Adaptive Matrigma interpretive report

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# Introduction

This report is based on the candidate's responses on Adaptive Matrigma and is intended primarily for the test administrator. The report begins with a short presentation of the concept of general mental ability and how this is measured with Adaptive Matrigma. The candidate's results then follow together with information about the meaning and practical significance. The interpretive report functions as feedback support for the test administrator, while the result report, Your result, is intended for the candidate.

**Remember this when reading the result**
When reading a candidate's result, you should bear in mind that GMA is a personal characteristic that predicts job performance well. Although, other characteristics such as personality and motivation are also important predictors of job performance. These personal characteristics interact with one another in that weaknesses in one characteristic can be compensated for by strengths in another. For example, a low level of GMA can sometimes be compensated for by higher levels of certain personality traits such as conscientiousness. Naturally, the work environment also plays a crucial role in determining how an individual will perform.

**What does Adaptive Matrigma measure?**
Adaptive Matrigma is a non-verbal GMA test that provides a measure of an individual's GMA level in relation to others. The candidate is faced with a number of problem-solving tasks that consist of geometrical figures or matrices. The test challenges the ability to see connections, fill in gaps where information is missing, grasp the relationship between different objects and find points of similarity among figures that differ one from the other. In other words, Adaptive Matrigma measures an individual problem-solving and logical ability and a flair for being able to spot logical connections. Test items in the format of matrices has been shown to provide a good measure of GMA. The non-verbal format makes it less susceptible to cultural differences among individuals. The problem-solving tasks are presented in order of increasing difficulty, meaning that the greater the progress the individual makes within the test, the harder the tasks become.

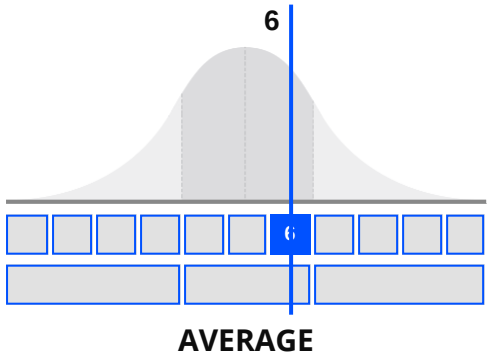
**General Mental Ability**
General mental ability, GMA, can be defined as a general cognitive capacity that encompasses, among other things, an ability to solve problems, plan and draw logical conclusions. GMA thus does not refer to a specific capability or talent but to the fundamental characteristic that the individual possesses with regard to the ability to address, and find solutions to, the great variation in problems and demands that one faces on a daily basis. GMA reflects a wider and deeper capacity to understand and comprehend our surroundings and to be able to work out and grasp what ought to be done. GMA is a stable characteristic over time and in adults it undergoes only extremely small changes at an individual level. Modern industrial psychology and GMA research has shown that the ability to solve different types of problems, is the personal characteristic with the greatest significance regarding individual job performance. Job performance refers to the task that an individual has been hired to undertake in the workplace. GMA predicts job performance on all levels of job complexity, although the higher level of complexity the greater is the impact of GMA. Since people differ with regard to this characteristic, such differences are important in a work context. The importance of measuring GMA therefore plays a prominent role in selection and recruitment.

The norm used for this report is: **Working population**.

# Result

The test score can vary between 0 and 10 and is presented below in the normal distribution curve. The normal distribution curve represents the distribution of scores in the norm group, a group that is representative of the population. It is most common to achieve scores within the middle interval of the normal distribution and less common to achieve low or high scores, i.e., in the interval at the extreme left or right tail of the curve.

The candidate's score is marked as the coloured interval under the normal distribution curve. Test scores are interpreted as Below average, Average, or Above average.




This level reflects the tendency to cope well with demands related to abstract reasoning, problem-solving, comprehensive and faceted information processing. Although excessively complex tasks may seem challenging and it may take time and require effort to become familiar with new work duties, these are generally handled successfully.

- Below average comprises the 22,5 % who achieved the lowest results, a score between 0 and 3.
- Average comprises the 55 % of the norm group who achieved average results, a score between 4 and 6.
- Above average comprises the 22,5 % who achieved the highest results, a score between 7 and 10.

## Above average

Candidates who achieve above average scores, a score between 7 and 10, easily solve problems that require a logical deductive ability. They will probably familiarise themselves with their work tasks quickly and perform at an above average level in all kinds of jobs. They manage well in complex jobs that make great demands on their problem-solving ability and their superiors probably perceive them as more efficient than those with lower test scores. If they can also display conscientiousness in their job, they will probably prove an asset to their organisations.

## Average

Candidates who achieve average scores, a score between 4 and 6, have an average ability to solve problems that require a logical deductive ability. They will probably familiarise themselves with their work duties at a normal pace and also perform their work at a medium level in most kinds of jobs. They manage well in jobs that make average demands on their problem solving ability.

## Below average

Candidates who achieve below average scores, a score between 0 and 3, find it hard to solve problems that require a logical deductive ability. They will probably need somewhat longer time to familiarise themselves with their work duties and are likely to perform somewhat below average in most kinds of jobs. They manage better in less complex jobs that make lower demands on their problem-solving ability. They are probably perceived as requiring longer experience of the work duties that they are to perform in order to reach the same level of performance as those with higher test scores. However, such individuals can sometimes compensate for their lower scores through a high level of conscientiousness in their work.