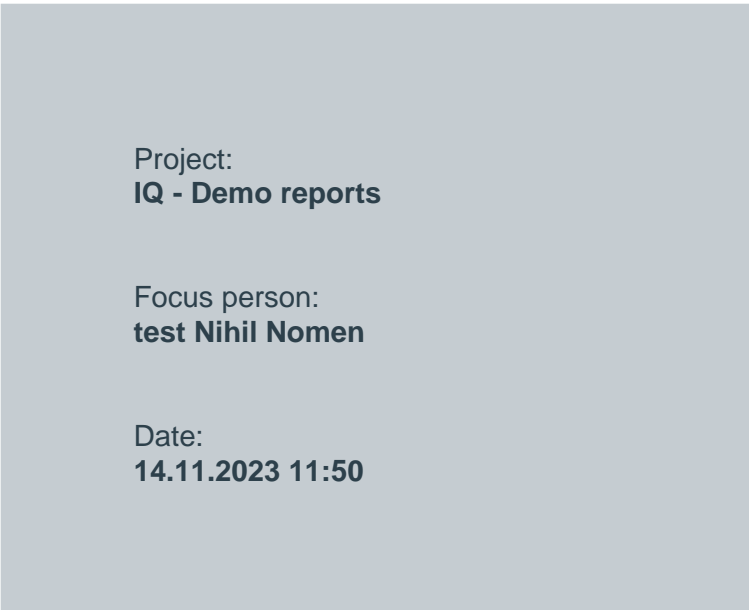


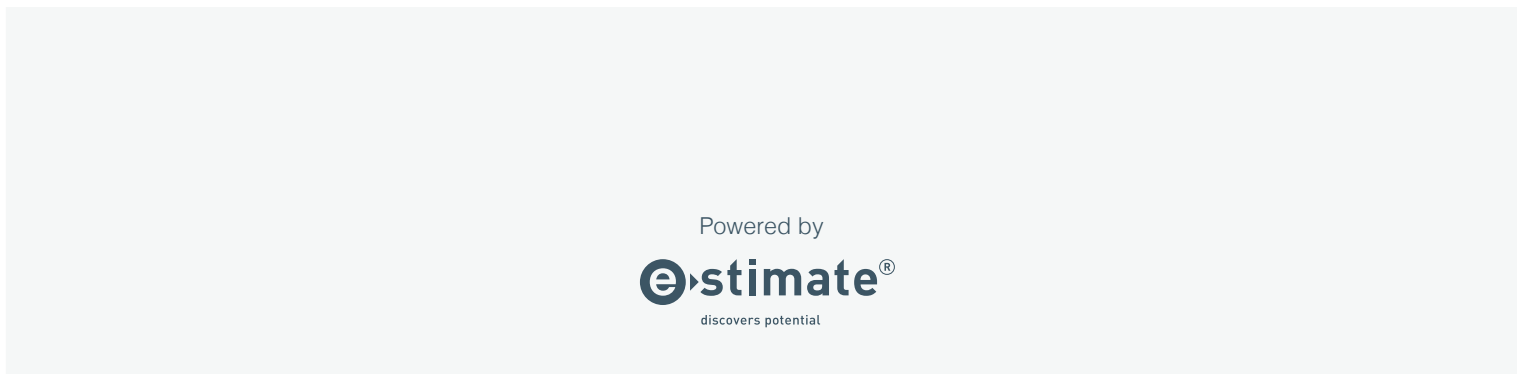
Project:
IQ - Demo reports

Focus person:
test Nihil Nomen

Date:
14.11.2023 11:50



e▶potential[®]



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discovers potential

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IQ-potential

IQ-potential is a profiling tool which measures the intelligence related aspect of a test person's potential to perform in a position or in regards to a specific task.

The tasks, which the test person is faced with, provide a statistical measurement of central aspects in regards to the test person's intelligence, cognitive capacity and work memory. The test person's results are compared to a norm of test results.

The test provides an indication of the ability to absorb and contain information as well as adapt to changing conditions and requirements, solve problems and handle complex information. Research has shown that the ability to perform within the mentioned areas as well as the test person's learning speed is closely connected to a successful job performance.

Intelligence and cognitive abilities

Intelligence and cognitive abilities are closely related to:

- The ability to process and analyze information
- The ability to learn and quickly gain from instructions
- The speed at which a person absorbs complex information

Other influential factors

Research shows that people with a high IQ perform better than people with a low IQ.

But the ability to perform is also dependent on other factors than IQ - such as:

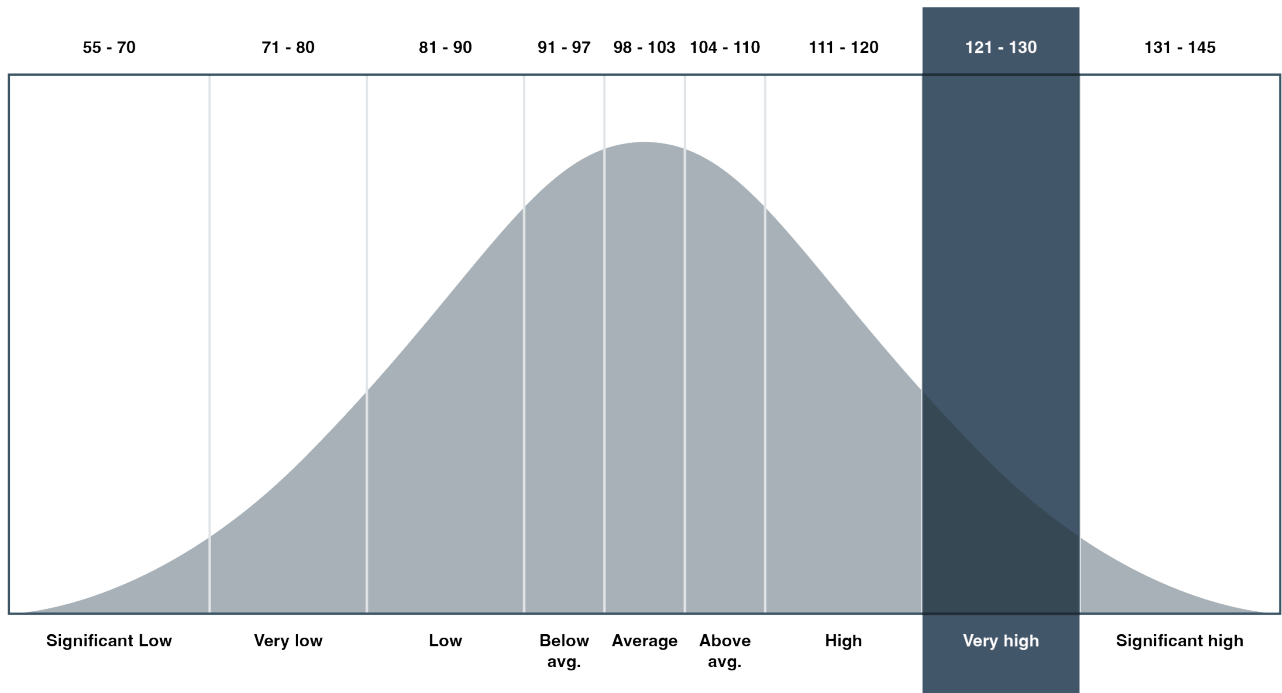
"Motivation, relational competences, training, rest and central personality traits such as conscientiousness and determination".

Job functions and intelligence

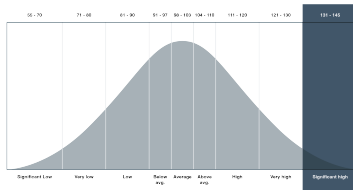
Jobs with significant complexity demand more of one's intelligence and learning abilities, while jobs with less complexity and more routine assignments demand less.

Alas, it is not an absolute success criteria to have a high score, but rather a score which matches the job you are being tested for.

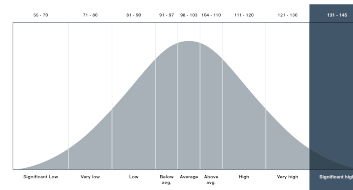
Overall Result



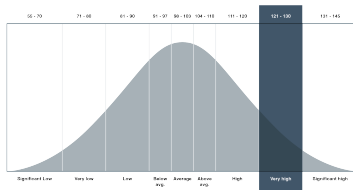
Odd Man Out



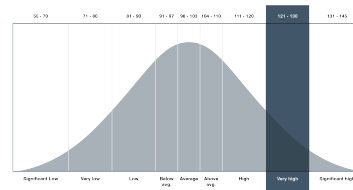
Abstract reasoning



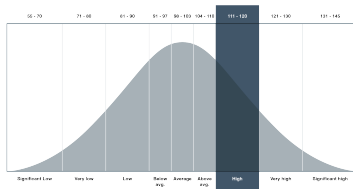
Numeric reasoning



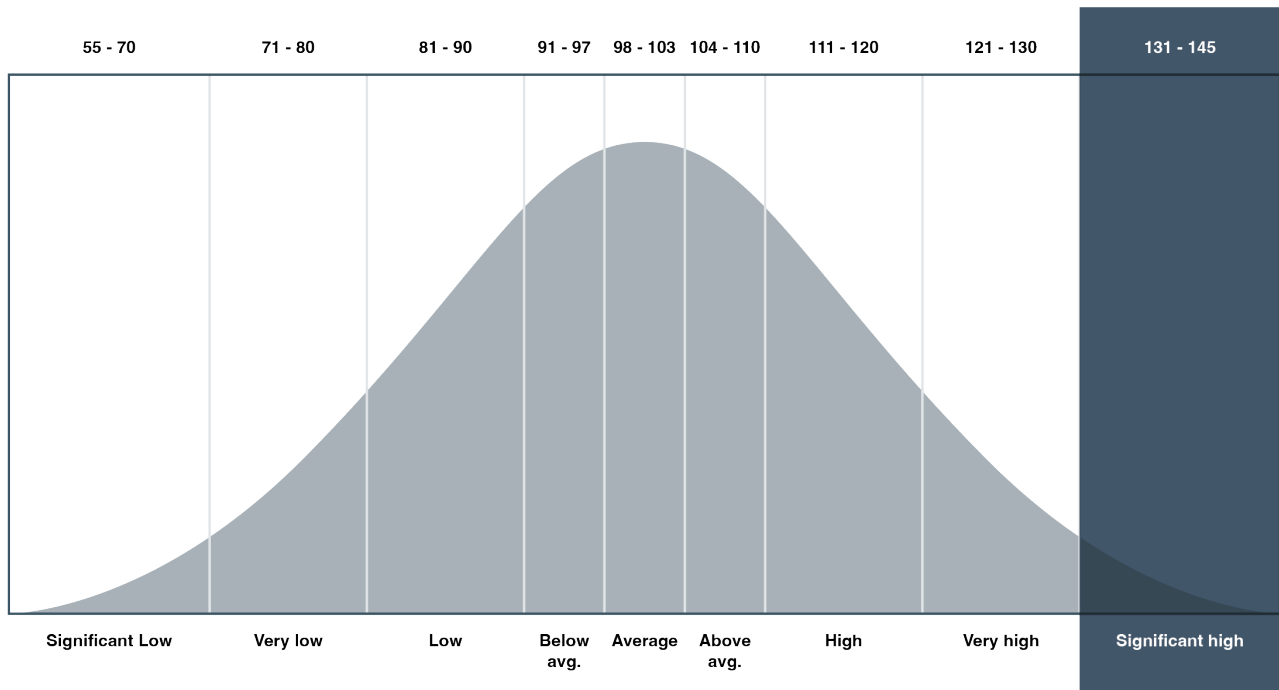
Arithmetic skills



Verbal



Overall Result : 127



Score:132

Odd Man Out

The Odd Man Out subtest assesses the ability to perceive and comprehend information, as well as the ability to execute on information.

Odd Man Out is an easy and comfortable test to take for everyone, as there is no specific knowledge or skill required for taking the test.

Odd Man Out is strongly linked to general intelligence.

The subtest measures the perceptual speed of the individual regarding relationships and differences between visuo-spatial stimuli. It also measures the speed with which a correct decision is made and executed.

The subtest assesses 'cognitive processing speed', which is a significant part of general intelligence.

Odd Man Out involves:

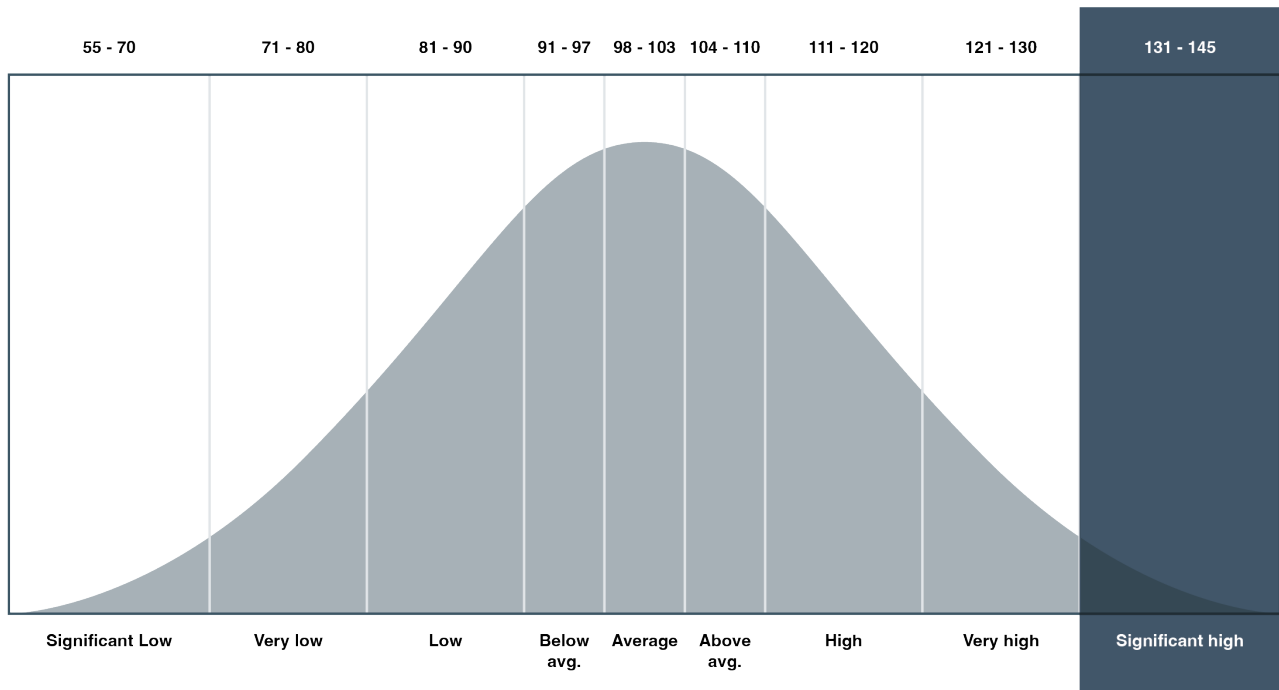
- Simple, timed discrimination- and reaction tasks.

Odd Man Out assesses:

- The ability to make correct decisions fast
- The ability to rapidly perceive perceptual relationships
- Cognitive processing speed

Individuals that score high on Odd Man Out, are often good at:

- Understanding information quickly and correctly
- Reacting quickly and correctly
- Thinking quickly
- Learning quickly



Score:140

Abstract reasoning-

Abstract reasoning covers:

- The ability to work with complexity
- The ability to acquire new concepts
- The ability to interpret unknown information instead of decisions based on already learned knowledge.

Abstract reasoning is:

- Covering visual relations between different objects
- Identifying relations, similarities and differences in patterns
- Understanding logical rules and manage to identify causalities

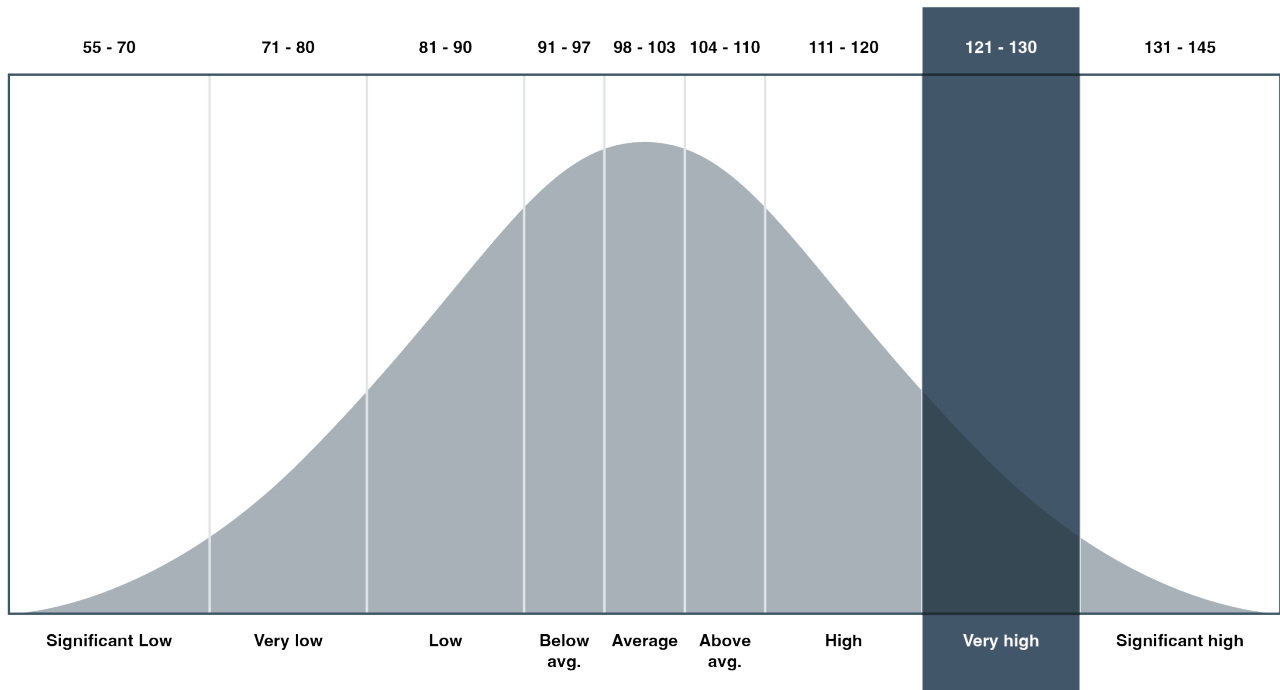
Nonverbal test

Abstract reasoning is a nonverbal element in testing the intelligence.

This is an advantage, since it is not limited by previously learned knowledge such as reading skills or mathematics.

It can thus be used to cover the cognitive abilities of a person with another mother tongue, fewer professional skills or dyslexia.

This test element is therefor quite central in measuring general intelligence.



Score:122

Numerical intelligence

Numerical intelligence covers:

- The ability to solve tasks in a mathematical-logical way
- The ability to work with numeracy and calculation
- Understanding number related connections and manage to categorize

The numerical questions.

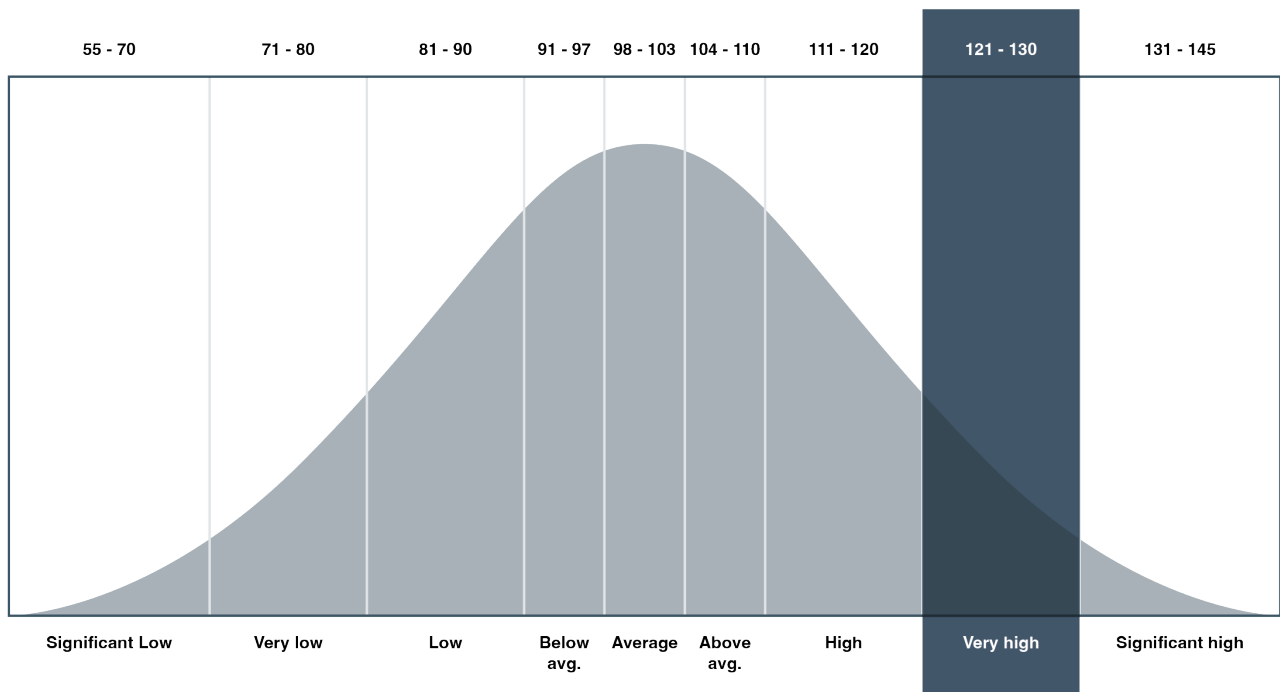
Tasks with numerical sequences - lists of numbers based on a logical rule and elementary arithmetics.

Numerical intelligence is affected by learning and age.

- It is possible to develop the numerical intelligence through training.
- There is a tendency of numerical intelligence declining with age.

People with high logical-numerical intelligence are good at:

- Abstract assignments
- Solving complex tasks
- Number processing and calculation
- Combining and recognizing patterns and systems
- Categorize, find and spot the differences in connections



Score:130

Arithmetic skills

Arithmetic or mathematical skills relate to a person's ability to translate information in the form of text, combined with numbers to argue for a result. It is also the ability to calculate and understand complex numeric sequences. A person's mathematical skills are influenced by learning, and it is therefore possible to develop the mathematical skills through training.

Mathematical skills cover:

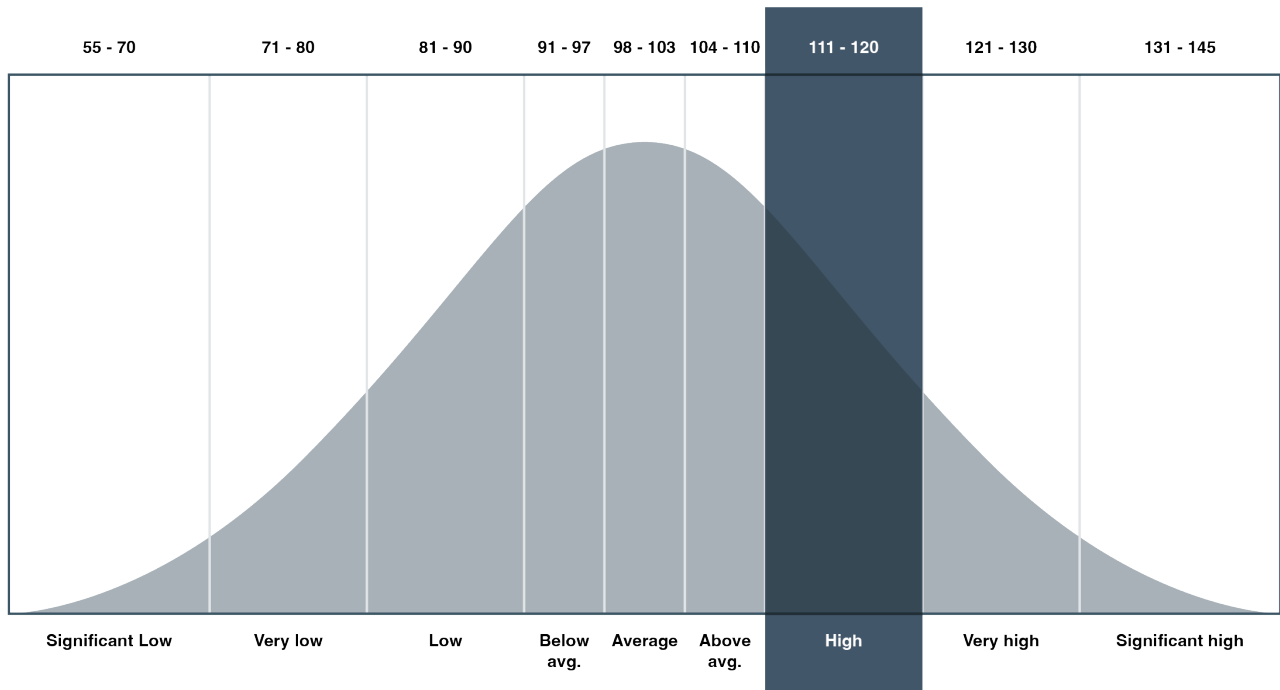
- The ability to reason mathematically
- Basic calculation skills
- Mathematical and linguistic understanding

The mathematical questions deal with:

- Tasks with simple and more complex calculus combined with language instructions

Persons with high mathematical skills are good at:

- Understanding the combination of text and numbers
- Processing numbers and calculating
- Calculating fast
- Understanding complex number causalities



Score : 112

Produced text

kisurhtgkusjdgfkshgkfhdsoglkhdsoligfhi

Number of letters, characters, etc. - in 3 minutes : 37

Assesment of the produced text.

The text is written in maximum three minutes - notice the following:

- Extent, comprehensibility, phrasing and relevans of the content.
- Correctness in spelling and grammar.

Abstract reasoning - unused time : 5:22

Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Time/sec	3	6	13	4	16	12	6	18	11	5	16	14	16	69	10	13	56	20	258	12	9:38
Correct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20

Numeric reasoning - unused time : 7:08

Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
Time/sec	2	3	2	4	5	3	5	3	6	4	11	14	5	20	6	3	8	6	21	5	16	10	7	19	16	52	7	3	4	202	7:52
Correct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	30

Arithmetic skills - unused time : 2:16

Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
Time/sec	8	6	10	17	19	9	28	36	10	17	25	21	21	18	13	18	33	25	24	54	47	13	37	13	17	42	18	73	40	52	12:44
Correct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	29

The theory behind intelligence and the G-factor

The origin of the intelligence concept

In 1905, Albert Binét created the first functioning intelligence test for children. The process of creating an intelligence test started on behest of the French school system. The test was meant to help differentiate between children of poor wits and lazy or uneducated children. The point of this was to make a distinction between the children, in order to determine which way to best help them. Following Binét, scientists like William Stern and Lewis M. Terman contributed with what we now know as the "Intelligence ration". The term developed over the following years and came to describe a person's ranking within a norm, where a person's score is compared with other's (for example all Danes), in the same way as we know it today. The number 100 came to express "the average" or "the normal".

General intelligence or g-factor

The English psychologist Charles Spearman discovered that people who did well in one kind of cognitive test, usually did well on all the other tests as well. This made him suggest that brains have a general cognitive ability. This was called the general factor, or the g-factor, and is the equivalence of intelligence by popular believe. So, Spearman's g-factor illustrates our "general intelligence". Said in popular terms: the g-factor is the brain's work storage. While reading this text it will be stored in your brain to some extent. The g-factor shows how fast you perceive the text, how well you understand the coherence, to which extent you can combine it with other knowledge and how fast you may forget it.

When further developing and researching intelligence, scientists normally differ between liquid intelligence and crystalized intelligence. The liquid intelligence does not depend on culture or learning and is the type most similar to Spearman's g-factor. The crystalized intelligence is the ability to utilise the knowledge and experience gained by previously solved tasks and problems. The crystalized intelligence will thus develop over time and be affected by previous experiences and culture. With this comes the understanding that intelligence can be developed to some extent, especially in children and young people.

The g-factor is not connected to any specific part of the brain and there is still significant research being conducted on the question of intelligence'. Three partial abilities, however, are closely connected to the g-factor and are grouped as follows:

1. An intelligence for languages and symbol processing-
2. An intelligence for calculation and number processing as well as logical reasoning.
3. An intelligence for spatial and geometrical objects as well as abstract relations.

These three intelligences are closely connected to the g-factor. Statistical measurements show that the correlation between the linguistic and the spatial intelligence is so high (0,8-0,9) that they basically reflect the same characteristic.

Measuring the g-factor

G-factor is normally distributed amongst the population and you measure it with tests where specific abilities and measurement errors become insignificant statistically. Test with a high level of g-related tasks provides an indication of intelligence.

The central aspect of these tests is trying to eliminate previously learned knowledge and experiences. The g-factor is more "discovering" than reproducing. So, the tasks mostly consist of different types of numerical, linguistic and abstract tasks. Though the crystalized intelligence having some effect on the final score cannot be completely avoided, this is of little matter as it is the combined capacity in a work context that is of interest that is okay. Tasks with abstract content correlates mostly with the liquid intelligence and eliminates the crystalized intelligence.

Litterature

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The team profile gives you a good starting point for working professionally with the development of employees and teams. Whether the desire is to create personal development for one or more, or you want to improve the cooperation and communication in your team, the team profile gives you great value.

e-fivefactor

The Five Factor model, also called Big Five, shows the five personality pillars. The profile is based on the International Personality Item Pool, the NEOAC model - adapted to business culture and based on a business norm group.

e-asy360

e-asy 360 is a flexible tool for measuring feedback and performance in a structured and professional way. By comparing the feedback of several stakeholders in one and the same process, it gives a holistic picture of performance, strengths and weaknesses.

IQ Potential

IQ Potential is a tool that measures the intelligence element of a person's potential to perform in relation to a specific task or job. IQ Potential is an adaptive IQ test. This means that the difficulty of the tasks is adapted to the person's response. This provides high precision in the results.

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