

# THOMAS T.S.T. REPORT

for

**Mr. Thomas Sample**

**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	50	42	90	118
Reasoning	10	8	1	69
Number Skills	37	35	60	104
Working Memory	29	29	60	104
Orientation	21	17	40	96
<b>Overall</b>			<b>45</b>	<b>98</b>

## **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 for Mr. Sample are at an average level when set against the norm. This suggests that he will respond to training and acquire the knowledge necessary for carrying out the majority of jobs in the workplace. He should perform as well as most in the job.

It is expected that he will be able to absorb information at a reasonable rate and when undertaking new tasks or learning procedures will give a satisfactory performance. Training should though, allow time for the exploration and assimilation of new facts and give practice in new processes until a level of confidence is gained.

It is expected that he will work at a reasonable speed, achieve average levels of accuracy and give a performance which is satisfactory for most workplace jobs.

If Mr. Sample is, or is to be employed in executing existing management practices then the employer should not rely totally on these results. Extensive interview and reference checking is recommended. However, as existing management practices often rely on work style habits derived from practice and experience, Mr. Sample's level of competence may well prove satisfactory, especially if supported by tests and matching work-style profile assessment results.

## **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 Mr. Sample performed in Feature Detection:

- \* Top 10% of Norm range
- \* Has exceptional perception
- \* Almost instantaneously will select and categorise objects, data etc.
- \* Outstandingly quick and accurate
- \* Able to deal with large quantities of materials

## **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 Mr. Sample performed in Reasoning:

- \* Very low on the Norm range

- \* Comprehension skills are well below average
- \* Constant support and monitoring is likely to be needed if the job requires verbal reasoning skills
- \* May not identify consistency or inconsistency with confidence
- \* Does not readily comprehend things, needs time to understand

## 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 Mr. Sample performed in Number Speed and Accuracy:

- \* Top 40% of Norm range
- \* Strong levels of mental agility
- \* Fluent mental computation skills
- \* Competent when making accurate number comparisons
- \* Completes numerical operations effectively and intuitively

## WORKING MEMORY

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

The following describes how Mr. Sample performed in Working Memory:

- \* Top 40% of Norm range
- \* Has a good level of general memory
- \* Likely to learn new tasks quickly
- \* Good level of understanding sequences
- \* Very good deductive ability

## ORIENTATION

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

The following observations describe how Mr. Sample performed in Orientation:

- \* Lower average of Norm range
- \* Fair mental visualisation skills
- \* Secure in dealing with mechanical and technical logic, may make some errors
- \* Good mental energy level but may need regular checks to ensure understanding
- \* Fair skills in mental reconstruction, may be a little slower than others

## **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 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**

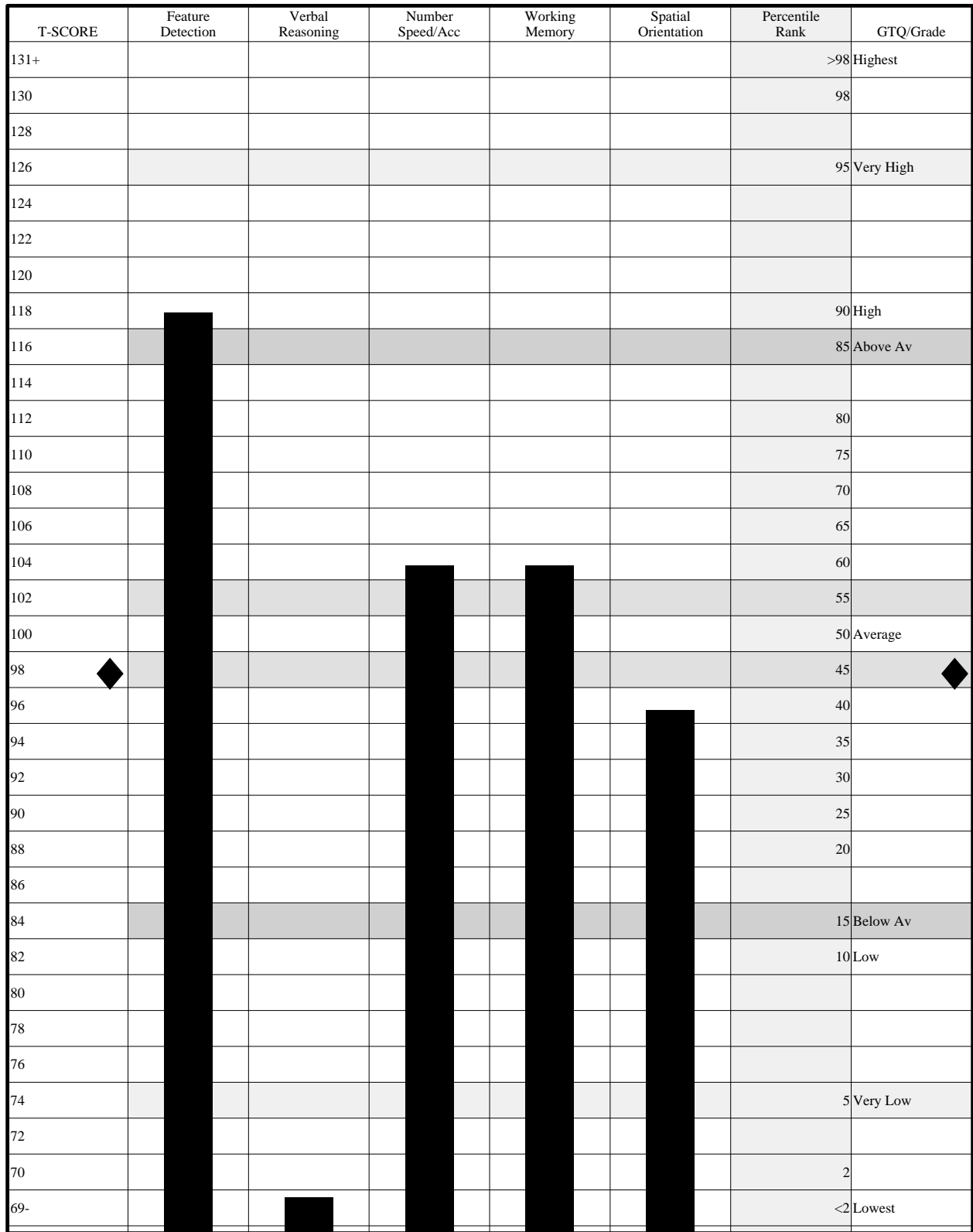
- a) Explain procedures and practices before administering the T.S.T. and ensure that the candidate understands.
- b) Never offer test results as the reason for non-acceptance.
- c) In the event of any person declaring a cultural/linguistic and/or specific disability disadvantage, use the T.S.T. as a 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: Mr. Thomas Sample



◆ indicates Overall GTQ and Percentile position