



# GENERAL COGNITIVE ABILITY TEST (GCAT)

DEVELOP

Pat Participant

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podium

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## Introduction



### The Assessment

The General Cognitive Ability Test (GCAT) is a measure of cognitive ability. Cognitive ability is important because it influences how quickly somebody can learn, how readily they can adapt, how easily they can understand, and how adeptly they can solve novel problems. It is well established that cognitive ability predicts educational and occupational success and is an important ingredient of future potential. The GCAT assesses ability in the following areas:

- Understanding problems using words
- Logical deduction and induction
- The relationship between numbers
- Discerning patterns and sequences
- Abstract reasoning
- Mental rotation



### The Report

The purpose of this report is to give information about Pat's performance on the test. The report identifies potential strengths and challenges as well as suggests possible coaching or development actions which can be explored with them.



### Private and Confidential

This is a confidential assessment report. This report was requested for a specific purpose and has influenced the information and conclusions drawn. The information contained in this report should only be interpreted by a trained professional, and in the context of other relevant information (i.e., actual experience, interests, skills, and aptitudes).



### Waiver

When reading this report, please remember that it is based exclusively on the information gathered from the test session only and describes performance exclusively on the GCAT test. The publishers, therefore, accept no responsibility for decisions made using this assessment and cannot be held responsible for the consequences of doing so.



### Rating Scale

Charts in this report are described in terms of a standardised Sten score that is presented on a scale of 1 to 10 and which allows us to compare participant results. As a guide, scores of 1 to 3 are considered well below average, while scores of 5 to 6 are average, and scores of 8 to 10 are considered well above average.



### Comparison Group (Norm)

The following norm group was used to compare results against.

Assessment	Name	Size
GCAT	Adult New Zealand Participants	1275

## Profile Summary

### General Reasoning

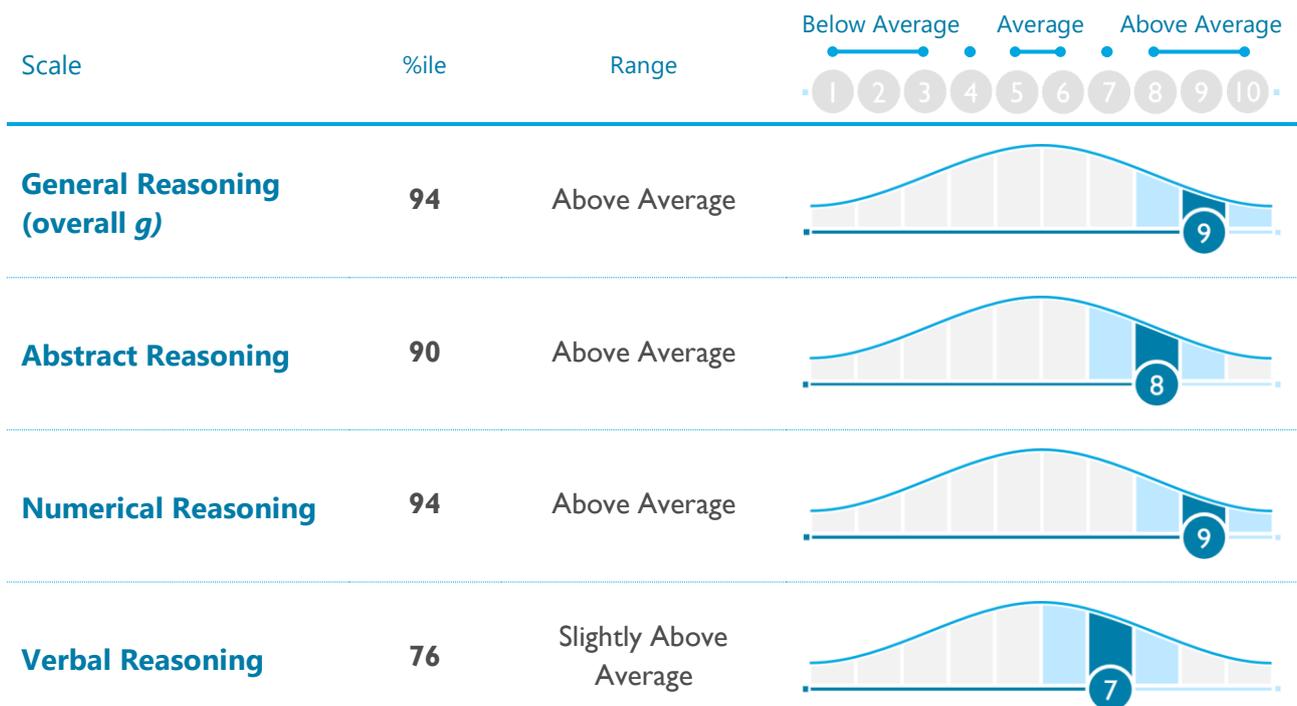
General Reasoning refers to overall General Mental Ability (*g*) which is an approximate overall indicator of the ability to reason, think logically, and solve problems using words, numbers, and simple images.

- Pat's general reasoning score suggests that they possess a well above average level of reasoning ability.
- Scoring in this range, they are likely to understand problems, reason logically and make use of learning considerably better than others.

The following elements are used to describe the results.

<b>Percentile Score (%ile)</b>	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
<b>Range</b>	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed.
<b>Sten Score (1-10)</b>	A Sten score is a standardised measure used to compare participant results. Presented on a 10-point scale, a score of 1 indicates low performance and a score of 10 indicates high performance.

### Profile Charts



## Results in Detail

### Abstract Reasoning

Abstract Reasoning assesses the ability to understand complex concepts and assimilate new information beyond previous experience. It consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning, it is independent of attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information it is likely to predict how responsive to training the person will be.



#### Profile Description

- Pat's abstract reasoning score is within the above average range when compared to the reference group and suggests that they should have a high level of natural or innate ability.
- Scoring in this range suggests that Pat should be quick to grasp new and complex concepts which are outside of their previous experience and may require a stimulating role in order to keep themselves motivated.

#### Development Recommendations

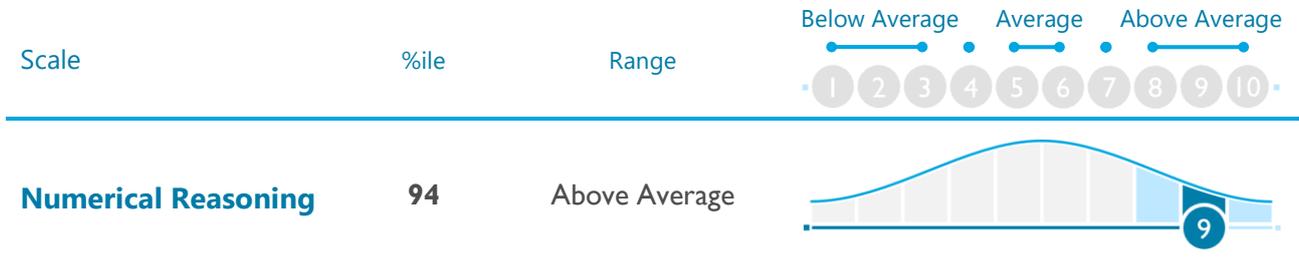
- Support them to develop strategies to simplify complex problems for others.
- Encourage them to teach others a skill.
- Encourage Pat to help others solve complex problems.

#### Implication Notes - *list possible work implications.*

#### Development Notes - *list possible development interventions or actions.*

## Numerical Reasoning

Numerical Reasoning assesses a person's ability to use numbers in a logical and rational way. It consists of items which assess understanding of such things as number series, numerical transformations, the relationships between numbers and the ability to perform numerical computations.



### Profile Description

- Pat's numerical reasoning score puts them in the well above average range when compared to the reference group.
- Scoring in this range suggests that they should have a good ability to work with numbers in a logical and meaningful way.
- In line with this, they should competently cope with the demands of jobs which have a high numerical content.

### Development Recommendations

- Utilise Pat's ability in this area to support others with numerical or problem-solving skills.
- Provide Pat with assignments that are technical in nature and require the use of numerical and problem-solving skills.

### Implication Notes - *list possible work implications.*

### Development Notes - *list possible development interventions or actions.*

## Verbal Reasoning

Verbal Reasoning assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary and the relationships between words, this scale measures the ability to perceive and understand concepts and ideas expressed verbally.



### Profile Description

- When compared to the reference group, Pat's verbal reasoning score indicates that they should have a slightly above average ability to understand complex verbal concepts.
- This score suggests that Pat should be more capable than most employees of appreciating the subtle logic of a complex argument and be able to explain complex concepts with some clarity.

### Development Recommendations

- Invite Pat to use a self-questioning strategy when reading complex material which involves asking questions about the subject they are reading. The objective of this strategy is to fine-tune their comprehension and connections in the messaging.
- Encourage Pat to actively read, especially topics that are new and challenging.
- Encourage Pat to look for opportunities to express their ideas or make presentations.

### Implication Notes - list possible work implications.

### Development Notes - list possible development interventions or actions.



## Development Plan

Use this section to summarise and document Pat's development plan; marking development activities, objectives, resources, timeframes and how development will be measured.

We recommend the following steps are applied to fully benefit from this report:

1. Share the feedback report with Pat and read the report prior to conducting a coaching session.
2. Corroborate the results with Pat and explore other sources along with any implications before considering any development interventions.
3. Adopt a supportive and balanced approach to ensure observations are supported and accepted.
4. Take notes and agree on action plans with them.

	Activities	Objectives	Resources	Timelines	Measures
1					
2					
3					
4					
5					