



Complete Intelligence Test

Participant
John Example

Client
HFMtalentindex

Created on
02-03-2021

Introduction

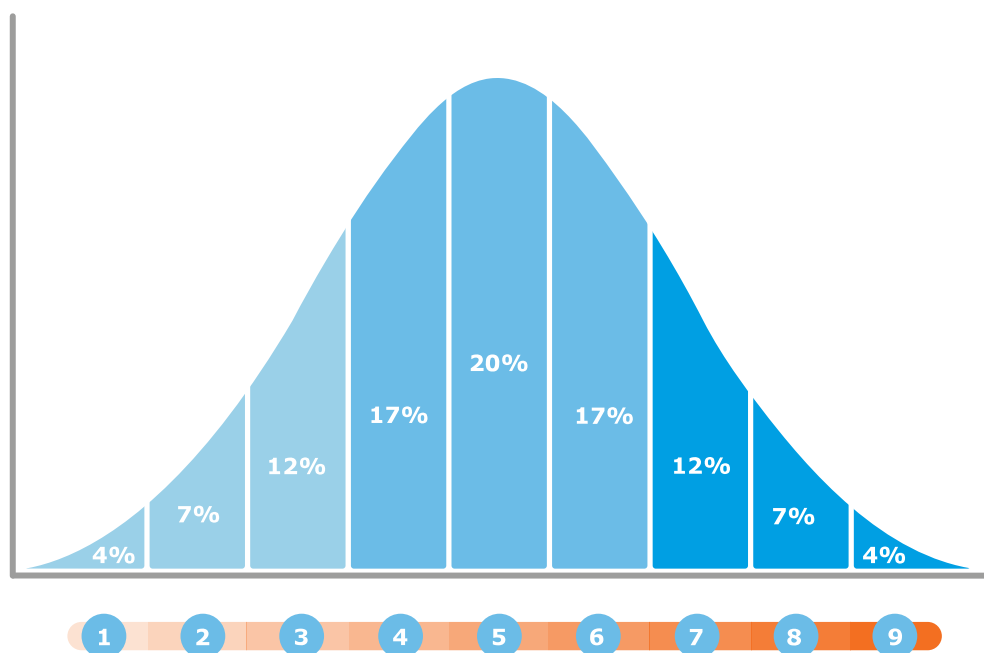
The Complete Intelligence Test ('VIT') is an intelligence test that gives an indication of John Example's level of working and thinking. The test is developed to provide an indication of four sub-areas of what is commonly referred to as 'general intelligence'. These four areas are: numerical reasoning ability, mathematical aptitude, verbal aptitude and logical reasoning ability. The test questions consist of the most common formats employed in psychological analysis: number series, mathematical problems, verbal analogies and syllogisms. By bringing these capacities together, this test measures the participant's ability to reason from both numerical and textual information.

Report structure

The report consists of three parts. The first provides an indication of John Example's overall level of working and thinking. The second part focuses on the individual aptitude areas. Here, you will find John Example's detailed score profile, and a brief explanation of what was tested for each of the sub-areas. To make optimal use of this report, the third and final part lists some questions which may help you verify the conclusions in this report.

This report shows how John Example scores in comparison with the selected norm population. Some of John Example's scores are displayed on a nine-point scale. Each point on the scale corresponds to a part of a normal distribution (a stanine) that shows how often these results occur in the norm population. The more extreme the score, the less often it occurs.

Most people (54%) have an average score (stanines 4, 5 and 6 combined). The stanine scores 4, 5 and 6 can be explained as slightly below average, average and slightly above average. Just under a quarter of people (23%) have a high score (stanines 7, 8 and 9 combined). These stanine scores can be explained as clearly above average, far above average and very high. Also less than a quarter of people have a low score. The stanine scores 1, 2 and 3 can be explained as very low, far below average and clearly below average.



1. Level of working and thinking

The results of the VIT give a good indication of John Example's ability to make an inventory of new complex problems, analyse them, identify connections, form an opinion and formulate solutions. In practice, this means that people who score highly on the test are generally better able to see the big picture and make the right choices in new and complex situations than people who score lower.

A person's intellectual capacities make it either more or less likely that he or she will fill a position effectively and satisfactorily. Additionally, each profile comes with its own specific success and risk factors.

The difficulty of the VIT depends on the educational level on which it is used. In calculating the scores, both the number of questions that John Example has answered, as well as the number of correct answers is taken into account. In doing so, the score is adjusted for the chance of guessing. The table below shows how John Example's score was calculated.

How was John Example's score calculated?

| | |
|--------------------------------|--------------------------------|
| Used norm: | Higher professional education |
| Number of completed questions: | 51 of the 68 questions |
| Number of correct answers: | 44 of the 51 questions |
| Used time: | 30 of the available 30 minutes |

Overall score

Clearly above average



John Example has a clearly above average score on the intelligence test. This means that he is very capable of processing new information, solving complex problems and identifying connections.



2. Aptitude profile

Part two focuses on the various aptitude areas. Here, you will find John Example's detailed score profile and a brief explanation of what was measured for each test component.

2.1 Score profile

The VIT incorporates several aptitude areas to measure what is commonly referred to as 'general intelligence'. These areas are: numerical reasoning ability, mathematical aptitude, verbal aptitude and logical reasoning ability. The graphs below indicate how John Example scores in each of these areas in comparison with his norm group.

Numerical reasoning ability Clearly above average



John Example has a clearly above average score on numerical reasoning ability. This means that he is very capable of analysing and reasoning from numerical information.

Mathematical aptitude Slightly above average



John Example has a slightly above average score on mathematical aptitude. This means that he has a feeling for numbers and numerical relationships. As a result, he is capable of working with number-based problems.

Verbal aptitude Clearly above average



John Example has a clearly above average score on verbal aptitude. This means that he has a feeling for words and their mutual relationships. As a result, he is very capable of working with text-based problems.

Logical reasoning ability Clearly above average

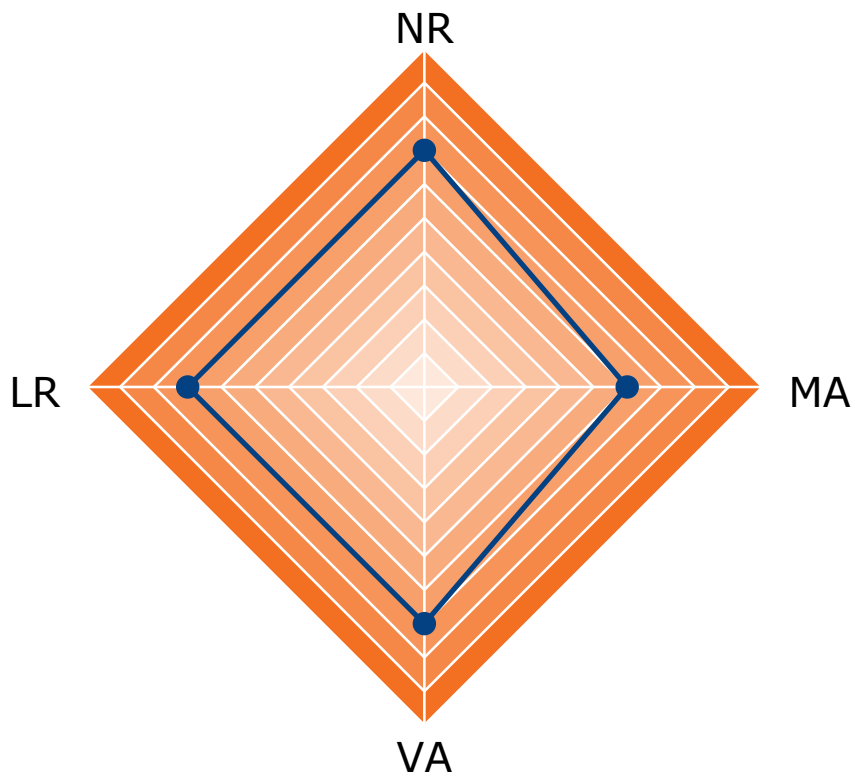


John Example has a clearly above average score on logical reasoning ability. This means that he is very capable of assessing new information and drawing logical conclusions from this information.



2.2 Graphical intelligence profile

Here we indicate John Example's intelligence profile. This gives you an idea of the mutual relationship between the scores in the individual areas.



Legend

NR = Numerical reasoning ability
MA = Mathematical aptitude
VA = Verbal aptitude
LR = Logical reasoning ability



3. What has been measured?

The VIT consists of four types of questions, which are briefly described below. An example question is provided for each question type, followed by an explanation of what the question type intends to measure.

Number-based reasoning ability

Numerical reasoning ability (number series)

Which number completes the series: 49 -- 8 -- 41 -- 10 -- 31 -- 15 -- ...

In the number series, the participant has to choose the first number to complete the series. In order to do so, the intervals between the numbers has to be recognised. With number series, we call upon a person's reasoning and logical thinking, and the ability to make connections between numerical material. In doing so, it is important to distinguish between main and side issues.

Mathematical aptitude (math problems)

Solve: $20.44 = ? \% \text{ of } 511$

In the mathematical problems, the participant has to choose the right solution to a mathematical problem. In order to do so, we call upon a person's insight into number relationships and their feel for numbers. In doing so, it is important to possess analytical abilities with respect to numerical information.

Text-based reasoning ability

Verbal aptitude (analogies)

Which word belongs here: 'Mouse is to elephant as small is to ...'

In the analogies, the participant has to choose the proper word to complete the relationship between two word pairs. In order to do so, we call upon a person's verbal comprehension: the understanding of written text and being able to make connections between texts.

Logical reasoning ability (syllogisms)

Which statement logically and inescapably follows from the first two statements: 'Tramps are poor. Pete is a tramp.'

In the syllogisms, the participant has to draw a logical conclusion based on the provided statements. In order to do so, we call upon a person's ability of logical reasoning and drawing conclusions. In doing so, it is important to distinguish between main and side issues.



4. How to measure intelligence in practice?

To select people who have the intelligence to be successful, you can try to discover how they have dealt with problems in the past. As part of this process, you can identify six phases of problem-solving: formulating objectives, finding information, determining strategy, determining strategic steps, creatively generating plan and implementing strategy. With the help of the six interview questions listed below, you can determine how the candidate approaches these six phases in practical problem solving. Not all phases are necessarily equally relevant to the position in question.

Answer these questions and note the 'evidence and indicators' for the person's problem-solving ability.

- Can this person manage a project from beginning to end?
- Can this person find and consult relevant sources to obtain correct, up-to-date, relevant and effective information for solving problems?
- Can this person switch between different strategies when solving problems?
- Can this person plan a sequence of steps and actions in a logical and effective manner?
- Can this person be creative within the appropriate boundaries?
- Can this person perform sufficiently quickly when working with words, numbers, symbols?

