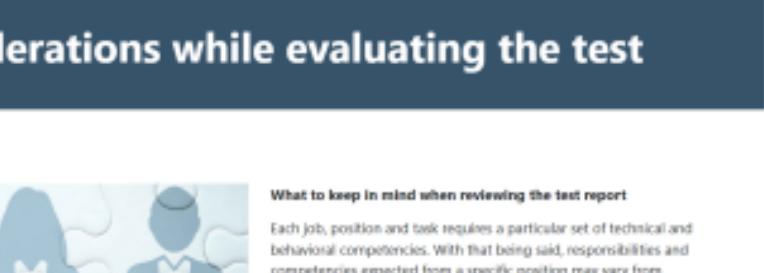


G TEST

General Ability Test

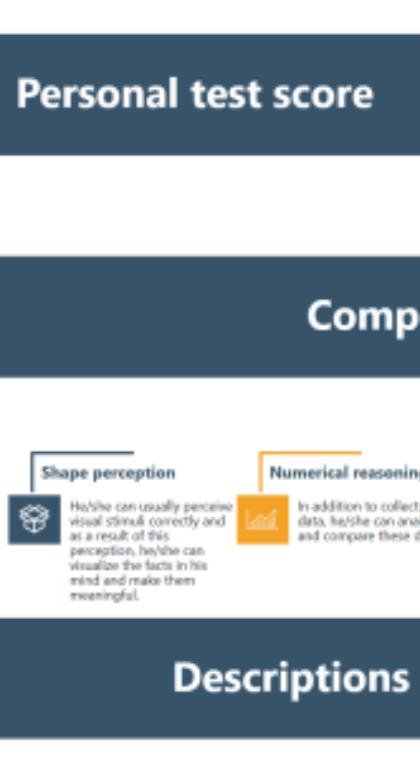
Leslie W. Crown

29.03.2023



This report is personal. The data in the report can be shared within the scope of the relevant legislation and in any case with the approval of the person who took the test.

Considerations while evaluating the test



What to keep in mind when reviewing the test report

Each job, position and task requires a particular set of technical and behavioral competencies. With that being said, responsibilities and competencies expected from a specific position may vary from company to company.

The level of competency is another important factor. In short, individuals are not expected or required to have the maximum-level of competency. It would be more useful to evaluate the competency level of the candidate or employee by taking into account the competency requirements of individual's potential future roles as well as their current role.

Instead of assessing each competency individually, a holistic approach should be taken that includes the correlation between competencies. As such, evaluating the competencies individually and collectively would give you more ideas.

The **MOERS General Ability Test** may be safely used for recruitment, analysis of potential, assessment of training needs, career planning, and polyvalence activities.

The **MOERS General Ability Test** may be used accordingly for jobs and positions where shape perception, analytical thinking, numerical reasoning skills play an important role.

The test may be used for first-line supervisors, technicians, designers, measurement, quality and manufacturing personnel, and blue-collar workers in technical positions.

Personal test score



Competencies

Shape perception

He/she can usually perceive visual stimuli correctly and as a result of this perception, he/she can visualize the facts in his mind and make them meaningful.

Numerical reasoning

In addition to collecting data, he/she can analyze and compare these data.

Analytical thinking

He/she can establish cause and effect relationship. He/she has an analytical mindset.

Proactivity

In situations where he/she feels safe and motivated, he/she can take initiative, operate decision processes and contribute to these processes.

Descriptions of competencies

Shape perception

7

His/her visual attention is improved. He/she can usually perceive visual stimuli correctly and as a result of this perception, he/she can visualize the facts in his mind and make them meaningful. He/she usually establishes the ground-shape relationship correctly. He/she can easily understand the similarities or differences between shapes and formulate these relationships or non-relationships. He/she can largely perceive, compare and meaningfully reconstruct distances, positions, proportions, or perspective states between shapes. He/she can recognize the angular magnitude, contrast situations, detail extensions and fragments and spatial positioning of objects. He/she has depth perception. His/her mental adaptation period is sufficient in the perception of shapes from part to whole and from whole to part. He/she can visualize the shape in his/her mind and keep it static for a certain period of time, remember it again and express it very close to the original state. His/her ability of visual processing is improved. With his/her visual flexibility, he/she has a specific visual pattern or part that is hidden in a complex visual pattern or sequence. His/her visual selectivity is above average.

Numerical reasoning

7

His/her ability to understand, perceive, examine, proportion, interpret and evaluate numerical data correctly within the process or processes is above average. Using numerical data while solving the problem, he/she has no difficulty in formulating different formats from whole to part and from part to whole, from special to general, from general to special, from particular to total and from total to particular. He/she has no problem in seeing the numerical data as a whole and to understanding the relationship between the parts. In addition to collecting data, he/she can analyze and compare these data. He/she can distinguish the differences and similarities between the data.

Analytical thinking

7

He/she is able to draw meaningful conclusions from clues related to the facts and has the capability to discover the principles that provide connections between facts. His/her general cognitive ability, including understanding, problem solving, abstract thinking and comprehending complex ideas, is developed. He/she questions and investigates rather than memorizes. His/her mental configuration ability is developed. Based on the existing data, he/she can make logical inferences and make generalizations. His/her ability of prediction and estimation exists. He/she can establish a cause and effect relationship. He/she has an analytical mindset.

Proactivity

8,2

The person stands closer to the proactive approach than the reactive approach. From time to time, he/she may exhibit a complaining and avoidant attitude in the face of problems and from time to time he/she may come across as someone who examines the underlying factors of the problems and seeks for connection points and thinks about solutions. In situations where he/she feels safe and motivated, he/she can take initiative, operate decision processes and contribute to these processes. However, it may not be possible to make it permanent. His/her relationships with the team he/she is in, his/her adoption of that team and the manager, if he/she is convinced can make contributions, if not continuously. This can motivate and encourage him/her to adopt and carry out his/her business. Although not often, he/she can face his/her mistakes. His/her attitude towards himself/herself can be realistic at times. Although the idea of taking risks can be frightening, in some cases he/she can take initiative and take risks in a limited way. The evaluation approach can evolve from negative to positive. However, in order to do so, he/she must believe in himself/herself and the team and his/her motivation must be complete. If he/she is supported in terms of prediction and problem solving, positive results can be obtained.

Summary for the evaluator



- He/she can recognize the angular magnitude, contrast situations, detail extensions and fragments and spatial positioning of objects. He/she has depth perception.
- He/she can distinguish the differences and similarities between data and perform data analysis.
- His/her mental configuration ability is developed. Based on the existing data, he/she can make logical inferences and make generalizations.
- The evaluation approach can evolve from negative to positive. However, in order to do so, he/she must believe in himself/herself and the team and his/her motivation must be complete.

**THANKS
for choosing the
MOERS test family**

