thomas

GIA

GIA: Thomas Sample

	Reasoning	Perceptual Speed	Number Speed & Accuracy	Word Meaning	Spatial Visualisation	Overall
Percentile Ranking	59	62	45	64	99	78
Done	40	47	15	31	22	
Right	40	45	14	31	21	
Wrong	0	2	1	0	1	
Adjusted Score	40	44.5	13.5	31	20.5	

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.

The results for Thomas Sample are above average, in the top 34% of the Norm range. This suggests that when there is a need to pick up new skills and abilities he is likely to be able to do so quickly. He is likely to respond to changing environments more quickly than most and will find it easy to process new information rapidly. The ability to absorb new information is likely to be good.

REASONING

59%

| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
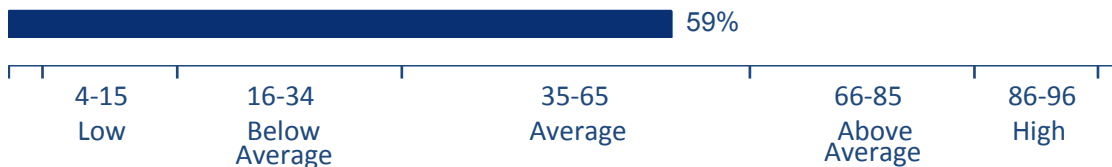
Questions completed: 40 Correct answers: 40

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 Thomas Sample performed in Reasoning:

- Middle of the Norm range
- Standard ability to draw correct conclusions
- Can typically hold information in short-term memory, whilst solving problems from either written or verbal instructions
- Verbal reasoning likely to be average
- Likely to reason from information provided

PERCEPTUAL SPEED

62%

| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
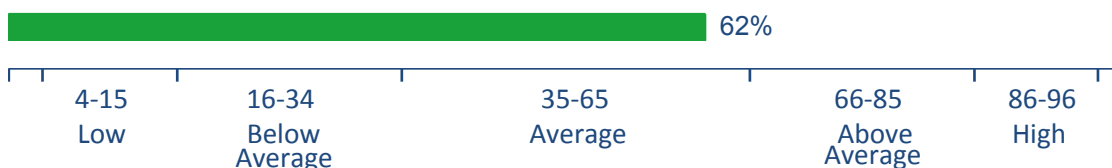
Questions completed: 47 Correct answers: 45

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 Thomas Sample performed in Perceptual Speed:

· Middle of the Norm range
· Likely to identify inaccuracies in written material, numbers and diagrams
· Standard ability to check for errors
· Identifying similarities and differences in visual configurations likely to be average
· Can typically ignore irrelevant information

NUMBER SPEED AND ACCURACY

|		45%		
4-15 Low	16-34 Below Average	35-65 Average	66-85 Above Average	86-96 High
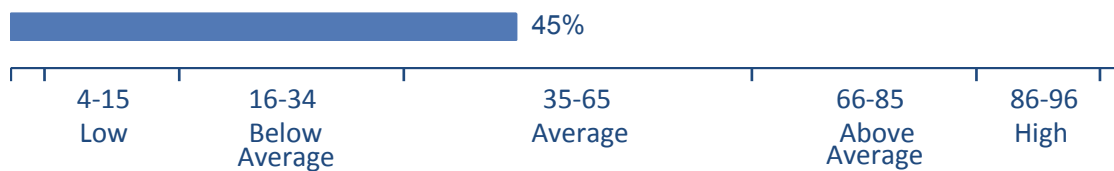
Questions completed: 15 Correct answers: 14

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 Thomas Sample performed in Number Speed and Accuracy:

· Middle of the Norm range
· Typically able in dealing with quantitative concepts
· Manipulation of numbers likely to be average
· Likely to be able to handle numbers
· Standard attention and concentration when dealing with numbers

WORD MEANING

|		64%		
4-15 Low	16-34 Below Average	35-65 Average	66-85 Above Average	86-96 High
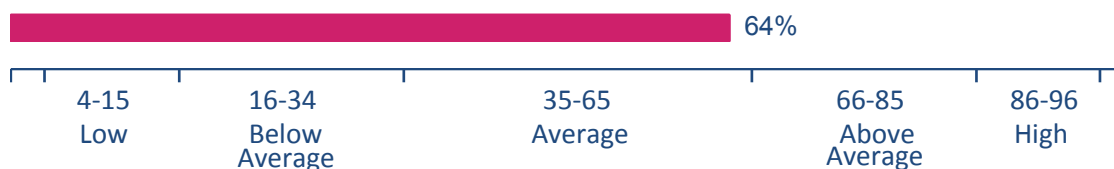
Questions completed: 31 Correct answers: 31

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 Thomas Sample performed in Word Meaning:

· Middle of the Norm range
· Has a reasonable understanding of the meaning of words in general use.
· Likely to have a reasonable general vocabulary.
· Likely to be able to express thoughts and ideas with a reasonable level of fluency.
· Ability to assimilate new information is likely to be average.

SPATIAL VISUALISATION

				99%
4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
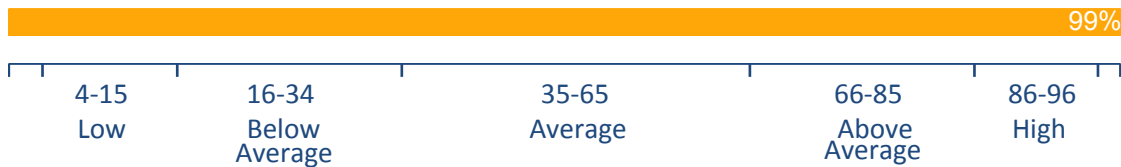
Questions completed: 22 Correct answers: 21

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 Thomas Sample performed in Spatial Visualisation:

· Top 3% of the Norm range
· Likely to be exceptionally suited to design work and mechanical reasoning
· May find interpreting diagrams and shapes exceedingly easy
· Mental visualisation likely to be outstanding

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.

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.

GIA Profile Chart: Thomas Sample
GTQ: 111

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	