GENERAL COGNITIVE ABILITY TEST (GCAT)

DEVELOP

Pat Participant

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 him.

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.

Below Average | Somewhat Below Average | Average | Somewhat Above Average | Above Average

1 2 3 4 5 6 7 8 9 10

Comparison Group (Norm)

The following norm group was used to compare results against.

Assessment	Name	Size
GCAT	International Participants (2020)	1927

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 he possesses an average level of overall reasoning ability and that his capacity to comprehend new concepts and tackle complicated tasks should be consistent with that of most people.

The following elements are used to describe the results.

|	
Percentile Score (%ile)	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
Range	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed using a 5-point score band.
Sten Score (1-10)	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

Scale	%ile	Range	Below Average · Average · Above Average 1 2 3 4 5 6 7 8 9 10
General Reasoning (overall g)	68	Average	6
Abstract Reasoning	70	Slightly Above Average	7
Numerical Reasoning	79	Slightly Above Average	7
Verbal Reasoning	36	Average	5

Results in Detail

Abstract Reasoning

Abstract Reasoning looks at the ability to identify logical relationships between abstract forms. It is about understanding information and grasping new concepts. It is not strongly related to previous learning. As such, it can be used to predict intellectual potential and the capacity to be trained.

Scale	%ile	Range	Below Average Average Above Average
			1 2 3 4 5 6 7 8 9 10
Abstract Reasoning	**70**	Slightly Above Average	7
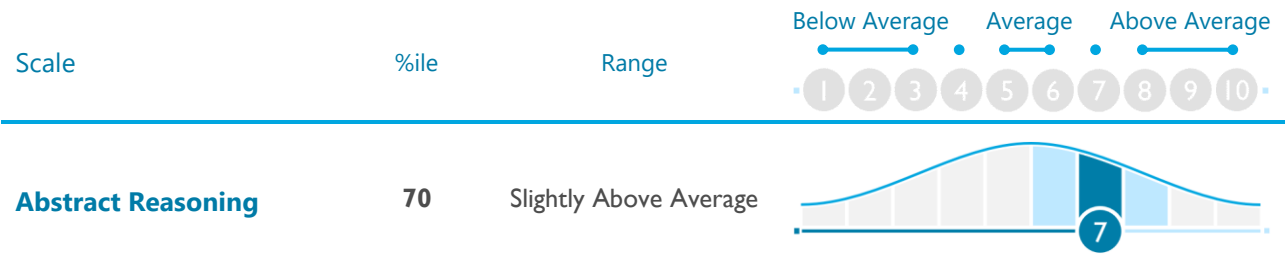
Profile Description

- Pat's abstract reasoning score shows that he has performed in the slightly above average range when compared to the reference group.
- This result suggests that he should have a strong natural or innate ability and should be reasonably quick to comprehend new, unclear or complex concepts. Quick to learn, he may appreciate a role that offers some stretch and challenge in order to keep himself motivated.
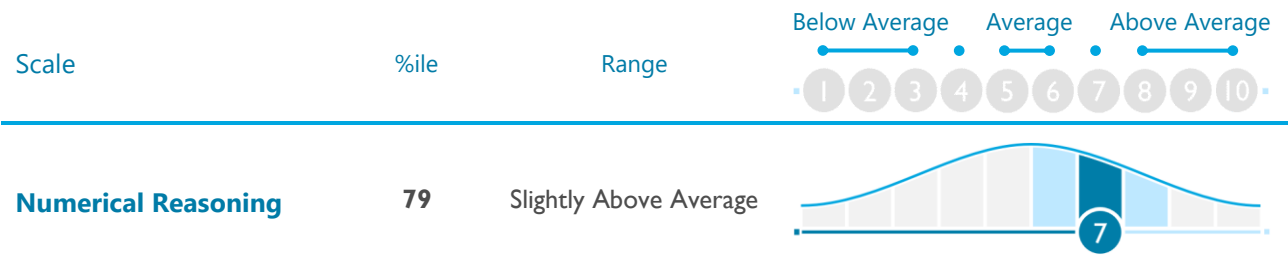
Development Recommendations

- Encourage Pat to search for conferences or courses that are likely to challenge him.
- Provide Pat with assignments that expose him to conceptual thinking.
- Remind him to change the way he does things to improve his effectiveness when solving problems.
- Support him to develop strategies to simplify complex problems for others.
- Encourage him 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.*

podium

Numerical Reasoning

Numerical Reasoning looks at the ability to spot relationships between numbers. It is about identifying, interpreting, and analysing numerical information. It can be used to predict job performance, especially for roles that work with numbers.

Scale	%ile	Range	Below Average — Average — Above Average
			1 2 3 4 5 6 7 8 9 10
Numerical Reasoning	**79**	Slightly Above Average	7

Profile Description

- Pat's numerical reasoning score places him in the slightly above average range when compared to the reference group.
- This result suggests that he should be more capable than the average person of dealing with numerical concepts.
- He should also be able to utilise his skills in this area to solve problems that involve numbers at work.
- Inaddition to this, he should have a sufficient grasp of numerical concepts to gain from further developing his numerical skills.

### 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.
- If he prefers a structured approach to learning then have him consider signing up for courses in math and numerical skills.

Implication Notes - *list possible work implications.*

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

Verbal Reasoning

Verbal Reasoning examines the ability to identify relationships between concepts described in words. It is about thinking, reasoning, and solving problems based on verbal concepts. It can be used to predict job performance, especially when it depends on previous learning.

Scale	%ile	Range	Below Average Average Above Average
			1 2 3 4 5 6 7 8 9 10
Verbal Reasoning	**36**	Average	5
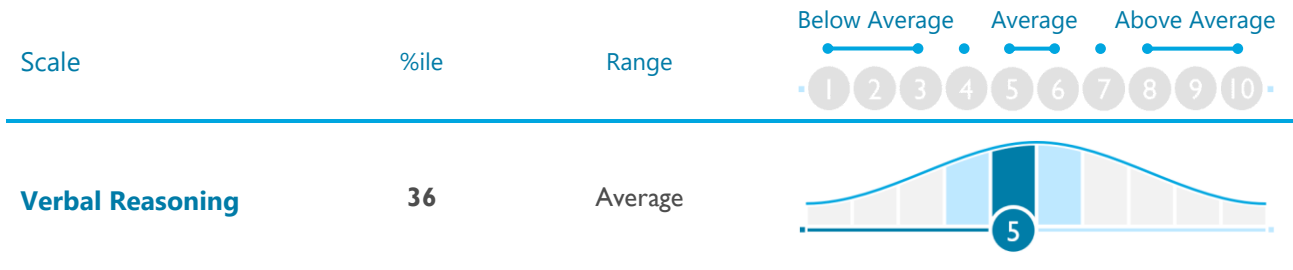
Profile Description

- Pat's verbal reasoning score places him within the average range when compared to the reference group.
- His score suggests that he should understand verbal concepts with little difficulty, although he may prefer to have time on his side to effectively deal with more complex verbal problems.

Development Recommendations

- Invite Pat to use a self-questioning strategy when reading complex material which involves asking questions about the subject he is reading.
- Encourage him to practice writing for different audiences.
- Recommend that he subscribe to journals on topics of interest.
- Encourage him to verbalise what he wants to write, and then work with him to structure arguments in a logical way.
- Encourage Pat to build his social connections, so as to be exposed to different conversations.

Implication Notes - *list possible work implications.*

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

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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 him.

	Activities	Objectives	Resources	Timelines	Measures
1					
2					
3					
4					
5					