



The Multiple Intelligence Diagnostic

Feedback Report for
sample report

14th November 2010

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*'Mastering yourself
is true power'*

Lao-Tzu

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Introduction

‘At the heart of Multiple Intelligence theory is the belief that each individual has a rich and differentiated mind; that no two persons have exactly the same cognitive configuration; and that education is most likely to be successful if it pays attention to these individual differences’

Howard Gardner



Dr Robert Sternberg has said *‘Intelligence boils down to your ability to know your own strengths and weaknesses and to capitalize on the strengths while compensating for the weaknesses’*. He says that when we think about intelligence we should think about it in terms of how we react intuitively, creatively and constructively to a wide range of experiences. But how do we define how intelligent we are? And what is meant by the term ‘intelligence’ anyway?

The evaluation which you have just completed provides you with data about your intelligence profile. The theory used to establish your intelligence profile is known as Multiple Intelligence theory and this was created and developed by Professor Howard Gardner of Harvard University. A summary of the background to his work as well as details of how the learning can be applied are contained in this report.

The information in this report will assist you to be more effective in tailoring your learning to your own personal style whatever learning you are currently engaged with. Additionally, the bibliography at the end will allow you to access information to help you continue with this personal learning journey.

“Always walk through life as if you have something new to learn and you will.”

Vernon Howard

About intelligence



Today's intelligence tests began as school screening tests in 1905 and were composed by Alfred Binet. These tests were used by the French Department of Education for identifying 'feeble-minded' children who would not profit from mainstream schooling and were predicated on the assumption that the school curriculum should be based on a narrow set of parameters and also that all children learnt the same way.

In 1912, William Stern in the USA, developed a further intelligence test where the assessment process produced an output reflected as a single number, or a quotient of the norm. This concept was later developed by Lewis Terman of Stanford University and was coined IQ, or Intelligence Quotient. This IQ score was simply the proportion of the norm x 100.

Thus, a child who equalled the performance of most of the children in their age group was assigned an IQ of 100. If you had a performance 20% higher than your peers, your IQ would be 120 and if it was 20% lower it would be 80.

The final evolution of this process of testing, was the development of the Stanford-Binet test by David Weschler in 1939. This test focussed on the measurement of 'g' or general intelligence as an overriding mental capacity. This presumed intelligence was fixed and was a unified construct – that is, it only had one dimension. It also presumed that your level of general intelligence was fixed at birth and could not be altered.

This mindset about intelligence remained unchallenged until 1983 with the publication of '**Frames of Mind**' by Howard Gardner, in which the concept of intelligence was given a fresh viewpoint.

This research forms the basis of multiple intelligence theory and it is this view of intelligence that has been used to predict your preferred learning style.

Multiple intelligence theory



The work of Harvard University's Graduate Professor of Education, Howard Gardner, led to the conclusion that there is not just one way to be intelligent. According to Prof. Gardner, there may even be up to 200 separate intelligences! Gardner's research allowed him to question the nature of intelligence which he defined as the ability to:

'Use a skill, fashion an artefact or solve a problem in a way that is valued by the particular culture of that individual.'

Thus, a stockbroker from London or Wall Street and a Greenland Eskimo or Australian Aborigine can both be considered as intelligent – in their own culture.

Gardner originally grouped these intelligences into 7 different types:

- **Mathematical logical.**
- **Spatial.**
- **Bodily-kinaesthetic.**
- **Musical-rhythmic.**
- **Verbal-linguistic.**
- **Interpersonal.**
- **Intrapersonal.**

He later added an eighth intelligence which he termed 'naturalist'. Full definitions of each of these intelligences follow later in this report.

These intelligences can be further conceptualised into 3 main headings. Four of the eight (spatial, logical-mathematical, bodily-kinaesthetic and naturalist) can be viewed as '**object related**' forms of intelligence. There are also two '**object free**' intelligences: verbal-linguistic and musical. Finally, there are two '**person related**' intelligences: interpersonal and intrapersonal. Thus, this theory presents a tremendous set of counterbalancing strengths in which every person will have some form of ability.

A quick summary

The questionnaire you have completed gives you an analysis of your Multiple Intelligence profile. Through this, you will discover how you learn best and the type(s) of intelligence you prefer to engage with.

Before you discover that, however, here is a quick overview of the 8 potential different types of intelligence:

**Logical-
mathematical
intelligence**



Problem solving with numbers and patterns. Exemplified by scientists, accountants, engineers and computer programmers.

**Verbal-
linguistic
intelligence**



Using and understanding words. Exemplified by authors, poets, journalists and speakers.

**Bodily-
kinesthetic
intelligence**



Talented at activities involving physical movement or touch. Exemplified by athletes, dancers, surgeons and craftspeople.

**Spatial
intelligence**



Creative and talented in the use of pictures and images. Exemplified by sailors/navigation, pilots, sculptors, painters and architects.

**Intra-
personal
intelligence**



The ability to construct an accurate perception of oneself and to use such knowledge in directing one's life. Exemplified by theologians, philosophers or psychologists.

**Inter-
personal
intelligence**



The capacity to understand and interact effectively with others Exemplified by successful teachers, social workers or politicians.

**Musical-
rhythmic
intelligence**



Evident in people who possess a sensitivity to rhythm, melody, pitch and tone. Exemplified by composers, conductors, musicians and dancers.

**Naturalist
intelligence**

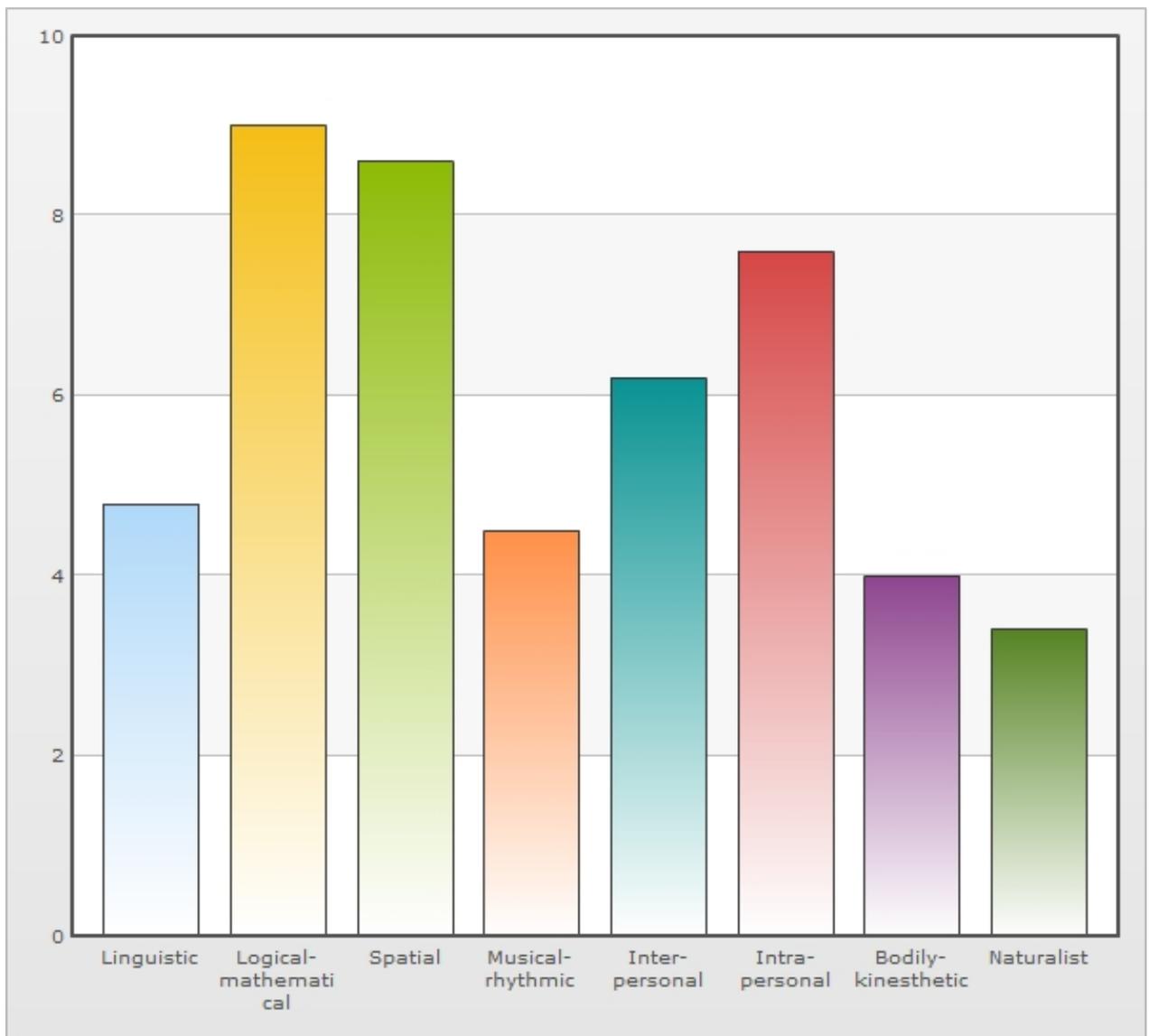


The ability to observe patterns in nature, identifying and classifying objects and understanding human and man made systems. Exemplified by farmers, botanists, ecologists and landscapers.

A quick summary

‘Multiple intelligence ideas and practices are best thought of as a toolkit: a versatile set of cognitive and tangible tools that can serve the ingenious and diligent practitioner’

Howard Gardner



Based on the results from the evaluation you have just completed, your predicted intelligence profile is summarised above. The greater the score, the more likely you will be to want to use this intelligence to learn. The lower scores will reflect learning styles that are less enjoyable and less productive for you.

Why is Multiple Intelligence theory so valid?



In order to acknowledge the validity of multiple intelligence theory compared to that of general intelligence, please read the next two pages which demonstrate the robustness of Howard Gardner's research. Gardner established specific requirements which each of his intelligences had to meet and these are as follows:

Each intelligence is capable of being symbolised.

The theory of multiple intelligences suggests that the ability to symbolise – or depict ideas through representations such as words, pictures or symbols – is a hallmark of human intelligence. Each intelligence can be symbolised or represented in different ways. For instance, logical-mathematical intelligence is represented through numbers and formats, musical intelligence through notes and the personal intelligences through social movements such as waving or clapping.

Each intelligence has its own developmental history.

Intelligence is not fixed at birth, although supporters of the general intelligence school would have us believe this. We know that the human brain matures over time and, with this, so do our intelligences. For instance, musical intelligence is the first of the intelligences to develop which is why history shows so many child musical prodigies and why music and rhythm is vital for brain development in babies. Conversely, logical-mathematical intelligence develops later in life in our teens. Each intelligence has its own unique life-cycle that waxes and wanes during our lifetimes.

Each intelligence has its own culturally valued end states.

Multiple intelligence theory celebrates the diversity of ways in which different cultures show intelligent behaviours. Rather than regarding the verbal and logical discoveries of white Europeans as the apex of intelligence, it provides a more broadly conceived spectrum of human intelligence.

Why is Multiple Intelligence theory so valid?



This multi-cultural consideration of the definition of intelligence was groundbreaking when first postulated. Honoured equally in this schema, are the tracking abilities of the Himalayan Sherpas, the intricate classification methods of the Kalahari Bushmen or the Inuit Eskimo and the musical genius of the Anang culture in Nigeria.

This cultural difference also links to the fact that each intelligence has its own unique process for memory, attention and perception which involve different parts of the brain.

Each intelligence is vulnerable to impairment through injury to specific areas of the brain.

Howard Gardner suggests that in order to be viable, any theory of intelligence must be biologically based – that is rooted in the physiology of the brain structure.

Through the use of MRI scans we now know that linguistic intelligence appears to function primarily in the left hemisphere whilst musical, spatial and interpersonal intelligences tend to function in the right hemisphere. Bodily-physical intelligence involves the motor cortex, the basal ganglia and the cerebellum. The frontal lobes are used for the two personal intelligences.

Thus, many areas of the brain are used when linked to the various elements of multiple intelligence theory. In contrast, the area used for 'g' or general intelligence is confined to a narrow area of the brain (research reported in New Scientist, October 2008).

A more detailed analysis

‘At the core of active learning is a deceptively simple requirement; students must be personally invested in the learning process’

David Garvin

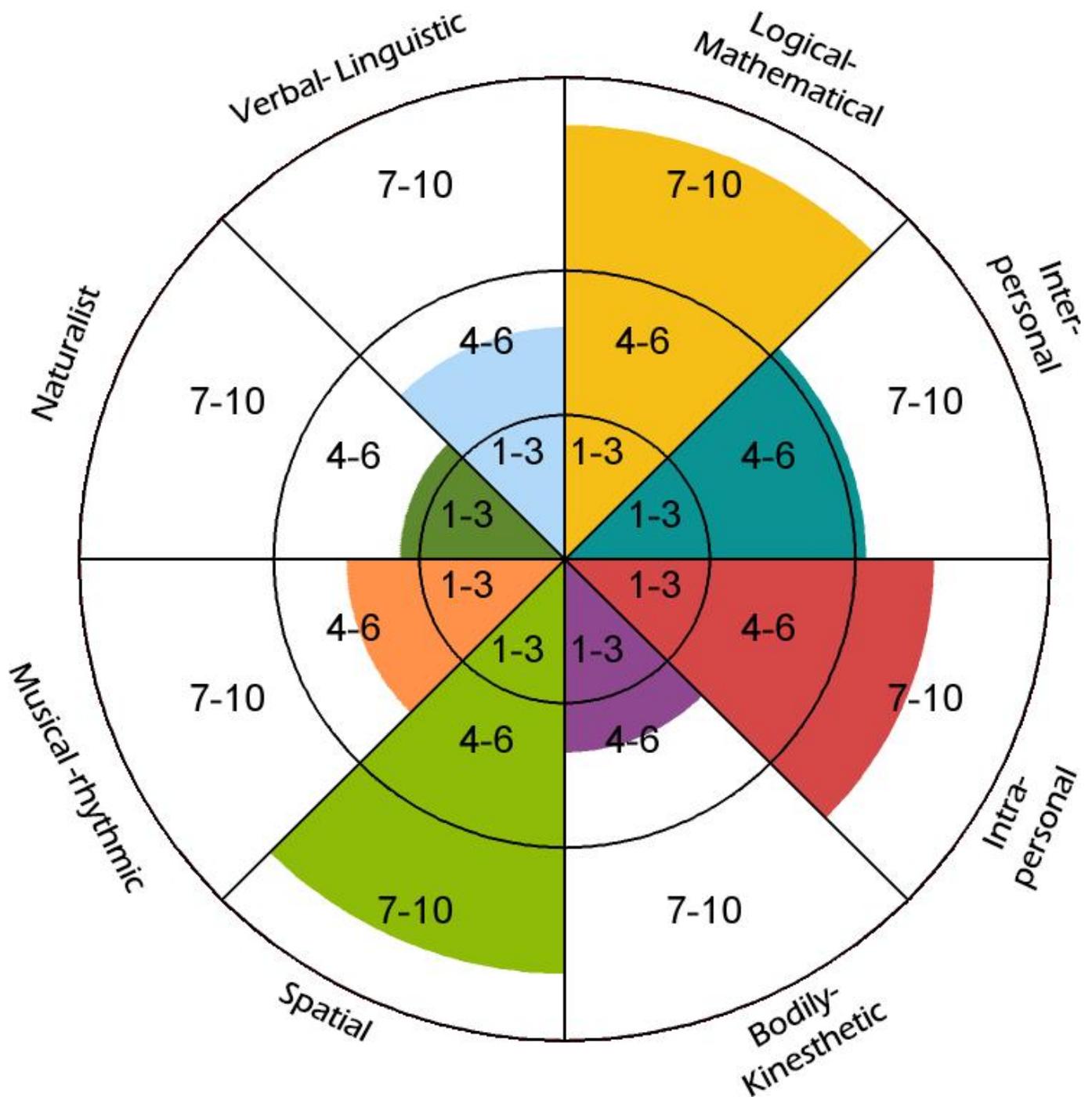
‘I am always willing to learn but I do not like being taught’ wrote Winston Churchill. However, the problem is that most of us have never been taught how we learn. This knowledge would enable us to make more rational choices not only of what we learn (content) but also in terms of how we want to learn (process). For instance, knowing that we learn best in a communal environment might make us think twice about embarking on a distance learning programme where we will be learning by ourselves. Understanding your Multiple Intelligence profile will provide you with this knowledge in the hope that it will enhance your ability to learn faster and more effectively.

The following pages detail your Multiple Intelligence questionnaire results in more detail and will provide you an insight into how you learn best.

You will find an overview of your Multiple Intelligence profile detailed on page 11 and, thereafter, your score for each intelligence is reviewed. Within this review is information about each intelligence, advice on how to use each intelligence in a learning environment and some feedback about your personal score.

These will therefore be some very helpful building blocks for your future learning process.

A more detailed analysis



Logical mathematical intelligence

Your score

9.00

Strength of
use

High

'This vast book that stands forever open before our eyes, the universe, cannot be read until we have learned the language and become familiar with the character in which it is written. It is written in mathematical languages, without which it is humanly impossible to comprehend a single word'

Galileo, 1663



Logical-mathematical intelligence is seen as:

- Understanding numerical descriptions and operations – going beyond just the learning of tables and knowing when to apply formulae.
- The ability to organise and express ideas numerically.
- Displaying orderliness and organisational skill: there is inherent structure and process in most things people with this preference do.
- Using numeracy and logic to explore, create and evaluate problems.
- Scientific reasoning expressed not only in scientific problem solving but also as impartiality and objectivity in collecting, examining and weighing evidence in a variety of settings and situations.
- Enjoyment of the manipulation of numerical problems or problems of logic e.g. Sudoku games.

Logical mathematical intelligence

Your assessment:

Your results show you have a **HIGH** preference for Logical-Mathematical intelligence.

This suggests that you will have a definite need for objectivity and structure to your learning. You will learn best from theories and models that are well researched and proven.

At school, you probably enjoyed subjects such as the sciences and mathematics.

Your assessment for Logical Mathematical intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- List key points in order and number them.
- Use a flow chart to express information/knowledge.
- Use computers e.g. spread sheets.
- Use cause and effect diagrams.
- Use timelines for remembering dates and events.
- Analyse and interpret data.
- Use your reasoning skills.
- Create and solve problems.
- Use checklists.

Linguistic intelligence

Your score

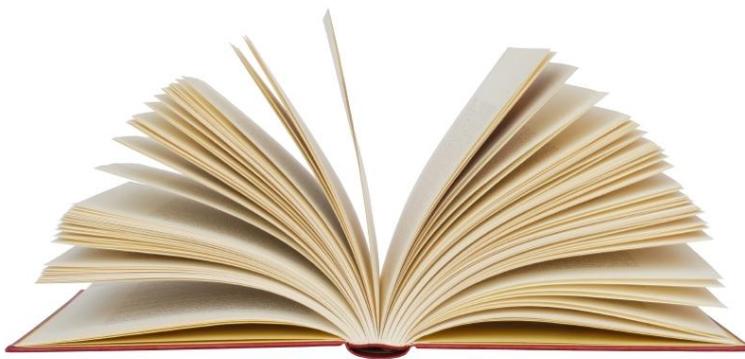
4.80

Strength of
use

Medium

'The poet possesses a relation to words beyond our ordinary powers, a repository, as it were, of all the uses to which particular words have been put in previous poems. That knowledge allows the poet to attain certain combinations of words as he constructs an original poem'

Howard Gardner



Linguistic intelligence is seen as:

- Understanding a range of information in verbal or written form. This applies not only to the words but also to the meaning conveyed.
- Organising and expressing ideas through oral or written language. This means that the ideas are logically sequenced, concise and expressed in language which is easily understood by the intended reader or listener.
- Remembering and recalling verbal or written information.
- Adaptability in the application of language.
- Using language to explore, create or share solutions to a problem.
- Deriving pleasure and satisfaction from playing with language: for example word games, puns, crosswords and reading for leisure.

Linguistic intelligence

Your assessment:

Your results show you have a **MEDIUM** preference for Verbal-Linguistic intelligence.

This suggests that you will have a need for words and language to aid your learning in addition to one or more of the other intelligences.

You will need to either read or talk about the material presented in a limited form to aid your learning.

Your assessment for Linguistic intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- Learn from books, tapes, lectures, presentations and seminars.
- Write down questions you want answered before starting any learning.
- Read out loud.
- After reading a piece of text, summarise it in your own words.
- Talk through the key elements of your learning in order to organise your thoughts into logical sequence and/or key points.
- Write key points on cards and sort into order.
- Make up cross-words and word puzzles to solve.
- Debate and discuss issues.
- Present what you have learned to someone else.

Bodily kinesthetic intelligence

Your score

4.00

Strength of
use

Medium

‘Ah, if you could only dance what you have just said, then I would understand’

Nikos Kazantzakis
Zorba the Greek



Bodily kinaesthetic intelligence is seen as:

- Recognition of feedback coming from muscles, nerves and skin. This intelligence reads information from what is felt or touched.
- Balance and physical spatial skill.

- Development of both fine and gross motor coordination: often seen as a steady hand and a good eye.
- Good ‘fine motor’ skills – working with your hands sometimes in intricate detail (e.g. surgery, mechanics, plumbing).
- Flexibility in application and knowing when to use the appropriate amount of pressure or force and when not to.
- Endurance of muscular output – the ability to pace activity well.
- Good ‘large motor’ skills – whole body involvement with agility and smoothness of mobility.
- Taking and sharing pleasure in the exercise of body skills.

Bodily kinesthetic intelligence

Your assessment:

Your results show you have a **MEDIUM** preference for Bodily-kinesthetic intelligence.

This suggests that you will have a need for some form of activity and involvement when learning in addition to one or more of the other intelligences.

You will not enjoy entirely passive learning situations although too much activity may be off-putting for you.

Your assessment for Bodily kinaesthetic intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- Learn from what you physically do – pace out your subject.
- Get involved with the subject physically – use role play or drama for example.
- Take action – write down key points.
- Make models and use artefacts and manipulatives – things you can play with or handle while you are learning e.g. a stress ball.
- Use ‘energisers – these are a set of exercises that warm up and stimulate different parts of the brain.
- Move about whilst you are learning.
- Change activity often and take frequent breaks.
- Mentally review your learning while jogging/swimming etc.

Spatial intelligence

Your score

8.60

Strength of
use

High

'I found that I could say things with colour and shapes that I had no words for'

Georgia O'Keefe



Visual intelligence is seen as:

- Sensitivity to colour, line, form, tone, space and so on.
- Understanding, recreating and inventing visual representations.
- Graphs, charts, photos, cartoons and any other visual elements are the 'reading material' of the visually intelligent.
- Translating easily between visual representations and the real world e.g. reading a map.
- Manipulating objects in space to represent, inform and create.
- Concern with aesthetics and how things look.
- Deriving pleasure from making and using visual representations.
- Doodling / scribbling / drawing whilst others are speaking is not a sign of inattention but simply how the visually intelligent allow information to affect them.

Spatial intelligence

Your assessment:

Your results show you have a **HIGH** preference for Spatial intelligence.

This suggests that you will have a definite need for pictures, diagrams and colour to enhance your learning. For you, a picture will paint a thousand words.

At school, you probably enjoyed subjects such as art and creative or technical drawing.

Your assessment for Spatial intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- Learn from film, video, DVD, pictures and slides.
- Use symbols, diagrams and doodles/scribbles.
- Design and produce a poster.
- Highlight key points in different colours.
- Convert information into cartoons or diagrams.
- Create Mind-maps – these are visually creative ways of representing information as first devised by Tony Buzan.
- Create visually interesting learning aids and handouts/materials.
- Use mental imagery and visualisation – imagine what you are learning or what you have learnt.

Intrapersonal intelligence

Your score

7.60

Strength of
use

High

*‘What lies behind us and what lies
before us are tiny matters compared to
what lies within us’*

Oliver Wendell Holmes



Intrapersonal intelligence is seen as:

- The accurate perception, understanding and response to inner states and emotions.
- A large repertoire of alternative responses to frustrations and challenges.
- Constructive responses to inner needs, drives and motivations.
- Acknowledgement of strengths and accommodation of weaknesses: over or under estimates of abilities is a weakness of this intelligence.
- Reflection on patterns of behaviour and responses over time.
- Evaluation and reinvention of oneself over time.
- Enjoyment and acceptance of one's own company.

Intrapersonal intelligence

Your assessment:

Your results show you have a HIGH preference for Intra-personal intelligence.

This suggests that you will like to have personal space and reflection time when you are learning about something. You will like to spend some time alone during the learning process.

At school, you probably enjoyed subjects that allow you to reflect and think.

Your assessment for Intrapersonal intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- Create personal interest in the learning – decide why the subject matters to you.
- Take personal control of your learning – set your own goals.
- Carry out independent study.
- Seek out background information – get behind the subject you are learning to make it more personal to you.
- Reflect or write down what you have learnt – create a learning diary. Review this periodically.
- Reflect on how the information fits in with your existing knowledge and experiences. Reconcile any knowledge conflicts.

Interpersonal intelligence

Your score

6.20

Strength of
use

High

'If civilization is to survive, we must cultivate the science of human relationships –the ability of all peoples, of all kinds, to live together, in the same world, at peace'

Franklin D Roosevelt



Interpersonal intelligence is seen as:

- The accurate perception and understanding of the emotions and motivations of other people.
- Responding empathetically, in a manner which not only shows that you have appreciated the emotions of others but also that you have been moved by their experience.
- Acknowledgement and accommodation to the emotional needs of others.
- Recognition by others as being nurturing, supportive and caring.
- Showing and sharing a range of appropriate emotional responses.
- Deriving pleasure from the company of others.

Interpersonal intelligence

Your assessment:

Your results show you have a HIGH preference for Inter-personal intelligence.

This suggests that you will have a need to learn with others. You will learn best in group situations and when you can discuss the learning with other students.

At school, you probably enjoyed any subject when you could talk or discuss the learning.

Your assessment for Interpersonal intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- Learn from others.
- Work in teams and learn together.
- Talk to others and share answers.
- Compare notes after a study session.
- Make use of networking and mentoring.
- Teach others.
- Socialise during breaks.
- Form and learn through a learning set.
- Design and run question and answer sessions (quizzes and competitions).

Musical intelligence

Your score

4.50

Strength of
use

Medium

‘Music is the manifestation of the human spirit, similar to language. Its greatest practitioners have conveyed to mankind things not possible to say in any other languages’

Zoltan Kodaly



Musical intelligence is seen as:

- Sensitivity to pitch, rhythm, tone, volume and beat.
- Recognition, memory and application of sound patterns.
- Alteration or maintenance of moods or physical states depending on sound patterns or music. People who understand their own responses to music can select and apply patterns which maximise their desired mood or pace.
- Reflection of one’s own state or the state of another through music.
- Incorporation of the patterns of sound into movements.
- Reflection of appropriate sensitivity to distracters or signals.
- Deriving pleasure from listening to or creating music.

Musical intelligence

Your assessment:

Your results show you have a **MEDIUM** preference for Musical-rhythmic intelligence.

This suggests that you will have a need for a natural rhythm and pace to your learning. And that you may also like having music on around you when you are learning.

However, the use of music for you should be done sparingly as too much would distract you.

Your assessment for Musical intelligence is reflected above.

In order for you to get the best out of this intelligence for your learning, see the suggested methods opposite. These will help you construct a personal learning method which utilises the key aspects of this intelligence type.

The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

LEARNING TECHNIQUES

- Use music to relax before learning.
- Study to music that represents what you are learning.
- Study using Baroque music playing in the background – this helps the brain oscillate at a rhythm that is more conducive to memory (approx. 60 beats per minute – slightly slower than your heart rate).
- Read rhythmically (use a metronome).
- Write a song, jingle, rap or poem that summarises your learning.
- Put key phrases to be learnt into sort musical ‘ditties’.
- Emphasize key points with sound – clapping and signals.
- Use rhythmic tonal patterns in speech.

Naturalist intelligence

Your score

3.40

Strength of
use

Medium

‘Human welfare is dependent upon the interrelationships of all living things’

Gregory Bateson
Mind and nature



Naturalist intelligence is seen as:

- A sensitivity to the patterns and features of nature.
- Attending, absorbing and remembering details of nature and natural occurrences.
- Classifying observations and experiences.
- Understanding and appreciating the complex relationships in nature. Naturally intelligent people seem to understand the ecosystem as a whole rather than just the component parts of it.
- Deriving enjoyment and energy from interaction with nature.
- Responding sympathetically and empathetically with the natural environment.
- The ability to use nature as a reference for problem solving.

Naturalist intelligence

Your assessment:

Your results show you have a **MEDIUM** preference for Naturalist intelligence.

This suggests that you relate reasonably closely to subjects or learning that involve the natural world.

You will be aware of the learning environment and the use of space when learning but will need to support your learning via one or more other intelligences as well.

Your assessment for Naturalist intelligence is reflected above.

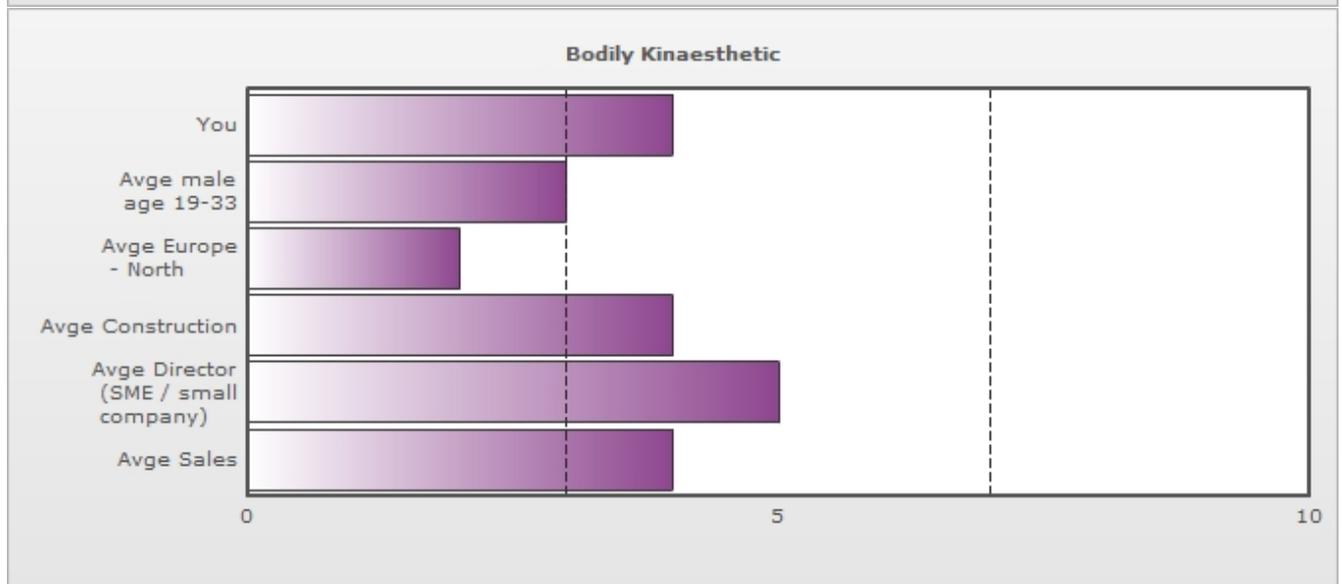
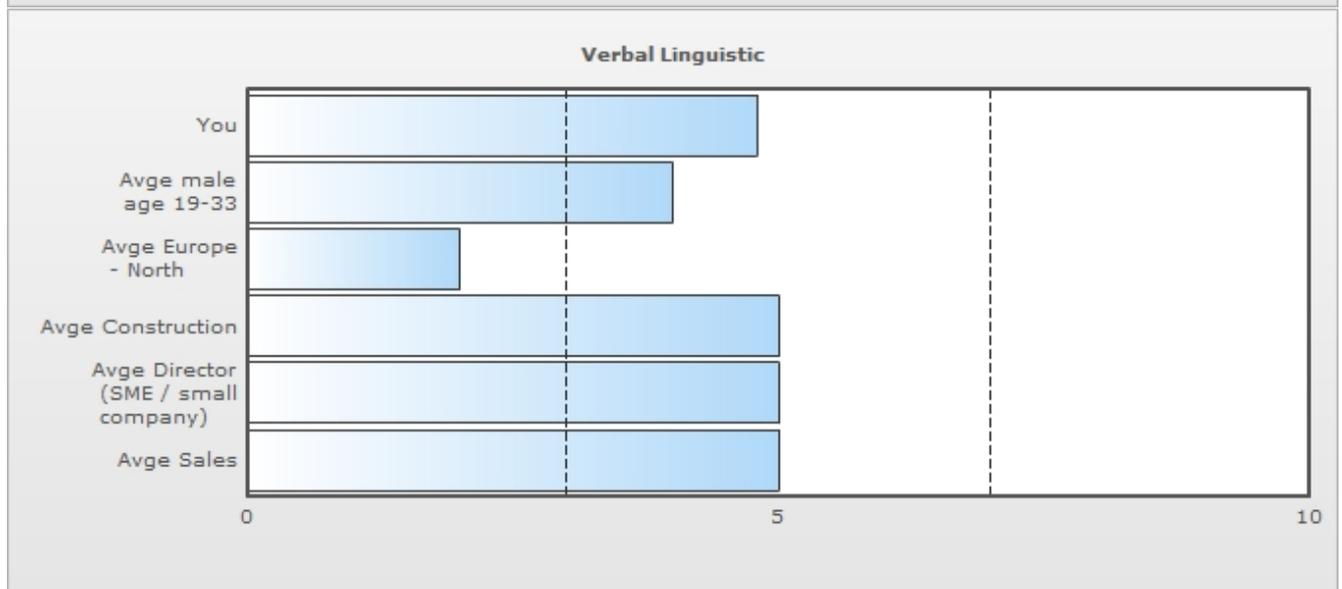
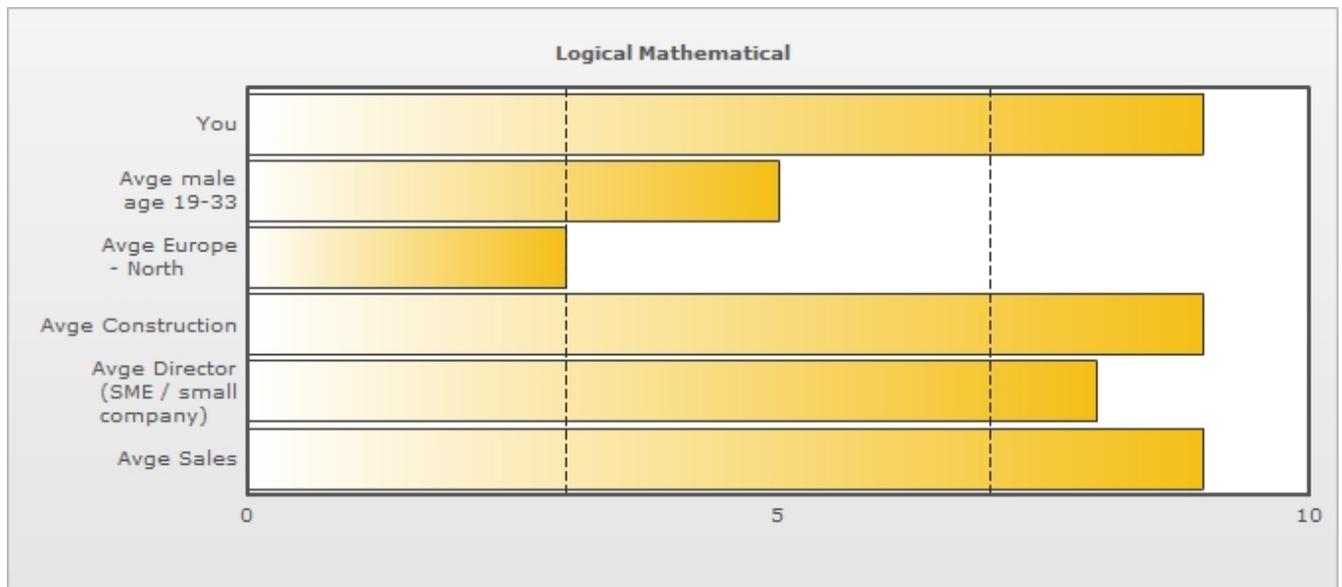
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The methods may be used to reinforce an intelligence type that is strong or develop a type that is potentially weaker.

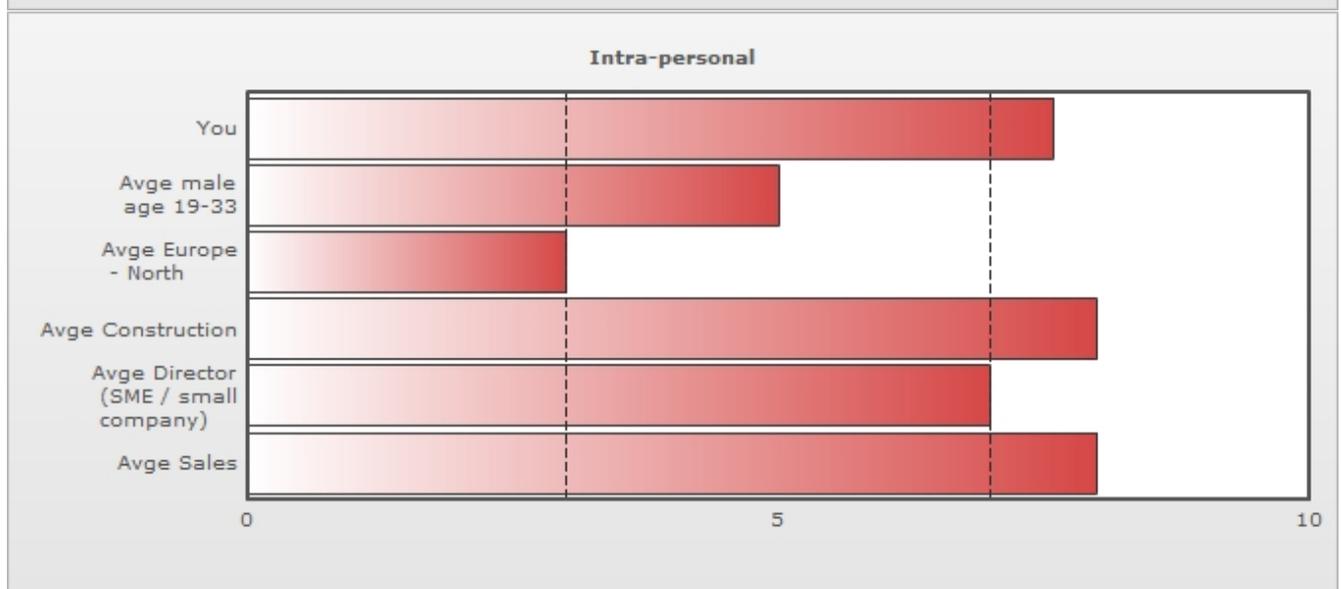
LEARNING TECHNIQUES

- Use outside activities and spend as much learning, revising and thinking time as you can outside (in natural rather than urban settings – parks are better for you than libraries!).
- Encourage nature breaks.
- Have flowers and plants in the learning environment.
- Identify characteristics of natural objects (ie birds, plants and animals).
- Think through the links and processes of the natural order of things.
- Work with natural objects (e.g. keep a garden or a pet, grow vegetables or flowers).
- Watch nature programmes and then discuss them.
- Keep a nature journal.

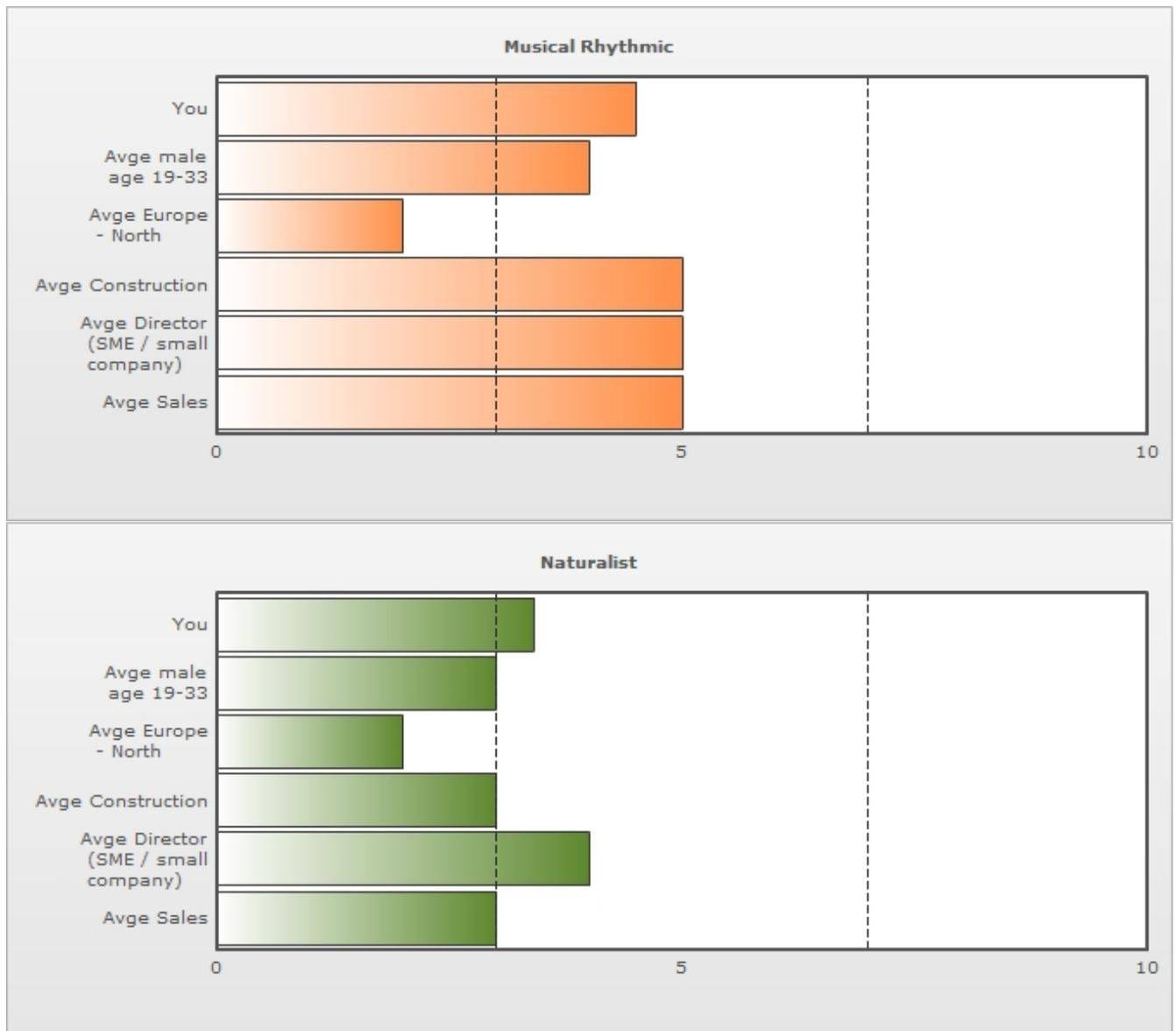
How your style compares to others



How your style compares to others



How your style compares to others



Conclusion



This report has provided you with both the output from your Multiple Intelligence Evaluation and an interpretation of these results. It, hopefully, has also provided you with food for thought about what types of intelligence you prefer to use and how this impacts on your performance.

We hope you have enjoyed this process of learning and wish you every success in applying this knowledge in your future life.

Other reading:

Eric Jensen (1995) *The learning brain*.

Dave Meier (2000) *The accelerated learning handbook*.

Colin Rose and Malcolm Nicholl (1997) *Accelerated Learning for the 21st Century*.

Thomas Armstrong (1999) *Seven kinds of smart*.

Linda Campbell, Bruce Campbell and Dee Dickinson (2004) *Teaching and learning through multiple intelligences*.

Mindy Kornhaber, Edward Fierros and Shirley Veenema (2004) *Multiple intelligences: best ideas from research and practice*.

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- Access point to development consultants, coaches and training programmes.
- Launch pad for further development.

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