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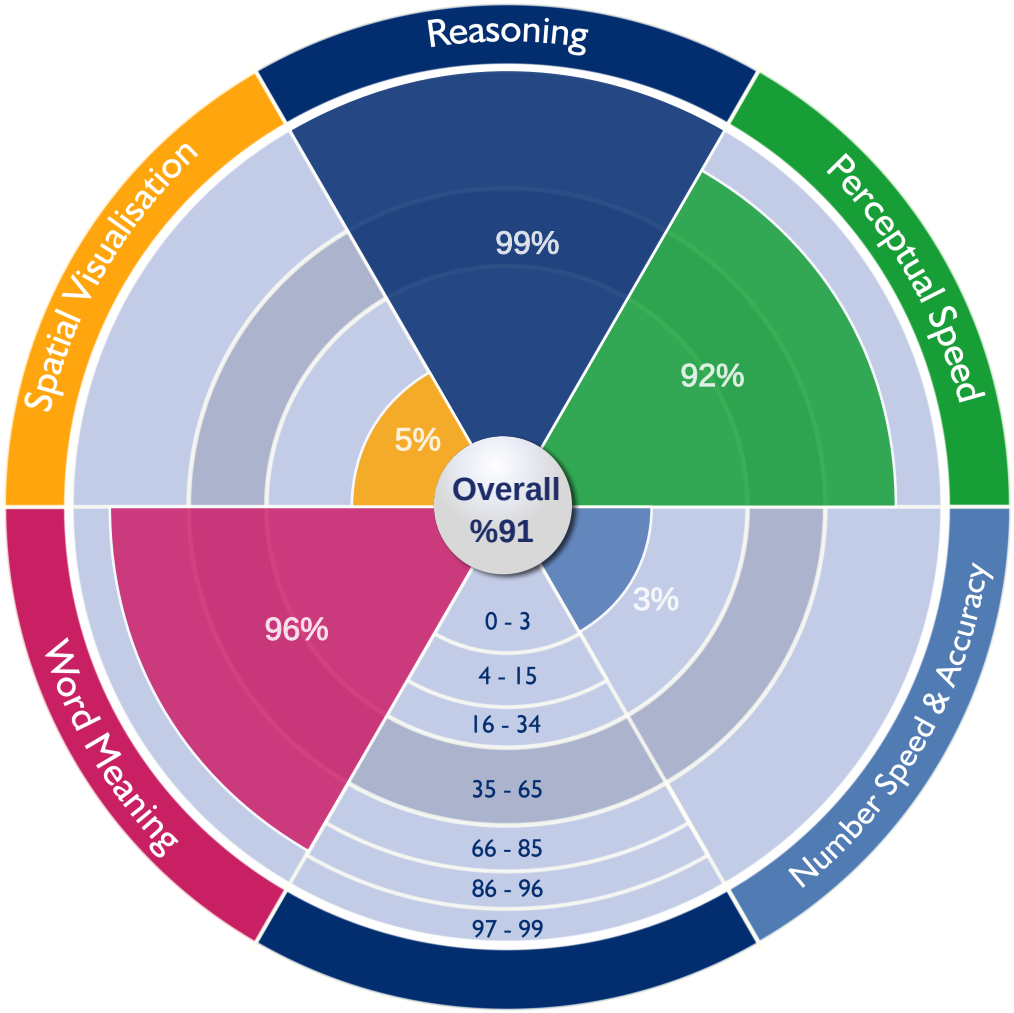
Solving your people puzzles

# GIA

Sample Report

23/02/2010
Private & Confidential

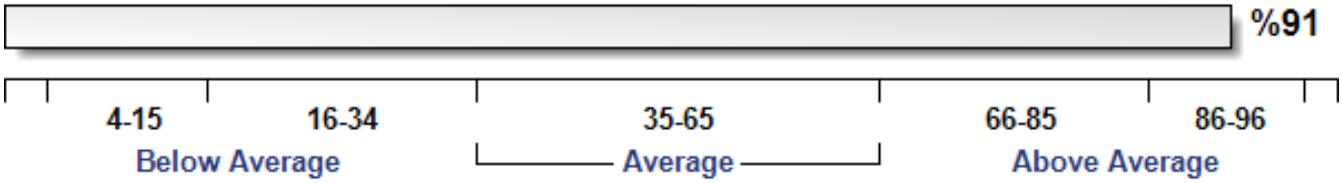



| | Reasoning | Perceptual Speed | Number Speed & Accuracy | Word Meaning | Spatial Visualisation | Overall |
|---|---|---|---|---|---|---|
| Percentile Ranking | 99 | 92 | 3 | 96 | 5 | 91 |
| Done | 78 | 61 | 7 | 40 | 11 | |
| Right | 78 | 56 | 3 | 39 | 5 | |
| Wrong | 0 | 5 | 4 | 1 | 6 | |
| Adjusted Score | 78 | 54.75 | 1 | 38.5 | 2 | |

## THOMAS GIA

The overall percentile is a weighted combination of Perceptual Speed, Number Speed & Accuracy, Reasoning, Word Meaning and Spatial Visualisation. The overall percentile is an estimate of the candidate's general intelligence, reflecting both fluid and crystallised intelligence. Its accent is on response to training, mental processing speed, concentration and fast track potential.

### Overall Percentile

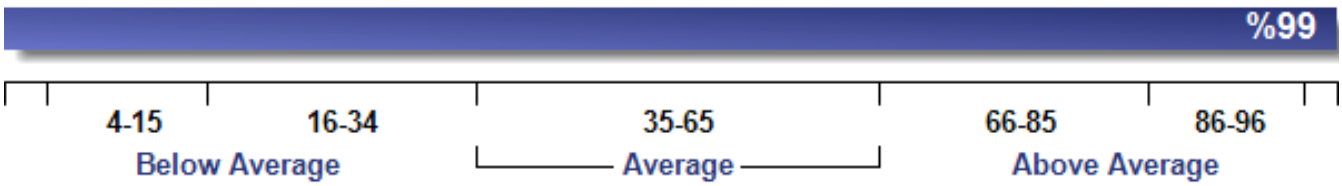



The results of Sample Report are high - in the top 14% of the norm range. This suggests that when there is a need to pick up new skills and abilities he is likely to be extremely quick. Responding to changing environments may be noticably faster than is the norm and he will find it particularly easy to process new information quickly. The ability to absorb new information is likely to be very good.

If the work environment he is working in is not fast paced or varied enough to challenge and motivate, he may become bored, disillusioned, and intolerant of others.

As Sample Report is likely to be a very fast mental processor, when dealing with individuals who process information at a much slower rate, he may not allow them enough time to understand and may find it difficult to communicate effectively at a "lower mental level".

### REASONING



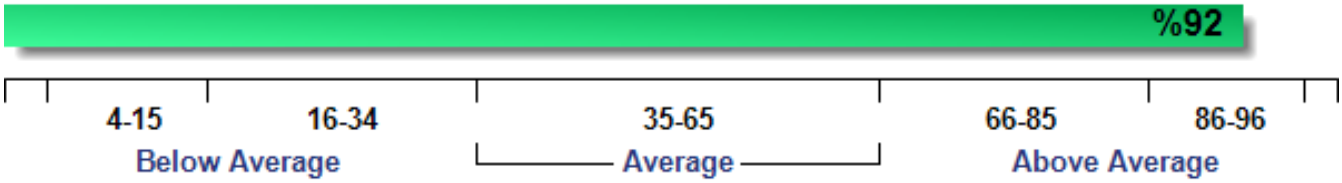

Questions completed: 78 Correct answers: 78

The Reasoning Test assesses the ability to make inferences, to reason from information provided and to draw correct conclusions. This test assesses the ability of an individual to hold information in his short-term memory and solve problems after receiving either verbal or written instructions. A high score would suggest fluent verbal reasoning skills.

The following describes how Sample Report performed in Reasoning:

- Top 3% of the Norm range
- Drawing correct conclusions could be very markedly quicker than the average
- May find it exceedingly easy to hold information in short-term memory, whilst solving problems from either written or verbal instructions
- Verbal reasoning likely to be outstanding
- Likely to be exceptionally fast at reasoning from information provided

## PERCEPTUAL SPEED



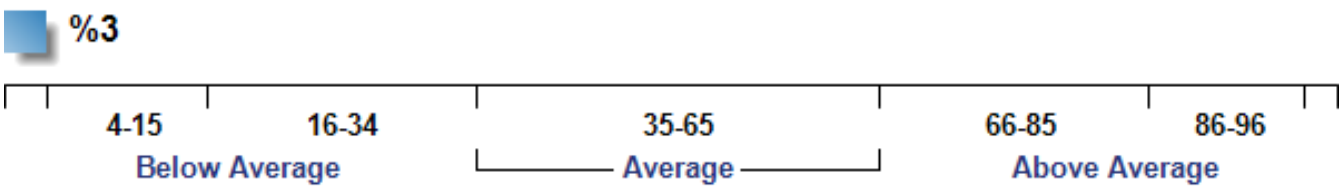

Questions completed: 61 Correct answers: 56

The Perceptual Speed Test assesses the capacity to recognise details in the environment, incorporating the perception of inaccuracies in written material, numbers and diagrams, the ability to ignore irrelevant information, to identify similarities and differences in visual configurations. This test assesses how quickly and accurately an individual can check and report for error/accuracy. It is a test of semantic encoding and perception. A high score would suggest the ability to: mentally match the features of letters and the meaning of symbols. It would also indicate the ability to detect misfits.

The following describes how Sample Report performed in Perceptual Speed:

- Top 14% of the Norm range
- Likely to be very fast to identify inaccuracies in written material, numbers and diagrams
- Error checking could be markedly quicker than the average
- Identifying similarities and differences in visual configurations likely to be extremely good
- May find it particularly easy to ignore irrelevant information

## NUMBER SPEED AND ACCURACY




Questions completed: 7 Correct answers: 3

This is a test of numerical manipulation and a measure of basic numerical reasoning ability. It measures the degree to which an individual can work comfortably with quantitative concepts. It assesses the ability to work in environments where basic numeracy is required and wherever attention and concentration are required regarding numerical applications.

The following describes how Sample Report performed in Number Speed and Accuracy:

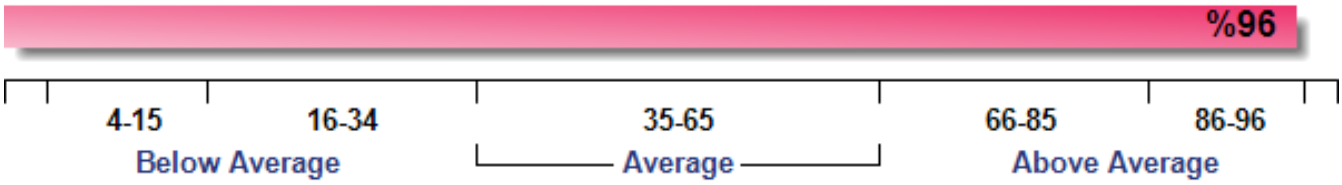
- Very low on the Norm range
- May be exceedingly lacking in confidence when dealing with quantitative concepts
- Manipulation of numbers likely to be severely poor
- Likely to be exceptionally reluctant to handle numbers
- Attention and concentration when dealing with numbers could be very markedly below standard

This test is not about mathematical ability, however, if the job requires a high level of numerical intuition and/or the ability to quickly manipulate numbers, a very low number, speed and accuracy score is likely to be a limitation.

Coping strategies could include:

- Giving numerical information in different ways using charts, pictures, written summaries etc
- Ensuring a calculator is available
- Having allowable margins, discounts, quotes etc worked out in advance
- Giving additional support for working out budgets etc
- Having formulas, templates and work sheets etc to use to where possible

## WORD MEANING




Questions completed: 40 Correct answers: 39

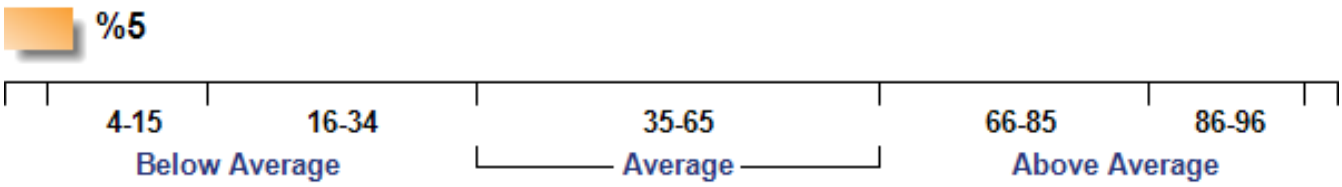
This is a test of word knowledge and vocabulary. It assesses the comprehension of a large number of words from different parts of speech and the ability to identify words that have similar or opposite meanings. It assesses the ability to work in environments where a clear understanding of written or spoken instructions is required. Individuals who score well on this test are likely to score well on measures of general cognitive ability and to assimilate new information quickly.

The following describes how Sample Report performed in Word Meaning:

- Top 14% of the Norm range
- Has a very good understanding of the meaning of words in general use.

- Likely to have a broad vocabulary.
- Likely to be able to express thoughts and ideas with a high level of fluency.
- Likely to assimilate new information quickly.
- May score well above average on measures of general intelligence.

## SPATIAL VISUALISATION




Questions completed: 11 Correct answers: 5

The Spatial Visualisation Test assesses the ability to create and manipulate mental images of objects. This test correlates well with tests of mechanical reasoning and assesses an individual's ability to use mental visualisation skills to compare shapes. It relates to the ability to work in environments where visualisation skills are prerequisites for understanding and executing tasks. It assesses the suitability of an individual for tasks such as design work, where the individual must visualise how shapes and patterns fit together to form a whole.

The following describes how Sample Report performed in Spatial Visualisation:

- Low on the Norm range
- Likely to be extremely unsuited to design work and mechanical reasoning
- May find interpreting diagrams and shapes particularly difficult
- Mental visualisation likely to be very poor

If the job role requires the visualisation of how shapes and patterns fit together or the ability to create and manipulate mental images of objects, a low spatial visualisation test score is likely to be a limitation.

Coping strategies could include:

- Having a written explanation of flow charts and diagrams
- Having written instructions for directions in addition to a map
- Having a model/artist impression in addition to a technical drawing/ architect's plan

### The Thomas GIA

This test in common with all tests provides a sample of the person's performance at the time it was taken. The comments are a guide to help you decide whether the candidate would be able to undertake the job or be successful in any overall or specific training. Results should be considered along with other factors which might be important to performance, namely: experience, education, examination results, previous training undertaken and strategies which are employed to cope with any particular or specific problem areas. In all circumstances, the results should be interpreted and

conveyed to the person under test by a Thomas trained analyst.

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# INTERVIEWER NOTES

The following notes are given as a specific reminder to interviewers of some of the principle factors relating to GIA testing as detailed at Thomas GIA training seminars. These points are vital.

## 1. Chance Levels

Chance levels are indicated by a warning on the screen. It is essential to ask questions to find out reasons for any poor test performance, especially if the other test scores are high. If there are doubts about whether the person has had an adequate understanding of test instructions, then a complete re-test is a possibility provided that such a decision does not give an unfair advantage to someone who is initially a low scorer for other reasons. Alternatively it may be best to assess the candidate on evidence other than that provided by the test programme. In all such cases great care is needed in interpreting the overall percentile.

## 2. Pronounced Highs and Lows

When the profile of test scores shows one or more pronounced highs or lows, then some inconsistency in performance is evident. A skilfully conducted interview should try to find out the reason for discrepancies, without upsetting the candidate by inadvertently suggesting that a "low" score is a failure. In many cases it is not. Where a low score is probed to find out if it can be explained satisfactorily, the interview must be tactfully handled to avoid giving the impression that a single test has been sufficient to disqualify the person for a job or impair his development potential. In most instances such should not be the case. When evaluating pronounced highs and lows, the individual tests should be looked at carefully and employers should decide whether slow, careful unsupervised work is preferable to faster more error-laden task completion.

## 3. General Recommendations on Fair Practice

a) Explain procedures and practices before administering the GIA and ensure that the candidate understands. b) Never offer test results as the reason for non-acceptance. c) In the event of any person declaring a cultural/linguistic and/or specific disability disadvantage, use the GIA as a screen without prejudice to the rest of the process. d) Tests and inventories should never be used in isolation to justify redundancy decisions. Such use could be construed as unfair.

For further information on fair practices refer to the Thomas leaflet Fair Recruitment and Appraisal Methods at Work, included in all Thomas seminar materials.

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GIA Profile Chart: Sample Report
GTQ: 120

| TQ | Reasoning | Perceptual Speed | Number Speed & Accuracy | Word Meaning | Spatial Visualisation | Percentile Ranking | GTQ |
|---|---|---|---|---|---|---|---|
| 135 | | | | | | 99 | |
| 131 | | | | | | 98 | |
| 128 | | | | | | 97 | Top 3% |
| 126 | | | | | | 96 | |
| 125 | | | | | | 95 | |
| - | | | | | | | |
| - | | | | | | | |
| - | | | | | | | |
| 119 | | | | | | 90 | ◆ |
| 115 | | | | | | 85 | Top 14 % |
| - | | | | | | | |
| 113 | | | | | | 80 | |
| 110 | | | | | | 75 | |
| 108 | | | | | | 70 | Top 34 % |
| 106 | | | | | | 65 | |
| 104 | | | | | | 60 | |
| 102 | | | | | | 55 | |
| 100 | | | | | | 50 | |
| 98 | | | | | | 45 | |
| 96 | | | | | | 40 | |
| 94 | | | | | | 35 | |
| 92 | | | | | | 30 | Below Avg. |
| 90 | | | | | | 25 | |
| 87 | | | | | | 20 | |
| - | | | | | | | |
| 85 | | | | | | 15 | low |
| 81 | | | | | | 10 | |
| - | | | | | | | |
| - | | | | | | | |
| - | | | | | | | |
| 75 | | | | | | 5 | |
| 74 | | | | | | 4 | |
| 72 | | | | | | 3 | Very Low |
| 69 | | | | | | 2 | |
| 65 | | | | | | 1 | |