

THOMAS T.S.T. REPORT

for

Ms. Sally Smart

10/7/2002

PROGRAMME ADMINISTERED

PROGRAMME 4 - Executive and management roles, cross functional surveys and graduates

TEST NAME	DONE	RIGHT	PERCENTILE RANKING	GTQ
Feature Detection	60	55	99	131
Reasoning	40	39	99	131
Number Skills	50	50	90	118
Working Memory	60	55	99	131
Orientation	50	45	95	126
Overall			95	127

THOMAS T.S.T. PROGRAMME 4:

The General Training Quotient (GTQ) is an averaged value of Feature Detection, Number Speed & Accuracy, Reasoning, Working Memory and Orientation. The GTQ is an estimate of the level of fluid intelligence in the candidate. Its accent is on overall aptitudes, general competence and broad-brush assessment. It is most useful in assessing executive and management roles, cross functional surveys and graduates.

The results of Ms. Smart are at a very high level, in the top 10% of the norm. She is likely to be a high-level performer. There are unlikely to be many others who will be able to match such a result.

It is expected that she will have an extremely good concentration span and will very quickly learn even when tasks, procedures or concepts are particularly complex. Response to training should therefore be at a very high level.

If she is not to become bored or disillusioned it is essential that the job/position utilises her capabilities and is one that demands extremely challenging mental assignments.

It should be noted that people who have extremely high levels of ability could often become impatient with others who do not learn as quickly, or are unable to match their general ability.

If the job requires management skills, these results are no guarantee that Ms. Smart has the desired work-style qualities. High levels of fluid intelligence can lead to major problems in terms of intelligence gaps with those being managed. She may not always allow other people the time to understand and could become disillusioned and intolerant of her team members. This needs careful consideration and if necessary counselling, as intellect gaps are as problematic in Management as personality conflicts.

FEATURE DETECTION

Feature detection assesses how quickly and accurately a person can check for error and accuracy. It is a general literacy assessment.

The following describes how Ms. Smart performed in Feature Detection:

- * Top 10% of Norm range
- * Has exceptional perception
- * Almost instantaneously will select and categorise objects, data etc.
- * Likely to spot the things that matter
- * Outstandingly quick and accurate

REASONING

Reasoning assessments are most relevant where a role calls for the ability to hold information, solve problems and react quickly to new processes and situations.

The following observations describe how Ms. Smart performed in Reasoning:

- * Top 10% of Norm range
- * Quick to draw conclusions
- * Very high order of comprehension skills
- * Able to spot consistency and inconsistency with ease
- * Can deal with large quantities of logical data

NUMBER SPEED AND ACCURACY

Number speed and accuracy tests are important to job roles which require numerical aptitude and mental agility.

The following observations describe how Ms. Smart performed in Number Speed and Accuracy:

- * Top 10% of Norm range
- * High level of mental agility
- * Very good mental computation skills
- * Fast and accurate in making comparisons of numbers
- * Accurate evaluation of differences in results

WORKING MEMORY

Working memory assessments are important in job roles which require information retention and substantial concentration and attention span.

The following observations describe how Ms. Smart performed in Working Memory:

- * Top 10% of Norm range
- * Has an outstanding general memory
- * Has the ability to learn complex tasks and procedures
- * High retention level
- * Very quick in completing working memory operations

ORIENTATION

This assessment is most relevant where mental visualisation and practical problem solving are important within the job role.

The following observations describe how Ms. Smart performed in Orientation:

- * Top 10% of Norm range
- * Possesses outstanding visualisation skills
- * Able to deal with mechanical and technical logic

- * Has a natural ability to remember and transform shapes
- * Very good at resolving practical problems

INTERVIEWER NOTES

The following notes are given as a specific reminder to interviewers of some of the principle factors relating to T.S.T. testing as detailed at Thomas T.S.T. 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 General Training Quotient

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 her 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 T.S.T. 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 T.S.T. 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.

The Thomas TST

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.

Name: Ms. Sally Smart

T-SCORE	Feature Detection	Verbal Reasoning	Number Speed/Acc	Working Memory	Spatial Orientation	Percentile Rank	GTQ/Grade
131+						>98	Highest
130						98	
128							
126	◆					95	Very High ◆
124							
122							
120							
118						90	High
116						85	Above Av
114							
112						80	
110						75	
108						70	
106						65	
104						60	
102						55	
100						50	Average
98						45	
96						40	
94						35	
92						30	
90						25	
88						20	
86							
84						15	Below Av
82						10	Low
80							
78							
76							
74						5	Very Low
72							
70						2	
69-						<2	Lowest

◆ indicates Overall GTQ and Percentile position