Cliquidity Adaptive Reasoning Assessment (CARA) report for

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The Cliquidity Adaptive Reasoning Assessment (CARA) allows a person to work at their own pace while solving problems at various levels of complexity.

CARA primarily assesses:
- logical-analytical reasoning skills,
- learning potential and
- speed (cognitive speed is measured separately from cognitive power)

CARA uses **graphic (non-verbal) item content**, which may underestimate the intellectual performance of people who do not rely on a visual mode of information processing. The CARA results therefore do not necessarily indicate verbal reasoning skills or an ideas orientation. Caution should thus be exercised when using CARA results in the case of ideas-based careers. The CARA results are more suited to careers involving the visual representation of facts and rules such as in technical, financial and IT fields.

The validity and predictability of the results depend on several factors including:
- The person's motivation and their capacity to concentrate (at the time of the assessment)
- The test conditions
- Emotional factors (such as anxiety)
- Previous test-related experiences
- Preference for dealing with structured, graphic information
- Cultural, educational background
- Rule orientation
- Understanding and accepting of the reasons for the assessment

These results are confidential. Cliquidity will not share them with anyone without your permission.

1. Cognitive complexity

Cognitive complexity refers to the unit of information that you prefer to work with. For example, some people prefer to work with elements one at a time, while others prefer to work with interrelated systems.

Current

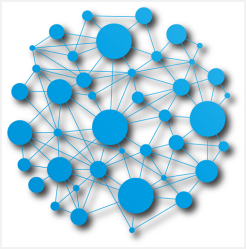
The units of information you seem to be dealing with most effectively at this stage, are:

Tangible systems

- planning and structuring
- generating plans and alternatives
- co-ordination of structural elements within a system
- interactions between tangible events

Potential

You may develop the skills to later deal more consistently with the following level of complexity.



Dynamic and interactive systems

- coordination across systems and contexts
- a process approach
- dealing with dynamics, vagueness, and intangibles
- constructing theoretical models

2. Cognitive processing skills

Your processing scores reflect the following level of proficiency.
Please note that these are Common Metric scores based on the entire CARA database.

Construct	*Description*	*Your results*	
		Current development area	Current strength
Logical-analytical	Inferring, transferring and applying rules in a detailed, precise, systematic and process-based manner	1 2 3 **4**	
Learning	Cognitive modifiability, flexibility and the effort invested in understanding and transferring rules in structured contexts	1 2 **3** 4	
Speed	The general speed / pace of solving unfamiliar problems	1 2 **3** 4	

3. A more in-depth description of the processing constructs measured

Speed

- The overall speed in completing the assessment
- General pace in solving new and unfamiliar problems
- (This aspect does not necessarily measure quick insight and pace control)

Logical-analytical

Logical-analytical skills include the following information processing skills

Analysis

- A precise, detailed approach
- Working systematically
- Paying attention to rules
- Pulling information apart and subdivide issues
- Analysing and comparing various elements
- Identifying relationships between different elements

Structuring

- Grouping information into categories
- Carefully ordering information in terms of certain criteria
- Identifying core elements and formulating generalisations
- Creating coherent / meaningful information structures
- Representing information as pictures, maps and diagrams

- Being organised
- Enjoying a sense of certainty and/or control

Logical reasoning

- Looking for logical evidence
- Rigorous monitoring of own reasoning processes
- Following reasoning processes through to identify implications
- Applying a convergent and/or divergent reasoning approach
- Verifying and falsifying arguments logically
- A preference for cognitive challenge

Learning

- Being curious and explorative
- Seeking novelty and focusing on unfamiliar challenges
- An adaptable, open-minded and flexible approach
- The continuous improvement of problem-solving skills
- Capitalising on memory functions
- Self-awareness
- Internalising and responding to feedback on own performance
- Assimilating and accommodating new perspectives
- Energy, motivation and a tendency to concentrate well
- A need for challenge and stimulation and the possibility of getting bored by mundane tasks
- Enjoying fast-changing work environments

4. Development of cognitive skills

How can one develop information processing skills? Effective thinkers habitually apply the following criteria when solving problems and conceptualizing ideas. These "metacognitive" criteria are critical questions which guide all thinking processes. Metacognitive criteria need to be practiced until they are internalized and applied automatically.

Broad information processing categories	Processing actions	Metacognitive criteria
Exploration	Extent of exploration	Do I need to explore and investigate further?
	Focus on relevant aspects	What is relevant and important?
	Seeking clarity	Is this clear? / Do I have clarity on this?
Analysis	Detail orientation	How detailed should I be? Am I being precise? Have I considered all the elements involved?
	Awareness of rules	What are the rules? Am I being systematic? Am I working in a step-by-step manner?
	Focus on relationships	What are the relationships between the elements?
Structuring	Ordering and representing information	How can I order, structure and represent the information?
Integration	Synchronising fragmented elements	Is this meaningful and does it make sense? Is it coherent or fragmented?
Creativity	Lateral creation	What changes are required and how creative are these?
Logical reasoning	Purposeful transformation	How purposeful is this? Will this solution achieve the goals?
	Follow through	Are rule-based arguments followed through rigorously? What are the implications, consequences and applications here?
Learning	Using feedback effectively	What can I learn from this? How can I correct and improve my approach?
Intuition	Application of gut level insights	What is my gut feeling and intuitive insight?

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