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Results Intelligence

The Ability of Results-Focused Self-Management

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What Is Results Intelligence and Why Does It Have the Most Influence on Success?

The research of human intelligence includes a broad range of theories and a variety of different answers regarding most of the fundamental questions in the field, including the following questions: What is the nature of intelligence? Is it a constant innate cognitive trait or is it a skill that can be improved? Is intelligence a single uniform entity or is it a multiplicity of independent abilities? What is the intelligence that most influences the degree of success and in what fields?. The responses of most of the researchers depend largely on the type of intelligence studied, as a result of a variety of approaches and schools – developmental, cognitive, psychometric, emotional-social, practical, and so on. In contrast, the starting point of this study is the success itself, with the goal to examine whether there is one ability that is shared by all those who succeed over time and whether and how it can be improved - Since on the one hand, people with completely different abilities succeed in attaining significant achievements and on the other hand, only some people with similar abilities achieve lasting success. The main conclusion as examined during a decade of counseling and support of more than five hundred different people is that all those who achieve ongoing success have a good level of ability in results-focused self-management – and this is results intelligence. The study shows that every individual has a different profile of intelligences that includes his main abilities – and results intelligence is the ability to manage all the other abilities in favor of the achievement of the maximum results of success desired over time.

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Since results intelligence is fundamentally a management ability and management addresses ways of thinking and doing and includes the ability to plan and implement a variety of actions so as to achieve different goals, it exists in everybody, even if at different levels of awareness, skill, or maximization. On the basis of the theory of management by objectives from the approach of Professor Peter Drucker (as presented in the continuation) in life, as in business, management is the factor that most influences the degree of success over time – and management can be learned. Thus, it is possible to learn how to develop the level of results intelligence and thus to significantly improve the chances of reaching the maximum of success in a variety of areas of life. Therefore, the purpose of this study is to create the model of the development of results intelligence so as to enable individuals to identify their main abilities and to learn how to leverage them and manage themselves, for the benefit of the achievement of their desired success and goals.

Keywords: Intelligence, Results, Success, Abilities, Self-Management

Theoretical Elements

Historical review of the development of theories in the fields of the study of human intelligence, emphasizing the variety of different interpretations of the concept of intelligence – from the mathematical and intuitive intelligences of Blaise Pascal (1623-1662), through the ability of understanding and judgment of Immanuel Kant (1724-1804), and the ability of original thinking of John Stewart Mill (1806-1873), until the two professional symposiums of the 20th century that emphasize the differences of opinion among the participating researchers - and mainly, two of the common applied intelligences that affected and still affect in a wide variety of areas: the Mental Intelligence that includes logical, mathematical, and verbal ability from the approaches of Alfred Binet (1857-1911) and Dr. Theodore Simon (1873-1961), through David Wexler (1896-1981), and the Emotional intelligence posited by Dr. Daniel Goleman in his book *Emotional Intelligence* (1995), and notes that self-awareness and self-control and social awareness and management of relations are flexible abilities that can be improved and that have great influence on success in life in general and in work in particular.

Most of the traditional views in the fields of the research of human intelligence maintained that intelligence is a single entity of abilities related to one another. However, in 1983

Professor Howard Gardner, one of the most influential theoreticians in the field, published evidence that intelligence includes a number of separate abilities with distinct placement in the brain and unique mechanisms of information processing and sparked a revolution in the accepted perception. Gardner, in his book *Multiple Intelligences: The Theory in practice* (1983), asserted that people have different cognitive powers and styles, which are utilized for a variety of purposes of identification, analysis, and solution of problems. Therefore, it is necessary to expand the concept of intelligence and to divide it into a broad spectrum of mental abilities, which are largely autonomous and cannot be measured quantitatively in a simple manner. Gardner reveals and establishes seven different types of intelligences: language, spatial, musical, physical movement, logical-mathematical, intrapersonal, and interpersonal intelligence. However, he emphasizes that these constitute only a preliminary list. In his opinion, the intellect is multifaceted and the number of human abilities is not known, and every form of intelligence can be subdivided and it is possible to organize the list again. Additionally, as Gardner, Professor Robert Sternberg, a researcher from Yale University of world renown in the field of intelligence, argues that it is necessary to differentiate among different forms of cognition. In his book *Triarchic Theory of Human Intelligence* (1990) Sternberg presents integration between intelligence and the mental mechanisms at the basis of behavior and between intelligence and the ways of use of these mechanisms in everyday life. He defines three types of intelligences that are essential for success in a variety of areas of life: analytical, creative, and practical. Sternberg emphasizes that the existence of these abilities themselves is not enough; rather it is necessary to know when and how to use them – and that each one of these abilities has behavioral expressions that are different in every person and that operate for purposes of the adjustment to the environment, the influence on it, or the choice of it. The theories of Gardner and Sternberg indicate that every subject has a different profile of intelligences. This profile includes the person's main abilities, which he implements to achieve a variety of types of purposes. The results intelligence is not only an additional personal ability of purpose but mainly the subject's ability to manage all the other abilities for the achievement of the maximum results of the success he desires in the future and over time.

The elements of results intelligence are based primarily on the approach posited by Peter Drucker, *Management by Objectives*. Professor Peter Drucker (1909-2005), the father of

modern management and the founder of the Management by Objectives approach, asserted that in contrast to the approaches of traditional management that focused on the improvement of efficiency, the main goal of the field of management is to achieve defined objectives according to focused actions. In his book *The Practice of Management*, which was first published in 1954, Drucker explained his perception that the most effective way of achieving the goals of the organization is through results-focused leverage of all the fundamental elements of the given system, since in cost-benefit terms it is possible to achieve significant success through objectives-focused management of the existing means and not necessarily through additional investment in their improvement. Drucker notes that the starting point of this type of management is the correct definition of positive, clear, and measurable objectives as a basis that directs and determines all the actions of the organization. He outlines the three stages of the process.

1. Mapping of the fundamental elements of the given system.
2. Definition of the goals required for the long-term and derivation of objectives in the short-term.
3. Construction of an action program focused on these objectives, through the leverage of the existing resources and performance. Examination and implementation of remedial actions, as required.

The findings that this field of management is effective also in the fields of personal management can be found in the research studies of Porras, Emery, and Thompson in their book *Success Built to Last* (2007) which presents a comprehensive analysis of patterns of thinking and action shared by people who had significant and ongoing success in their field, profession, or community (The research included more than 200 in-depth interviews with people from a variety of sectors and areas of activity throughout the world and was validated by an Internet survey of success of more than 365 additional people.) The book presents the main conclusion that significant and ongoing success is primarily influenced by the discovery of what is important and significant for every subject, as the most correct basis for clarification and choice of the real future desired, and by giving high and consistent priority to thinking and activity focused on achievement, through constant examination and learning. These patterns are at the basis of Drucker's organizational theory of Management by Objectives, and in 1999 his book *Management Challenges for the 21st Century* was published,

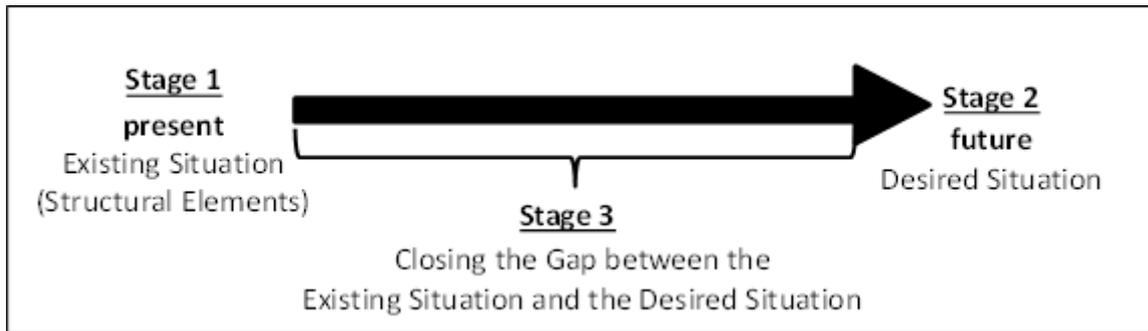
examining the future of the fields of management following the changes in the global economy. Drucker writes that in the modern era the need for self-management will increase and will lead to a significant revolution in human conduct. In his perception, every person will become the CEO of his life and his work, and therefore, like in every organization, personal management is the most effective way of achieving success, maintaining it, and continuing to develop it. Drucker adds that management is not a matter of a feeling or a talent from birth but rather elements that can be analyzed and organized in a methodical manner and that can be learned by every person with regular perception. Therefore, since results intelligence is the ability of results-focused self-management, then it is possible to learn how to improve it through the implementation of the development model that causes a methodical and practical expression of the principles and tools of management by objectives, through the creation of the adjustments required in the transition from organizational management to personal management that includes three separate personal abilities, which together act best:

1. Awareness of the overt behaviors and the motivating personal purpose needs.
2. Ability to choose and correctly define future goals.
3. Goal-focused ability to plan and perform through the maximization of existing structural elements.

Results intelligence and the process of its development are based primarily on those written sources and the purpose of this study is to create the model of the development of results intelligence so as to enable individuals to identify their main abilities and to learn how to leverage them and manage themselves, for the benefit of the achievement of the desired success and goals in a variety of areas of life and work.

The Structure and Stages of the Process of Personal Results Intelligence Development

Since results intelligence is basically management ability, like every methodical process of management that operates to close the gaps between the situation found in the present and the situation desired in the future, the method of results intelligence development is built according to the same three stages.



- Stage 1 – Mapping of the fundamental elements of the subject's situation in the present.
- Stage 2 – Choice and definition of the situation desired in the future.
- Stage 3 – Planning, performance, and control of the most effective and appropriate way for the closing of the gaps between the situation found in the present and the desired situation in the future.

The table of the development of personal results intelligence

Stage 1 Existing Situation (Structural Elements)	Behavior strategy	Needs of personal purpose
	Promoting behaviors:	
	Delaying behaviors:	
Stage 2 Desired Situation	Desired results of success:	
Stage 3 Closing the Gap between the Existing Situation and the Desired Situation	First result:	
	Map of actions:	

The table of the development of personal results intelligence presents the process and each one of his elements, and enables focused and methodical implementation of the stages and the process, as following:

Stage 1: Mapping the Structural Elements of the Existing Situation

The personal structural elements include two main components: the behavior strategy that contains the dominant promoting and delaying behaviors of each individual, and the main needs of personal purpose that motivate him.

Behavior Strategy - Promoting and Delaying Behaviors

The behaviorist theory of modern psychology addresses the study of the overt behavior of the organization and the ways to shape it. Professor Burrhus Frederic Skinner (1904-1990), one of the prominent researchers of this approach, wrote in his book *About Behaviorism* (1974) that since the organism activates its environment so as to achieve its desire, it is necessary to identify and neutralize harmful or inefficient behaviors and to strengthen and acquire efficient behaviors. The Results intelligence also engages in the identification of the overt behaviors and in their division into promoting and inhibiting behaviors. However, on the basis of the theory of management by objectives, in terms of cost or benefit, it is possible to achieve success through the management of the existing resources and not necessarily through additional investment in the improvement of these resources. Therefore, the purpose of the identification of these patterns is to maximize the promoting behaviors and to cope with the delaying behaviors only in relation to the achievement of the desired results.

The promoting behaviors are the outside expressions of the intelligences that characterize every individual, namely the main abilities as they are expressed in reality and as they help achieve successes – for example: leadership, activity, simplicity, control, learning, excellence and innovation. The delaying behaviors are the outside expressions of the negative traits, namely the behavioral weak points as they are expressed in reality and as they prevent or make it difficult to attain the utmost success - for example: impulsivity, difficulty with order and organization, criticism, lack of focus, passivity and shyness. The most dominant behaviors of every individual are constant and characterize him during most of the periods and areas of his life and it is possible to see that, in the examination of a number of successes and failures from the past and the clarifications of the main patterns that led to every success and failure, it became clear that promoting behaviors are shared by the different successes and

the same delaying behaviors led to failures. Respectively this is also the direct way to identify them. Moreover, the study presents the tables of the behaviors, which concentrate 180 different types of promoting behaviors and 140 different types of delaying behaviors, which were formed on the basis of patterns of behavior of more than 500 different people who underwent the presented process of development.

The Process of the Identification of the Promoting and Delaying Behaviors

1. Try to remember some successes you had until today and think which abilities caused you to achieve each one of them.
2. Think whether there are additional promoting behaviors that characterize you and have helped you succeed until now.
3. Please mark on the Table of Promoting Behaviors additional promoting characteristics.

The Table of Promoting Behaviors

Courtesy	Personal example	Memory	Taking risks	Curiosity	Centralization
Intuition	Imagination	Long-term thinking	Liberality	Spontaneity	Fluency
Activeness	Consideration	Innovation	Learning from mistakes	Order & organization	Rhetoric
Responsibility	Empowerment	Compassion	Focus	Synergetic	Emotion
Assertiveness	Humor	Diligence	Carrot and stick	Tolerance	Seriousness
Authenticity	Activation	Vision	Discipline	Authoritativeness	Multifaceted
Empathy	Achievement	Sharpness	Actualization	Priorities	Spirituality
Analytical	Adventure	Friendliness	Professionalism	Patience	Concentration
Believability	Influence	Totality	Originality	Gentleness	Rationalism
Courage	Perseverance	Good heartedness	Energy	Encouragement	Tranquility
Energetic	Leading	Stability	Task Orientation	Dealing with pressure	soul acting
Improvisation	Attention	Personal attitude	Leverage of opportunities	Help	Discretion
Optimism	Enthusiasm	Probity	Dedication	Relevance	Transparency
Caring	Inclusion	Directness	Frame	Popularity	Arbitrariness
Integrative	Going in depth	Thoroughness	Morality	Consistency	Control
Emotional	Explanation	Creativity	Excellence	Appeasement	Cooperation
Assessment	Fairness	Counseling	Practicality	Perfectionism	Persuasion

Effectiveness	Restraint	Representativeness	Goal focused	Praise	Methodical
Optimization	Understanding	Efficiency	Leadership	Openness	Ambition
Clarity	Adjustment	Productiveness	Niceness	Tendency to compromise	Joy of life
Prominence	Investment	Integrity	Management	Lukewarm	Quick perception
Equality	Inspiration	Initiative	Politeness	Simplicity	Sophistication
Flexibility	Logic	Value creation	Pleasantness	Activity	Resourcefulness
Opinionated	Coordination	Charisma	Normative	Solutions	Desire
Diplomatic	Decisiveness	Solemnity	Loyalty	Obedience	Daring
Discretion	Decency	Respect	Giving	Modesty	Competitiveness
Dominance	Motivation	Honesty	Generosity	Justice	Support
Precision	Availability	Willpower	Analysis	Dispassion	Contribution
Dramatic	Quickness	Forcefulness	Determination	Acceptance	Planning
Didactic	Caution	Learning	Forgiveness	Multitasking	Validity

4. Examine what are the dominant promoting behaviors that repeat themselves and copy them to the development table.
5. Try to remember some failures you have had until today (or situations in which in your opinion you did not maximize the success) and think what your contribution to each failure was.
6. Think whether there are additional delaying behaviors that have caused you to fail.
7. Please mark on the Table of Delaying Behaviors additional delaying characteristics.

The Table of Delaying Behaviors

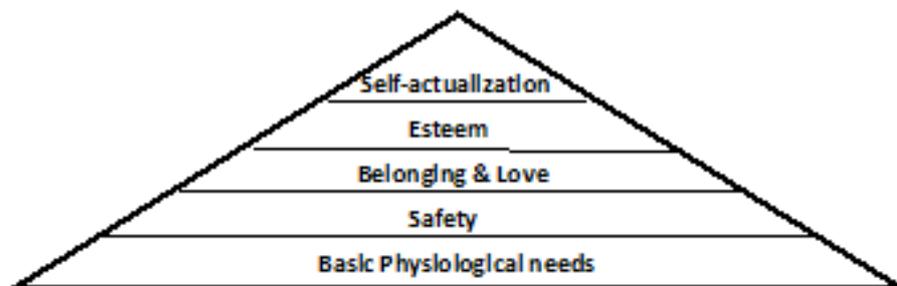
Tendency to be hurt	Difficulty coping with change	Fear of success	Negative thoughts
Tendency to postpone	Difficult making decision	Fear of change	Rebelliousness
Tendency to argue	Difficulty coping with criticism	Slowness	Easily influenced
Tendency to give up	Difficulty overcoming obstacles	Emotionalism	Vengeance
Tendency to be pressured	Difficulty acting in a framework	Aggressiveness	Rigidity
Tendency to avoid	Difficulty in initiative	Impulsivity	Forcefulness

conflicts			
Tendency to give up if success isn't quick	Difficulty acting in a situation of uncertainty	Not knowing what suits me	Closedness
Tendency to waste time	Difficulty adjusting to new situations	Indifference	Skepticism
Tendency to satisfy those around	Difficulty committing	Egotism	Irritability
Tendency to refrain	Difficulty setting boundaries	Criticism	Stubbornness
Tendency to round corners	Difficulty relying on others	Wastefulness	Scatter minded
Tendency to be silent	Difficulty with concentration	Shyness	Passivity
Tendency to blame others	Difficult foregoing comfort	Choice of unsuited people	Pessimism
Tendency to be scatter-minded	Difficulty asking for help	Crudeness	Hastiness
Too low goals	Difficulty changing habits	Worrying	Cynicism
Goals and activity for the short-term	Difficulty motivating others	Too talkative	Right not smart
Unsuitable goals	Difficulty forgiving	Low self-image	Hardness
Primarily status goals	Difficulty learning	Selective attention	Jealousy
Lack of confidence	Difficulty improvising	Waiting for the right opportunity	Coldness
Lack of patience	Difficulty persevering	Preferring immediate gratification	Victimization
Lack of daring	Difficulty with order & organization	Hesitancy	Flippancy
Lack of focus	Difficulty cooperating	All or nothing	Stagnation
Lack of thoroughness	Difficulty accepting authority	Hyperactivity	Over sensitivity
Lack of efficiency	Difficulty acting in unclear situations	Dreaming	Centralization
Lack of niceness	Difficulty expressing my desires	Suspicion	Complacence
Lack of practicality	Difficulty reading situations correctly	Audacity	Control

Lack of belief	Difficulty to market the self	Lack of tact	Judgmental
Lack of consistency	Difficult to convince	Totality	Conservatism
Lack of self-discipline	Difficulty to explain the self	Fear of authority	Holding a grudge
Lack of authenticity	Difficulty to learn from mistakes	Arrogance	Quick burnout
Lack of seriousness	Difficulty in priorities	Childishness	Arbitrariness
Lack of preliminary planning	Difficulty in delegation of authorities	Expects & is disappointed	Aggression
Lack of proportion	Difficulty to take risks	Moods	Dependence
Lack of flexibility	Fear of an audience	Introversion	Innocence
Lack of sensitivity	Fear of failure	Quick realization	Fluctuation in opinion

8. Examine what are the dominant delaying behaviors that recur and copy them to the development table.

Needs of Personal Purpose



Dr. Abraham Maslow (1908-1970), one of the main theorists of humanistic psychology, presents in his book *Motivation and Personality* (1954) the "hierarchy of needs theory", the pyramid of five universal needs shared by all people to realize the hierarchy of order of importance. He writes that when a need found at the base of the pyramid is satisfied then the person is motivated and goes to realize the need at a higher level.

However, to differentiate from this universal approach and since today many people's basic needs of the pyramid are met relatively well - according to the individual approach, the purpose needs are the main subjective motivations that incentive each

individual to act for satisfy them. The study emphasize that the tendency is to aspire to realize the needs of the apex for actualization and realization and clarification of the intentions of each individual on these needs raises a large variety of different and subjective intentions. For example: status, influence, autonomy, giving, acceptance and leaving a mark. This argument is based on the theory of positive psychology that engages in the scientific research of the optimal human functioning. Professor Marin Seligman, one of the founders of positive psychology and the president of the American Psychology Association, presents in his book *Authentic Happiness* (2002) the principles of this approach and explains how to achieve happiness, success, and ongoing realization through the discovery of the meaning and goals of every subject and their translation into focused activity of value through the implementation of the prominent strengths. Dr. Tal Ben Shahar, one of the leaders of the school of positive psychology today, outlined in his book *Happier* (2007) the way to create balance between the personal needs and the long-term goals. He emphasizes that every individual has goals that suit his person needs whom pleasing and significant to him – and to be happy and satisfied over time, we must find and realize them in a personal and active manner.

The needs of the personal purpose are the subjective motivations that derive every individual, who tends to experience a high level of satisfaction when they are satisfied. Therefore, these needs will be used in the continuation of the process, as an effective basis for the correct choice of the future goals, when the very achievement will constitute the maximum of the success and the happiness suited for every person. Accordingly, the direct path to identify these needs is to examine a number of happy and satisfying periods from the past and to clarify what caused each period to be happy and what needs were satisfied. Additionally, the study presents the table of the purpose needs, which concentrate 114 different types of needs, which were formed on the basis of more than 500 different people who underwent the presented process of development.

The Process of the Identification of the Needs of Personal Purpose

1. Try to remember a number of happy and satisfying periods you had until today and think what made each one of them happy and satisfying and what needs were satisfied.
2. Is it important to you to realize additional needs?
3. Note on the Table of the Purpose Needs additional characteristic needs.

The Table of the Purpose Needs

Individuality	Adventure	Development	Uniqueness	Family	Growth
Authenticity	Decency	Inclusion	Creation of value	Status	Justice
Belief	Understanding	Prestige	Knowledge	Tradition	Acceptance
Balance	Achievements	Continuity	Integrity	Giving	Closeness
Love	Improvement	Admiration	Honesty	Victories	Calm
Activeness	Enrichment	Reciprocity	Fun	Pleasantness	Well being
Autonomy	Leaving a mark	Leading	Conquests	Loyalty	Spirituality
Quality	Appreciation	Defense	Power	Urgency	Excitement
Challenges	Recognition	Certainty	Learning	Comfort	Equality
Truth	Inspiration	Friendliness	Framework	Status	Wholeness
Aesthetics	Renewal	Vitality	Number 1	Authority	Happiness
Prominence	Harmony	Freedom of choice	Originality	Immediate gratifications	Changes
Clarity	Influence	Importance	Action space	Superiority	Control
Security	Excellence	Innovation	Expertise	Power	Tranquility
Self-expression	Realization	Reinforcements	Involvement	Independence	Belonging
Pride	Success	Experiences	Self-realization	Interest	Partnership
Dominance	Progress	Stability	Centrality	Making a difference	Prosperity
Opinionated	Enjoyment	Productivity	Variety	Simplicity	Contribution
Dynamism	Fairness	Creativity	Meaning	Popularity	Support

- Examine what are the dominant needs that recur and copy them to the development table.

Stage 2: Choice, Definition, and Examination of the Desired Situation in the Future

The second stage of the process focuses on the choice and definition of the success desired in the future. This stage is the most crucial step since to achieve the maximum success, first we have to clarify what it is. On the basis of the theory of management by objectives, the effective opening point for the choice of the most correct success is the definition of the desired success in the distant future (and only in the following stages will the results for the intermediate and short terms be derived, respectively). As the situation of the desired success will be described in a clear and detailed manner, which includes concrete and tangible outcomes, it will be possible in the future to act in a more focused manner to achieve it. The effective way to describe the desired success clearly, is by using the term of "present-future time" - namely: "jump forward in time to the future and now try to describe your success from this reality as you live it now. For example: "I am one of the leading criminal lawyer in the country, I have a very high income, a fancy house on the beach and I published a successful book". Since the situation of success suited for every individual is what enables him to provide all the individual and subjective personal purpose needs, then the elements of this desired success are subjective as well. Accordingly, the question that directs this process of clarification and choice is: "what is the situation of the maximum success I will achieve in the distant future, where I will obtain the utmost response to all my purpose needs?"

The Process of Definition of the Desired Success in the Future

- Chose one of the four alternatives tools, and define the maximum of the success desired by you in the distant future. Try to describe as many as possible tangible items and concrete results that exist in this future and in a variety of areas of life.

Alternative 1: Jump ahead in time till the age of 120, and looking back, given that your life was full of satisfaction and maximum success, describe all the results you achieved.

Alternative 2: Jump ahead in time to the distant future where you live with the maximum of your success and now choose a person to whom you write a letter that describes this future reality (parent, friend, present me, and so on).

Alternative 3: Jump ahead in time to the distant future and complete, in as great detail as possible, the following sentences. The maximum situation of success I achieved is _____ and today I have _____

Alternative 4: Describe the constellation of the results of success which you aspire to achieve in the distant future in each one of the following areas:

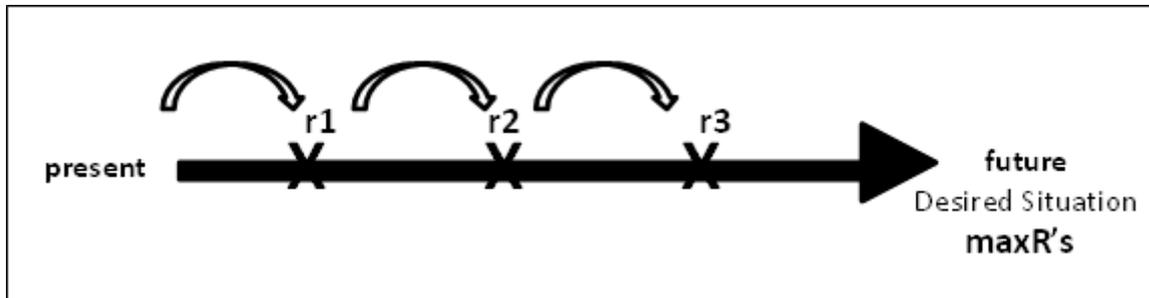
People	Logistics	Development	Finance	Personal Marketing	Management
Describe the desired situation in your system of relations (family, friends, people at work, etc.) _____	Describe the desired situation in the areas of operations and logistics (office, personal aid or aid at home, etc.) _____	Describe the desired situation in the areas of growth and development (personal, professional, etc.) _____	Describe the situation of the maximum of your financial success (revenues, assets, etc.) _____	Describe the desired situation in the examination of the personal marketing (image, requests, etc.) _____	Describe the additional desired results pertaining to the total of the management of your life _____

- Go over your list of purpose needs and examine whether the description of future success indeed enables you to receive a beneficial response for each one of them. If so, advance to the next stages, while if not, think what has to be added or changed in the elements of the desired success, so as to obtain a maximal response to all the needs.

Stage 3: Closing the Gaps between the Existing Situation and the Desired Situation

The third and last stage of the development process engages in the effective and appropriate way to achieve the desired situation of success as defined in the previous stage. On the basis of the principles of the theory of management by objectives, since it is not effective to plan actions for the long-term, it is possible to look at the gap between the existing situation and the desired situation as a continuum of short-term intermediate results

(r_1, r_2, r_3). when their achievement will promote the desired success in the distant future – and at every point of time to plan and to act for the achievement of the nearest result.

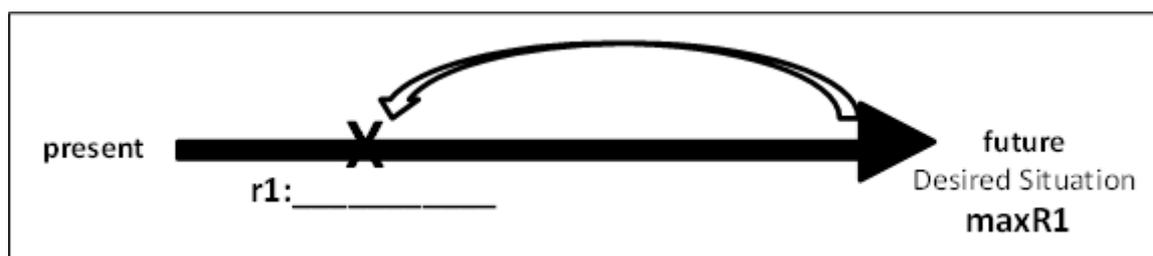


Moreover, the study emphasizes the importance of the measurement of each closest result as a stage that most influences the degree of focused activity for the achievement in the continuation of the process. According to Drucker, the way to make every goal into a concrete and measurable result through is by the question of “Did you achieve it? Prove it!”. In other words, “given that I achieved this goal in the future – how do I prove this?”. This first and nearest measurement result (r_1) is the starting point for planning the most effective action map to achieve it – by using management tools but also by leverage the promoting behaviors and finding solutions for the delaying behaviors.

The Process of Achieving the Desired Situation

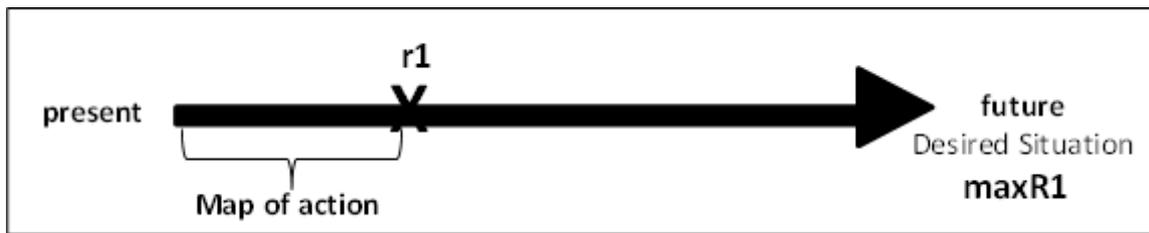
Step 1 – Identification of the First and Closest Result to Be Achieved in Reality

1. Choose from all the results of the success desired by you in the distant future one distant result that it is most important to you to begin ($maxR_1$).
2. Think of the result that if you were to achieve it in the short-term, it is what will begin to promote you to the achievement of the distant result that you chose earlier (r_1).



3. Define the date required to achieve this near result and measure it using the question of “Did you achieve it? Prove it!”
4. Copy the measurable result to the middle part of the development chart.

Step 2 – Construction of an Action Plan Focused on the Achievement of the Close Result



1. Write in the title of the below table the first result that you must achieve and collect in every field all the actions required to be performed so as to achieve it.

r1= _____

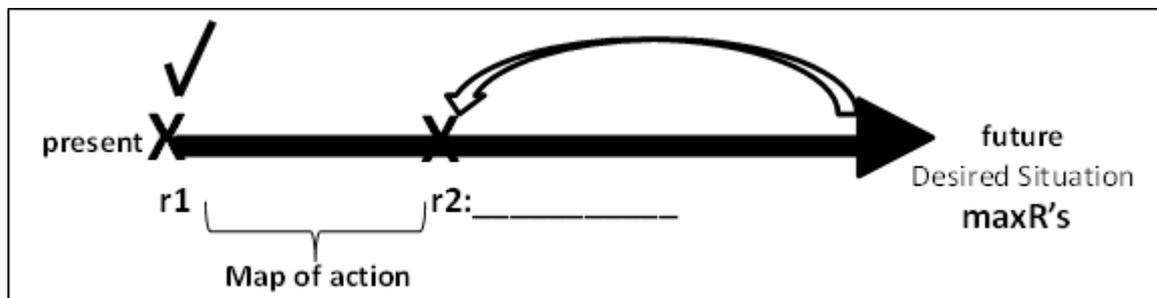
Logistical Activities	Financial Activities	Marketing Activities	Learning and Development Activities	People-Related Activities

2. Define for every action the date required for performance, copy them according to their order to the Diary format, and set the dates for the examination of the performances.
3. Indicate the actions that you evaluate that you will find it difficult to perform, since they express your delaying behaviors (as identified in the first stage) and attempt to examine promoting solutions – according to the following questions.
 - Are there other actions that I can perform to achieve the result? (It is recommended to search for them in the promoting patterns of behavior).

- Do you have at your disposal, resources that you can activate instead of you? (Networking, money etc.).
 - Is it possible to deconstruct the difficult action into a number of smaller and easier actions?
 - Is it possible to perform a preliminary activity of the difficult action?
4. Update your Diary of actions according to the changes and corrections you conducted in this part.

Identification of the next Close Result (After the Achievement of the First Result):

After the first result (r1) is achieved, it is possible to advance to the achievement of the coming result (r2) according to the same stages and instruments: Think what the next close result is, which if you achieve it, will continue to advance you to the achievement of the distant result you chose previously. Define the date for the achievement of this result, measure it, and build the map of actions required for its achievement – like the way of planning the previous map of actions.



Naturally, while performing for achieving the result coming, we can go back to our desired success in the distant future and choose another distant result, and start planning the way to achieve it according to the same stages.

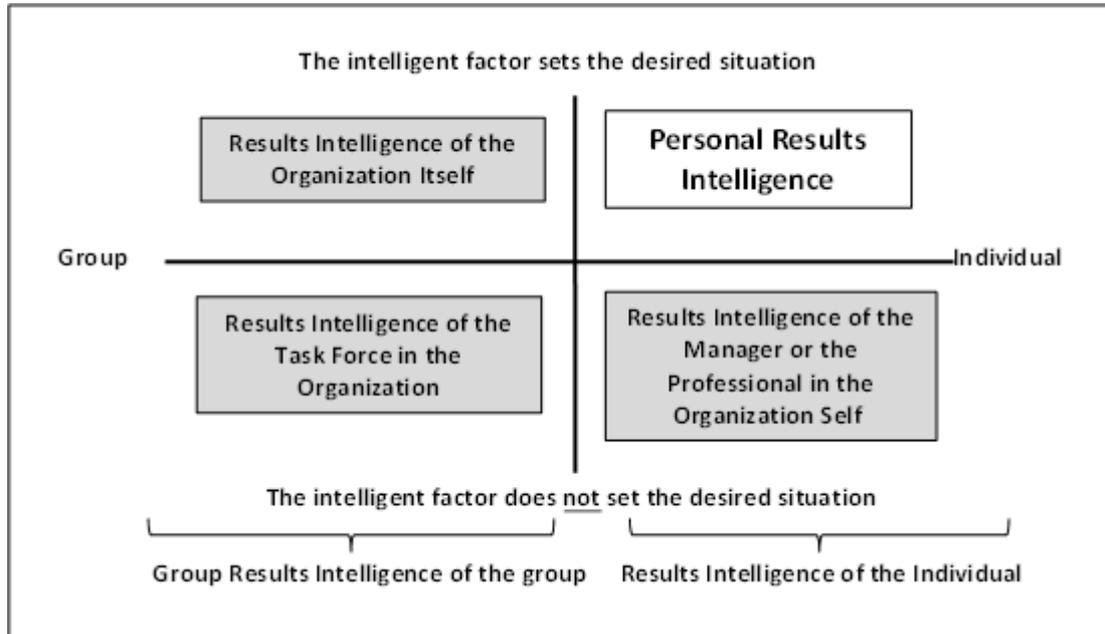
Summary and Future Direction

The aim of this study was to examine whether there is one intelligence that most influence the degree of success over time and whether and how it can be improved. The theories of Gardner and Sternberg indicate that every subject has a different profile of intelligences that includes the person's main abilities, and the results intelligence is the subject's ability to manage all the other abilities for the achievement of the maximum results

of the success he desires in the future and over time. Since results intelligence is fundamentally management by objectives ability, according to Professor Drucker, management is the factor that most influences the degree of success over time, and management can be learned. Therefore the model of the development of personal result intelligence created for enables Individuals to learn how to manage themselves for achieves the success they desire.

The personal development model as shown, found applicable and effective also in the business and organizations field, and these days the development models of the result intelligence in the Organization are examined. Those processes of development in the organization focuses on improving the results-focused ability of self-management in the fields of the organization and business and they suitable for all those who aspire to reach the maximum of their success in these areas: workers and professionals, managers and future managers, task forces, organizational units, and the firm as a whole. The structure and the components of the process are similar to those of the personal process. However, while the process of personal development address to the individual who determines and defines by himself the situation he desires in the future, in the organization it is necessary to differentiate between the process of development of the individual and the process of development of the group and between those who determine themselves the desired situation and those whose desired situation is determined for them. Accordingly, it is possible to indicate three different “organizational objects” with results intelligence.

- **Manager or worker in the organization:** An individual who acts to achieve the maximum of success in the role or in the organization (this desired situation of success is, for the most part, determined for him by the firm).
- **Task team in the organization:** A group that acts to attain the maximum of their shared success (this desired situation of success is, for the most part, determined for him by the firm).
- **The organization itself:** Representatives of the firm (owners, management, etc.) who aspire to lead it to the maximum of success over time (sets for itself the desired situation).



Additionally, these days created and tasted one of the most innovative applications in the field of result Intelligence: classification and recruitment of candidates to the organization according to assessment of the fundamental elements of results intelligence. Unlike the traditional methods of assessment, the assessment of the candidate's most dominant promoting and delaying behaviors and personal purpose needs that motivate him, gives the organization the most essential information for effective recruitment, since they indicate in a direct manner how the candidate will act in the future in the framework of his position and in the everyday organizational reality, and what is the degree of potential to remain and develop in the organization over time - since if the role and the organization can enable the candidate to provide his needs over time, then he will be a satisfied worker who is highly motivated to remain and advance in the organization, and the reverse.

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