiguity more readily</li> <li>-Develop your curiosity by asking 'how' and 'why' as often as you can</li> <li>-Check your own thinking for any undue prejudice and bias when you are evaluating ideas or suggestions</li> <li>-Always reflect upon the consequences of your ideas, opinions, judgements and decisions to improve the overall quality of your thinking</li> </ul>
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## Problem Solving and Decision-making Profile

### LATERAL CONCEPTUALIZATION

Lateral conceptualization looks at the extent to which you look to bring in ideas, hypotheses or even potential solutions that are not the most 'immediate or most obvious' to others. This category asks the question "To what extent do you actively move outside the realm of 'conventional' thinking and ideas to create new insights or opportunities?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may think in a fixed or structured way about issues or challenges, and thereby fail to recognize the less obvious connections that could provide new insights. They are also likely to be overly prone to see issues as purely 'black and white'.

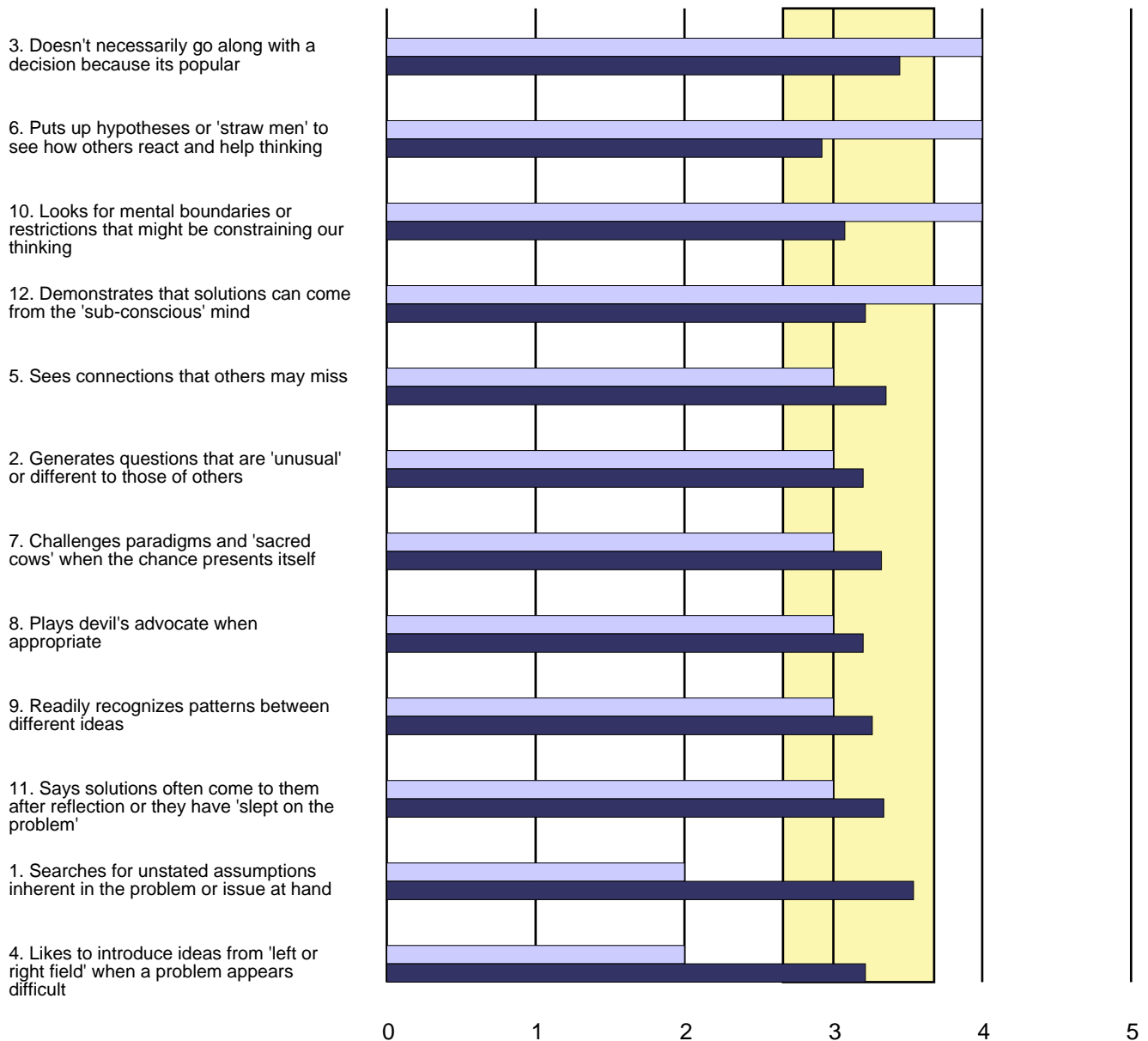
A low score person will be likely to be feel uncomfortable in the 'realm' of the conceptual and feel that they can make a little contribution where creativity or lateral thought is called for. As a result, they may not challenge the prevailing or popular view where problems or issues arise, or spend little or no time in looking for 'wider' connections or perspectives."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual thinks broadly about issues and to look for new and unusual or different insights to generate new perspectives when needed. They are also likely to be happy to be unconcerned with ambiguity and uncertainty.

A high score person will be likely to automatically mentally challenge assumptions, opinions, ideas and reactions in order to ensure that issues are not falsely bounded or constrained. They will also look to introduce analogous or linked ideas to help better understand problems."

## Problem Solving and Decision-making Profile LATERAL CONCEPTUALIZATION



Self
  Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

## Problem Solving and Decision-making Profile

### LATERAL CONCEPTUALIZATION

Lateral conceptualization looks at the extent to which you look to bring in ideas, hypotheses or even potential solutions that are not the most 'immediate or most obvious' to others. This category asks the question "To what extent do you actively move outside the realm of 'conventional' thinking and ideas to create new insights or opportunities?"

### Improvement actions

Low scorers should invest time in thinking about how different issues and situations may connect with other issues or ideas as a way of bringing 'fresh' or different perspectives to the problem. Although it may take considerable time and practice, low scorers can also start to challenge their own 'paradigms' or set ways of thinking, that may be inhibiting lateral thought.

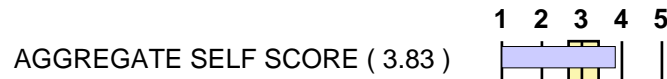
<b>Lateral conceptualization</b>	<ul style="list-style-type: none"><li>-Try turning issues or situations upside down, back to front or the wrong way round to gain new insights or perspectives.</li><li>-Look to break problems into their component parts and re-assemble these in a different way or order.</li><li>-Ask probing questions that get others to think in new or different directions</li><li>-Play devil's advocate or challenge people to re-think their solutions</li><li>-Check whether you have 'invented' your own mental boundaries that stop you thinking more creatively.</li></ul>
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## Problem Solving and Decision-making Profile

### RISK ASSESSMENT

Risk assessment skills looks at the extent to which you systematically calculate implications of potential courses of action or decisions. This category asks the question "How effectively do you engage in the formal assessment of the consequences of suggested solutions to problems?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual may miss the opportunity to consider the risks of a solution or a significant decision and therefore, accept or reject proposed ideas or actions without consequential evaluation. They are also likely to make personal problem solving decisions too quickly, and live with any negative effects that may be created (or deal with them only as they arise).

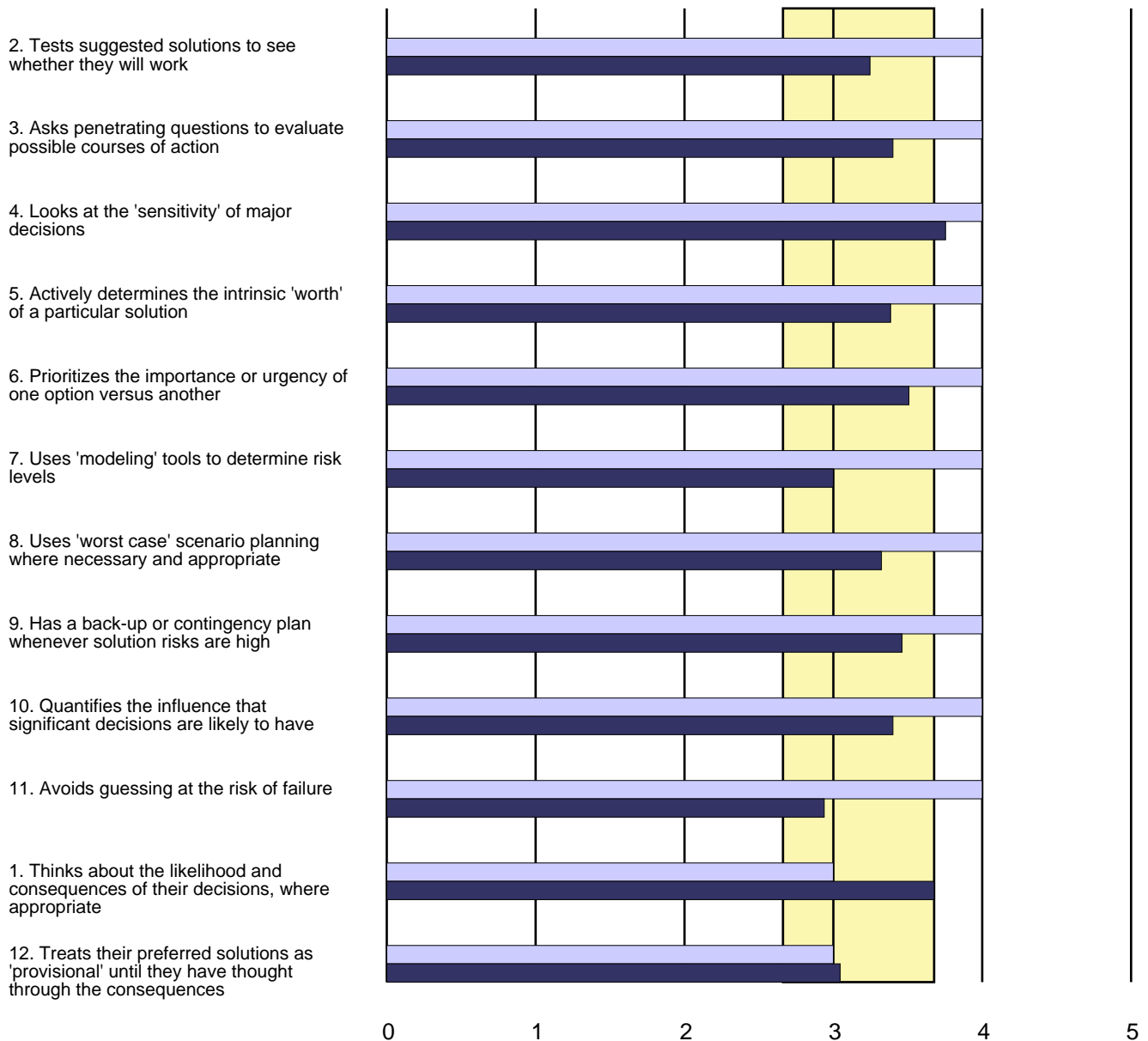
A low score person will be likely to ignore consequential risk or impact, or to heavily under-estimate any adverse consequences that might arise from a particular course of action. They may therefore, move into the implementation of a solution too quickly and either make unnecessary mistakes or discover new and unforeseen problems that they may not be able to easily solve."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely mean that this individual readily considers the potential risks that exist for a chosen course of action, or as a result of a significant decision. This means that they will evaluate both consequential impact, and the likelihood of occurrence before finally deciding.

A high score person will be likely to not only evaluate ideas and strategies in terms of their potential future impact for themselves, but also find ways to raise awareness of possible risks for others. As such, they are also likely to effectively promote any difficulties or problems that need more focus or effort to overcome them."

## Problem Solving and Decision-making Profile RISK ASSESSMENT



Self Norm

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## Problem Solving and Decision-making Profile

### RISK ASSESSMENT

Risk assessment skills looks at the extent to which you systematically calculate implications of potential courses of action or decisions. This category asks the question "How effectively do you engage in the formal assessment of the consequences of suggested solutions to problems?"

### Improvement actions

Low scorers need to start to assume that all strategies carry at least some degree of risk, and look to spend time in trying to measure or calculate it in practical terms. Where the risk is not obvious, low scorers can ask questions about the likely impact of decisions or questions about what contingency plans exist, should something go wrong.

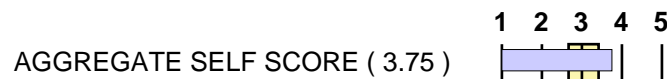
<b>Risk assessment</b>	<ul style="list-style-type: none"><li>-Think about the subject of risk from two perspectives. Likelihood, or the frequency with which problems or difficulties might occur and consequence or the severity of the potential impact.</li><li>-Think in terms of high, medium or low initially but develop this into a more discerning calculation system in due course.</li><li>-Look carefully at the sensitivity of your decisions or actions, or what happens as the variables change (up or down)</li><li>-Try to develop contingency plans for all of your major decisions.</li></ul>
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## Problem Solving and Decision-making Profile

### ALTERNATIVE WEIGHING ABILITY

Alternative weighing ability looks at the extent to which you fairly assess data, ideas, options and possibilities to ensure the best decisions are likely to be made, drawing on your own experience and those of others, where necessary. This category asks the question "How effectively do you evaluate competing alternatives on a reasonable comparative basis?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual may spend too little time in evaluating viable alternatives to their preferred solution, and potentially make comparisons with insufficient rigor or system. They also may dismiss alternatives without full and proper consideration or reflective thought.

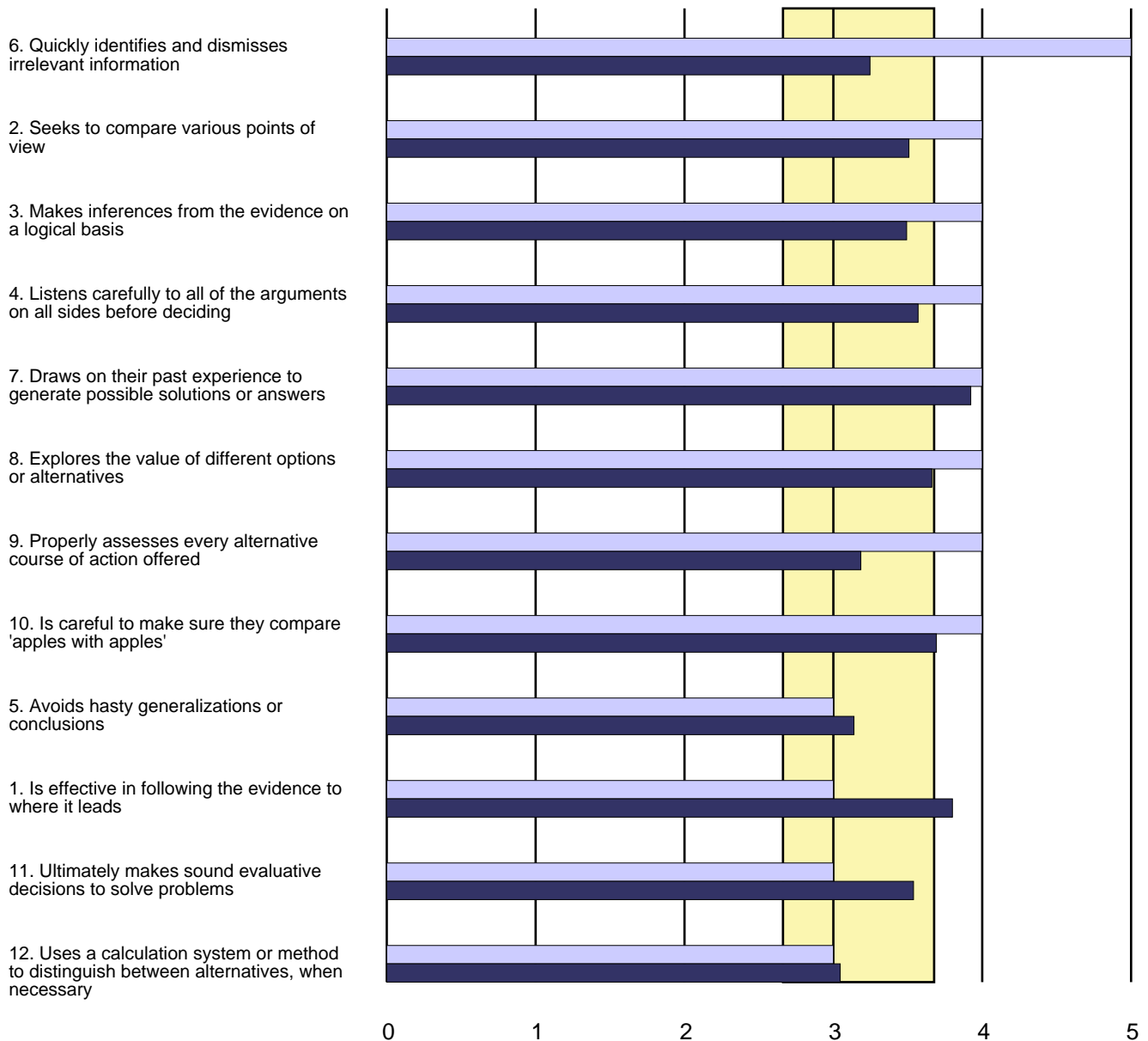
A low score person will be likely to rely too much on guesswork or speculation when faced with a range of competing alternatives. They may also over generalize, fail to track comparative evidence properly, ignore pertinent information and often compare 'apples with pears'."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is readily able to compare and contrast options and different possible solutions in order to arrive at a balanced conclusion. They are also likely to make sure that what they evaluate is logical and genuinely comparable on as near as a 'like for like' basis as possible.

A high score person will be likely to collate information on alternative courses of action slowly and carefully and use a range of methods to measure different options. They will also be effective at spotting significant data and making sure that it is evaluated fairly and on an equivalent basis."

## Problem Solving and Decision-making Profile ALTERNATIVE WEIGHING ABILITY



Self Norm

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## Problem Solving and Decision-making Profile ALTERNATIVE WEIGHING ABILITY

Alternative weighing ability looks at the extent to which you fairly assess data, ideas, options and possibilities to ensure the best decisions are likely to be made, drawing on your own experience and those of others, where necessary. This category asks the question "How effectively do you evaluate competing alternatives on a reasonable comparative basis?"

### Improvement actions

Low scorers need to regularly list all the alternatives that present themselves, when a problem or an issue arises and apply a rigorous evaluation process or system. Care should be taken to avoid identifying one alternative as the favorite or preferred option to the exclusion of all others.

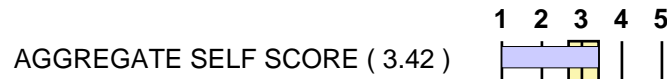
<b>Alternative weighing ability</b>	<ul style="list-style-type: none"><li>- Design the criteria by which you are going to evaluate different options before writing down all the alternative ideas or possible courses of action on paper side by side.</li><li>- Review all of the comparisons to ensure that you make a sound decisions as often as possible.</li><li>- Listen carefully and patiently until all the information being presented is complete and before finally deciding</li><li>- Make sure that all of your evaluation effort compares data or alternatives that are broadly equivalent (so that comparisons are fair and equitable).</li></ul>
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## Problem Solving and Decision-making Profile

### DATA GATHERING AND PROCESSING

Data gathering and processing looks at the extent to which you systematically and comprehensively gather the information that you need to solve problems efficiently and effectively. This category asks the question "How well do you assemble all the relevant data and organize and categorize it for further analysis?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual may be overly 'loose' in their data gathering efforts and not as well organized as they might be. They are also likely to collect information in a random manner and possibly miss issues or areas that could usefully be probed further.

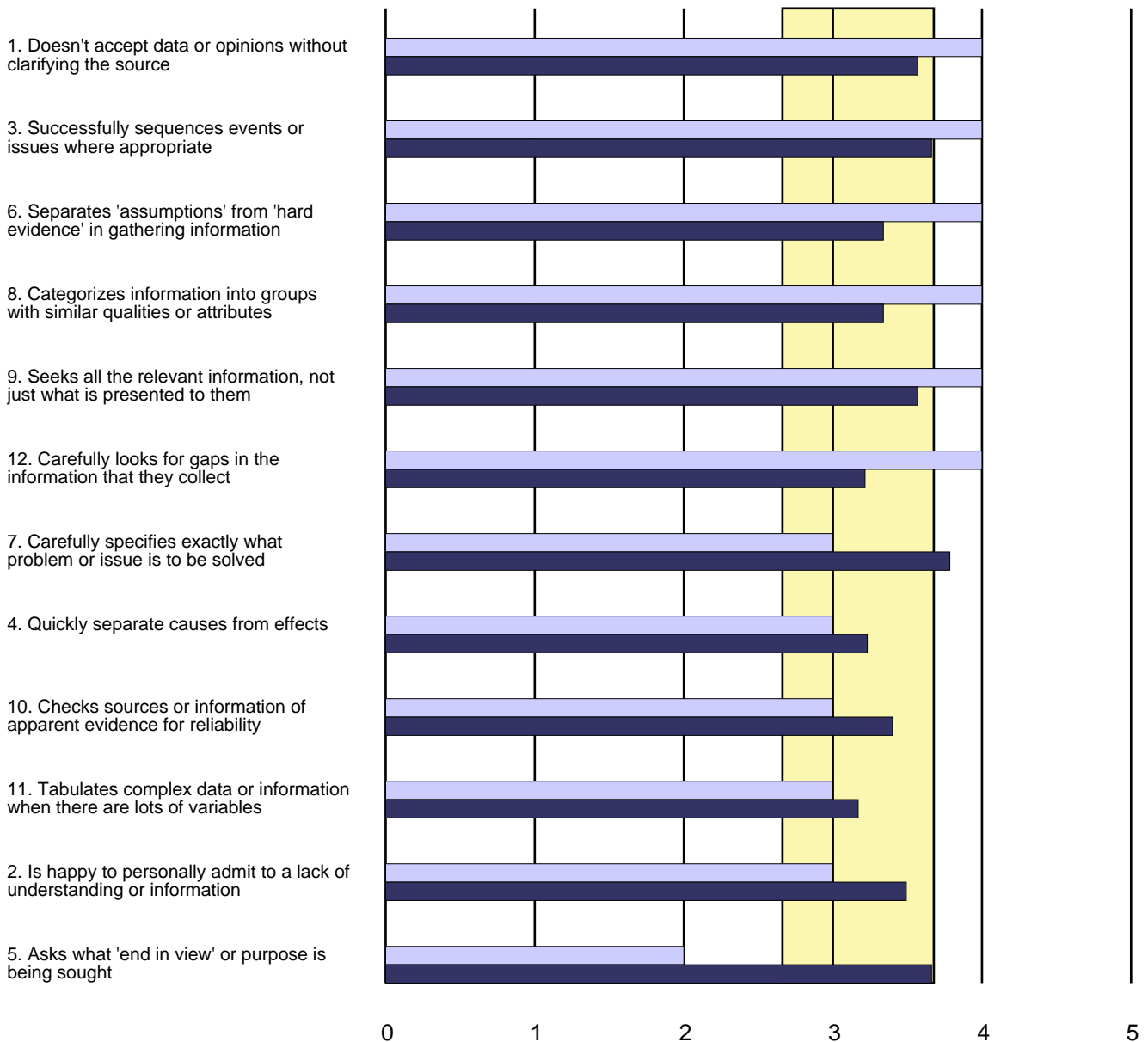
A low score person will be likely to find that they often do not have a 'complete' picture and therefore think about a problem, or make decisions, without having all the necessary facts and/or opinions. They may also be too willing to accept information without full scrutiny and too readily accept the source of any data as credible and reasonable."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is an efficient assembler, organizer and categorizer of the information they need to make a decision. They are also likely to be generally aware of what they are looking for, and be able to spot gaps that may require further research.

A high score person will be likely to adopt a systematic process for both gathering and sifting information about an issue or a problem, challenging both the source of the data and the information itself for relevance and reliability. A high score person will also be quick to ask questions to gain understanding and to keep the overall goals at the forefront of their thinking."

## Problem Solving and Decision-making Profile DATA GATHERING AND PROCESSING



Self
  Norm

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## Problem Solving and Decision-making Profile

### DATA GATHERING AND PROCESSING

Data gathering and processing looks at the extent to which you systematically and comprehensively gather the information that you need to solve problems efficiently and effectively. This category asks the question "How well do you assemble all the relevant data and organize and categorize it for further analysis?"

#### Improvement actions

Low scorers need to plan how they will gather and process data before actually engaging in doing so. This plan should make sure that the information needed is both complete and reliable and that it is prescribed clearly, distinguishing facts from opinions and 'hard' evidence from supposition.

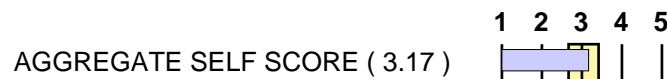
<b>Data gathering and processing</b>	<ul style="list-style-type: none"><li>-Develop your own step by step process for gathering data and organize it logically and in an ordered fashion</li><li>-Generate or standardize a set of questions that ensure that information collected is complete and without obvious gaps.</li><li>-Openly admit when there are gaps in the information you need, or ask questions whenever you are unsure.</li><li>-Ensure that you guard against making assumptions or guessing about data or information with little or no factual evidence to back you up.</li></ul>
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## Problem Solving and Decision-making Profile

### PERCEPTION AND JUDGMENT

Perception and judgement looks at the extent to which you effectively synthesize what you see, hear or sense in order to form a clear view of what may be viable and practical as a cause of action. This category asks the question "How well do you assimilate information and interpret what you experience to make good sense of it to make a decision?"

1 = almost never, 5 = almost always.



#### Interpretation

##### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may consider issues at a relatively 'shallow' level and ignore clear fallacies, bias or flaws in arguments and suggestions, when they occur. They are also likely to be overly 'closed minded' on some issues and spend too little time in looking for true meaning or significance.

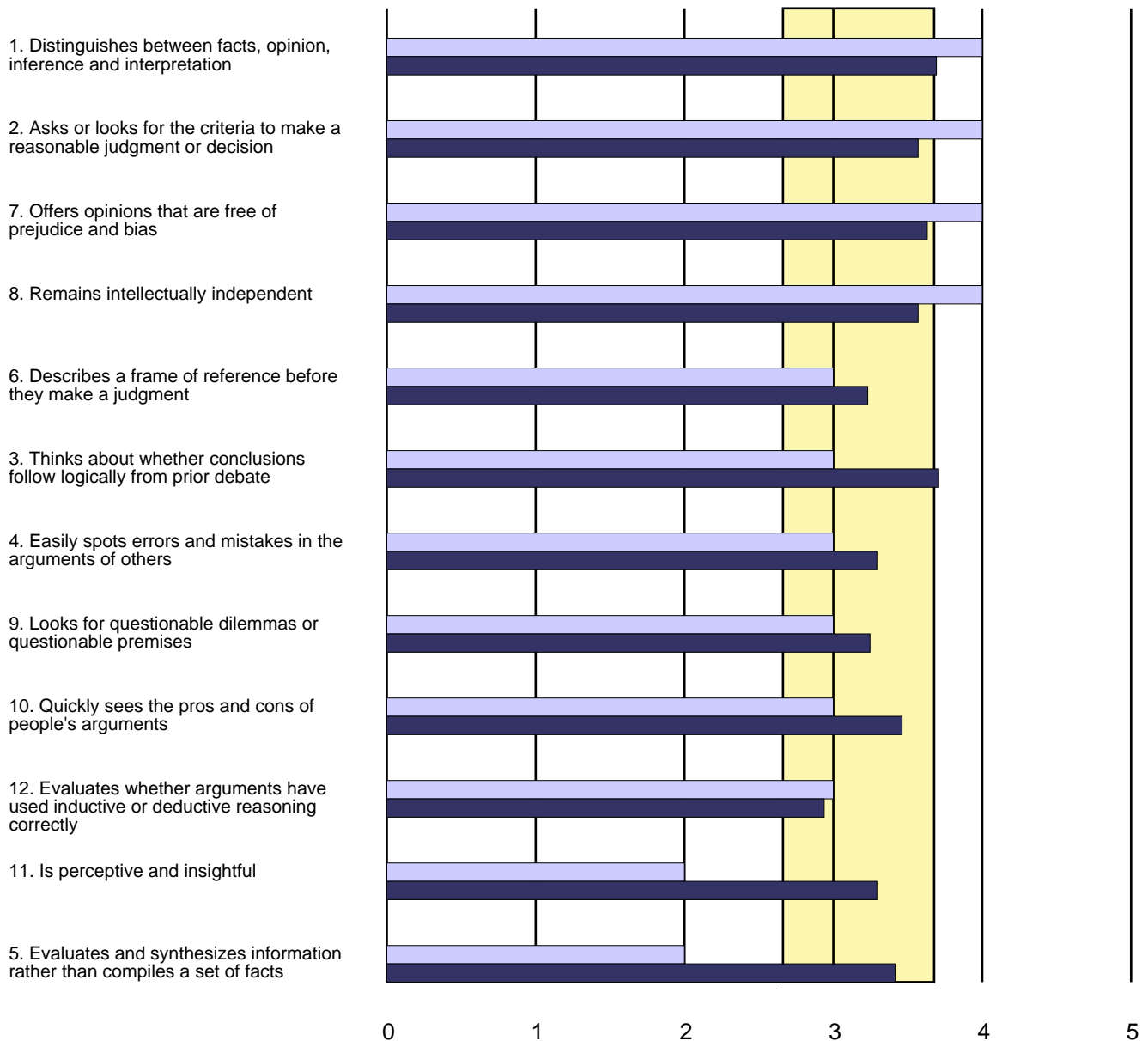
A low score person will be likely to find it difficult to 'sift' or interpret what they sense or experience, to separate the relevant from the irrelevant and fact from fiction. As a result, low scorers may too readily accept 'questionable' information or fail to discard some of what they see or hear on the grounds that it is likely to be logically false or exaggerated."

##### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual carefully appraises what they experience with all of their senses and creates meaning and significance for themselves after considered reflection. They are also likely to assimilate information quickly and to link ideas or spot flaws or fallacies quickly.

A high score person will be likely to make as independent assessment as possible about what they sense or experience, to determine whether the information is consistent, useful and credible. To do this they may often question what they see and hear and also check to make sure that their judgement is not 'clouded' by bias or possible error."

## Problem Solving and Decision-making Profile PERCEPTION AND JUDGMENT



Self Norm

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## Problem Solving and Decision-making Profile PERCEPTION AND JUDGMENT

Perception and judgement looks at the extent to which you effectively synthesize what you see, hear or sense in order to form a clear view of what may be viable and practical as a cause of action. This category asks the question "How well do you assimilate information and interpret what you experience to make good sense of it to make a decision?"

### Improvement actions

Low scorers need to deeply question what they experience or perceive more often, and look at different ways in which information could be offered and interpreted. They should look harder for poor assumptions and arguments that do not follow, and avoid sitting on the fence about an issue or a situation. They ideally need to make their own judgement.

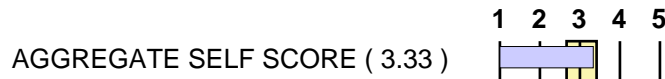
<b>Perception and judgment</b>	<ul style="list-style-type: none"><li>-Think longer and harder about the alternatives presented to you</li><li>-Look to generate two or three different ways in which you could interpret what you experience.</li><li>-Evaluate the reasoning processes that have been used to reach particular conclusions and ask whether they have been sound, reasonable and comprehensive.</li><li>-Avoid making hasty assessments or arriving at the easiest or most convenient conclusions when the issue matters or is important.</li></ul>
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## Problem Solving and Decision-making Profile

### TOOL SELECTION SKILLS

Tool selection skills looks at how effectively you determine how the 'process' of solving a problem, or making a decision, should 'unfold' or be designed. This category asks the question "How well do you understand a range of problem solving tools or techniques and use the right one in the right circumstances?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual approaches problems or significant decisions without using a structured process most of the time, or necessarily applying any problem solving methods to assist them. They are also likely to remain unaware of the details of how to use different kinds of problem solving tools and are unconcerned to become more familiar with them in the future.

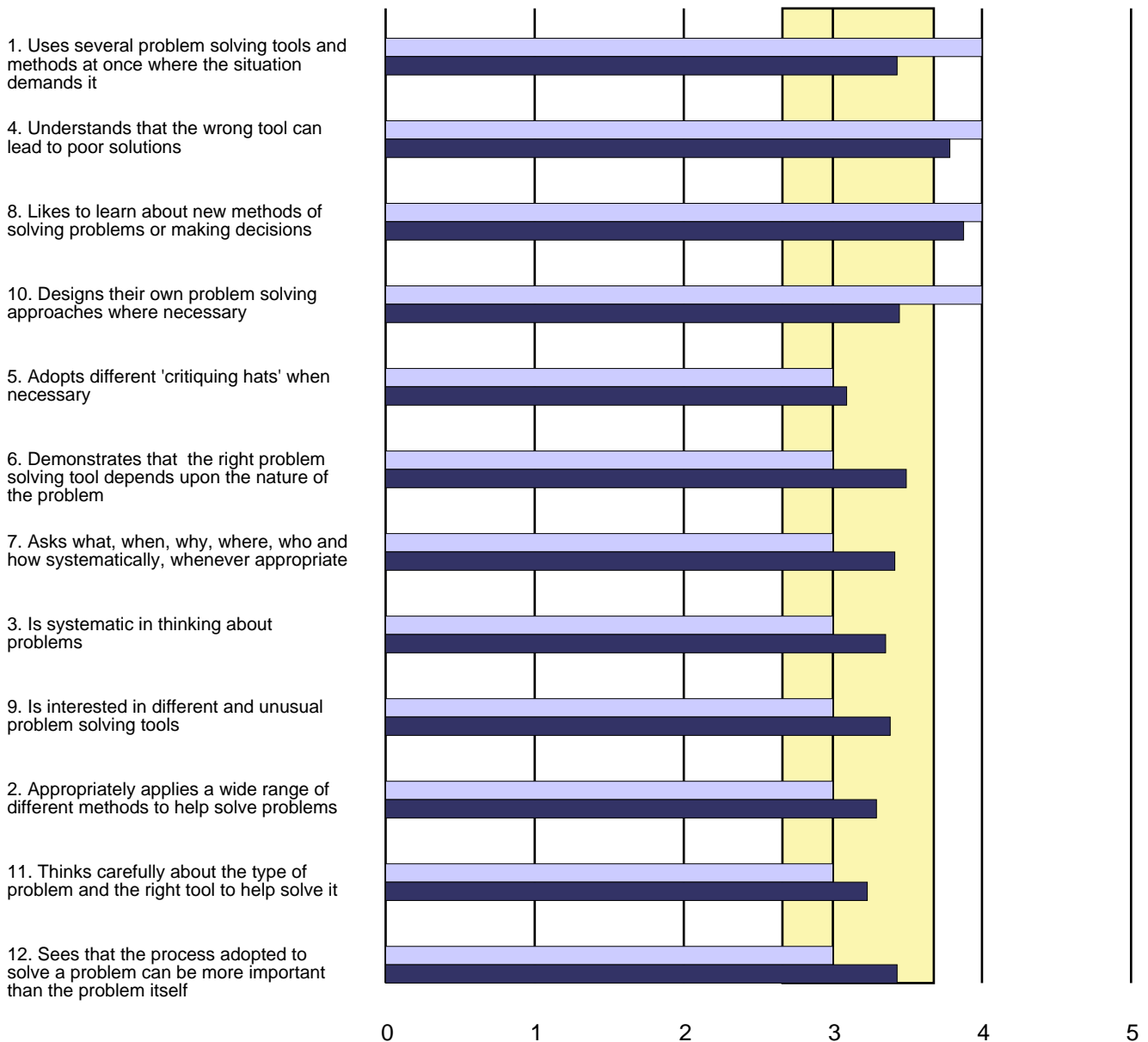
A low score person will be likely to spend little time thinking about the best process to adopt in addressing an issue or in solving a problem. Low score individuals may therefore give insufficient time and commitment to working through an issue to get to the true root causes."

#### HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual may be familiar with a range of tools and methods to help solve problems or assist decision-making, and how to use them in an appropriate way and where relevant and useful. They are also likely to remain curious to find any new approaches that can improve their own problem solving effectiveness.

A high score person will be likely to look to discover what type of problem or issue is being addressed before selecting a process or method that might be able to help. In the absence of a specific tool, a tailored process may be designed and applied to ensure that the approach is more systematic and complete."

## Problem Solving and Decision-making Profile TOOL SELECTION SKILLS



Self Norm

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## Problem Solving and Decision-making Profile TOOL SELECTION SKILLS

Tool selection skills looks at how effectively you determine how the 'process' of solving a problem, or making a decision, should 'unfold' or be designed. This category asks the question "How well do you understand a range of problem solving tools or techniques and use the right one in the right circumstances?"

### Improvement actions

Low scorers need to familiarize themselves with a number of problem solving tools and methods (through research and reading) and look to apply them whenever they can. Low scorers can also reflect on major decisions that they have to make and ask whether they would benefit from more structured analysis, as a result of applying a systematic problem solving methodology.

<b>Tool selection skills</b>	<ul style="list-style-type: none"><li>-Talk to several people about their favorite problem solving tools and methods</li><li>-Discover how different problem solving tools operate and when, where and how they can be successfully applied.</li><li>-Look to become 'expert' in at least three problem solving methods and practice using them frequently.</li><li>-Progressively look to learn about which problem solving tools work best in particular situations or on specific types of problems.</li></ul>
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# THE '10/10' REPORT

## Top 10 development needs

		scores
Critical thinking	8. Thinks that people spend insufficient time quietly thinking and reflecting	2.0
Lateral conceptualization	1. Searches for unstated assumptions inherent in the problem or issue at hand	2.0
Lateral conceptualization	4. Likes to introduce ideas from 'left or right field' when a problem appears difficult	2.0
Data gathering and processing	5. Asks what 'end in view' or purpose is being sought	2.0
Perception and judgment	5. Evaluates and synthesizes information rather than compiles a set of facts	2.0
Perception and judgment	11. Is perceptive and insightful	2.0
Perception and judgment	12. Evaluates whether arguments have used inductive or deductive reasoning correctly	3.0
Tool selection skills	2. Appropriately applies a wide range of different methods to help solve problems	3.0
Tool selection skills	3. Is systematic in thinking about problems	3.0
Perception and judgment	3. Thinks about whether conclusions follow logically from prior debate	3.0

## Top 10 strengths

Alternative weighing ability	6. Quickly identifies and dismisses irrelevant information	5.0
Alternative weighing ability	7. Draws on their past experience to generate possible solutions or answers	4.0
Alternative weighing ability	8. Explores the value of different options or alternatives	4.0
Alternative weighing ability	9. Properly assesses every alternative course of action offered	4.0
Alternative weighing ability	10. Is careful to make sure they compare 'apples with apples'	4.0
Alternative weighing ability	2. Seeks to compare various points of view	4.0
Alternative weighing ability	3. Makes inferences from the evidence on a logical basis	4.0
Alternative weighing ability	4. Listens carefully to all of the arguments on all sides before deciding	4.0
Data gathering and processing	1. Doesn't accept data or opinions without clarifying the source	4.0
Data gathering and processing	3. Successfully sequences events or issues where appropriate	4.0

## **COURSE AND READING SUGGESTIONS**

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

### **Critical thinking**

**Critical thinking looks at your capacity to think rigorously and broadly about issues, challenges or problems and to optimize your route to finding potential solutions that work. This category asks the question "With how much confidence do you believe in your own open-mindedness and ability to solve problems of many types through the successful application of your personal thinking and judgement?"**

#### **Course Suggestions**

- Critical thinking
- Creativity and innovation
- Neuro Linguistic Programming
- Analytical thinking
- Diversity and cultural awareness

#### **Reading Suggestions**

- Asking the right questions-A Guide to critical thinking, Neil Browne and Stuart Keeley, 1997
- Developing critical thinkers, Stephen Brookfield, 1991
- The Art of Creative Critical Thinking, John Kim, 1994
- The Art of Thinking, Vincent Ruggiero, 1997
- Becoming a critical thinker, Sherry Diestler, 1997
- Critical thinking-building the basics, Don Smith, Glen Knudsvig and Tim Walter, 1998

#### **Other Suggestions**

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## **COURSE AND READING SUGGESTIONS**

### **Lateral conceptualization**

Lateral conceptualization looks at the extent to which you look to bring in ideas, hypotheses or even potential solutions that are not the most 'immediate or most obvious' to others. This category asks the question "To what extent do you actively move outside the realm of 'conventional' thinking and ideas to create new insights or opportunities?"

#### **Course Suggestions**

- Creative thinking
- Lateral thinking
- Creativity and Innovation skills
- Mind mapping
- Neuro-linguistic programming

#### **Reading Suggestions**

- 101 ideas for creative problem solving techniques, James Higgins, 1994
- What If?, Dave Allen, Matt Kingdon, Kris Murrin, Daz Rudkin, 1999
- The art of systems thinking: Essential skills for creativity and problem solving, Joseph O' Connor and Ian McDermott, 1997
- Lateral thinking, Edward De Bono, 1990
- Conceptual block busting-a guide to better ideas, James Adams, 1990

#### **Other Suggestions**

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

## DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

<b>Development Area: Thinks that people spend insufficient time quietly thinking and reflecting</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Searches for unstated assumptions inherent in the problem or issue at hand</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Likes to introduce ideas from 'left or right field' when a problem appears difficult</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Asks what 'end in view' or purpose is being sought</b>		2.0	N/A	N/A
Action to Take:	Target Date:			
<b>Development Area: Evaluates and synthesizes information rather than compiles a set of facts</b>		2.0	N/A	N/A
Action to Take:	Target Date:			