GIA: Thomas Sample

	Reasoning	Perceptual Speed	Number Speed & Accuracy	Word Meaning	Spatial Visualisation	Overall
Percentile Ranking	44	54	85	96	71	80
Done	38	56	19	37	18	
Right	38	46	19	37	14	
Wrong	0	10	0	0	4	
Adjusted Score	38	43.5	19	37	12	

THOMAS GIA

The overall percentile is a weighted combination of Perceptual Speed, Number Speed & Accuracy, Reasoning, Word Meaning and Spatial Visualisation. It 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 they are likely to be able to do so quickly. Thomas Sample 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

44%

| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
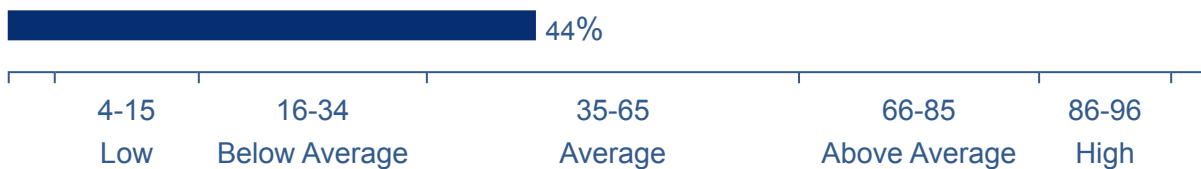
Questions completed: 38 Correct answers: 38

The Reasoning task assesses the ability to make inferences, to reason from information provided and to draw correct conclusions. This task assesses the ability of an individual to hold information in their 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

54%

| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
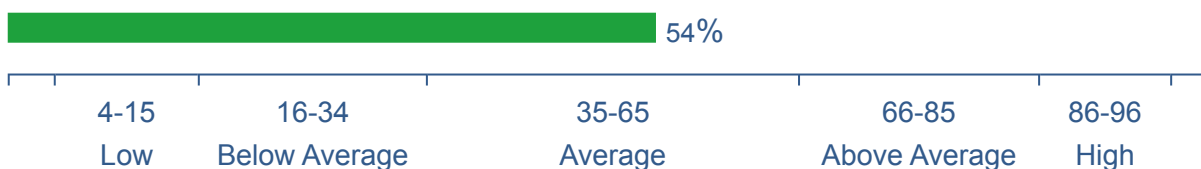
Questions completed: 56 Correct answers: 46

The Perceptual Speed task 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 and identify similarities and differences in visual configurations. This task assesses how quickly and accurately an individual can check and report for error/accuracy. It is a task 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

| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High

85%
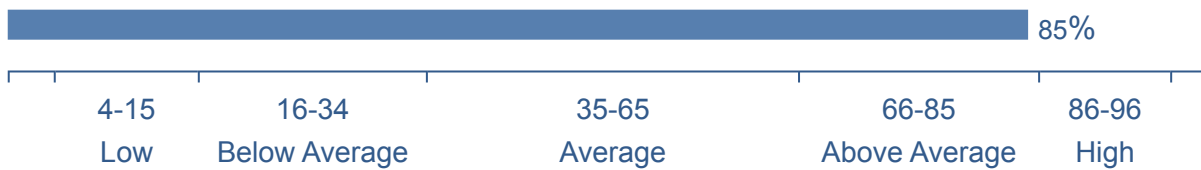
Questions completed: 19 Correct answers: 19

This is a task of numerical manipulation and a measure of basic numerical reasoning ability. It can therefore be used as an indicator of 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:

- Top 34% of the Norm range
- Confident in dealing with quantitative concepts
- Manipulation of numbers likely to be fast
- Likely to be good at handling numbers
- Attention and concentration when dealing with numbers could be better than is standard

WORD MEANING

| 4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High

96%
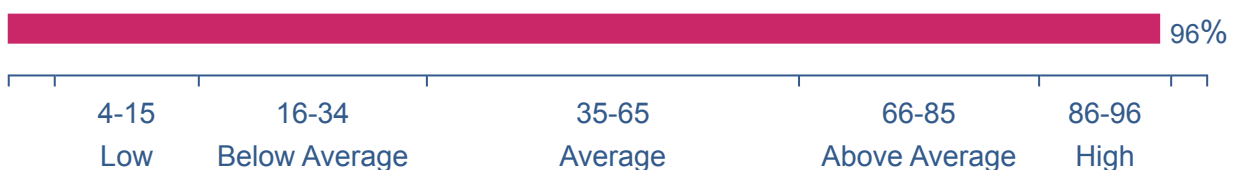
Questions completed: 37 Correct answers: 37

This is a task 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 task 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:

- 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

71%

4-15	16-34	35-65	66-85	86-96
Low	Below Average	Average	Above Average	High
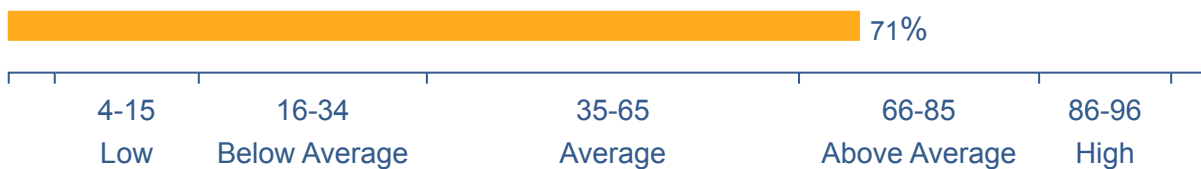
Questions completed: 18 Correct answers: 14

The Spatial Visualisation task assesses the ability to create and manipulate mental images of objects. This task correlates well with tasks 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 34% of the Norm range
- Likely to be suited to design work and mechanical reasoning
- May find interpreting diagrams and shapes easy
- Mental visualisation likely to be good

The Thomas GIA

This assessment 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 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 the GIA assesment as detailed at Thomas GIA training seminars. These points are vital.

1. Chance Levels

It is essential to ask questions to find out reasons for any poor assessment performance, especially if the other assessment scores are high. If there are doubts about whether the person has had an adequate understanding of the instructions, then a complete re-assessment 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 assessment. In all such cases great care is needed in interpreting the overall percentile.

2. Pronounced Highs and Lows

When the profile of task 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 task has been sufficient to disqualify the person for a job or impair their development potential. In most instances such should not be the case.

When evaluating pronounced highs and lows, the individual tasks 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 assessment 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) Assessments 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
GTI: 58

T-Score	Reasoning	Perceptual Speed	Number Speed & Accuracy	Word Meaning	Spatial Visualisation	Percentile Ranking	GTI
73						99	
71						98	
69						97	Top 3%
68						96	
66				■		95	
-				■			
-				■			
-				■			
63				■		90	
60				■		85	Top 14 %
-			■	■			
58			■	■		80	♦
57			■	■		75	
55			■	■	■	70	Top 34 %
54			■	■	■	65	
53			■	■	■	60	
51			■	■	■	55	
50		■	■	■	■	50	
49		■	■	■	■	45	
48	■	■	■	■	■	40	
46	■	■	■	■	■	35	
45	■	■	■	■	■	30	Below Avg.
43	■	■	■	■	■	25	
42	■	■	■	■	■	20	
-	■	■	■	■	■		
40	■	■	■	■	■	15	low
37	■	■	■	■	■	10	
-	■	■	■	■	■		
34	■	■	■	■	■	5	
33	■	■	■	■	■	4	
31	■	■	■	■	■	3	Very Low
30	■	■	■	■	■	2	
27	■	■	■	■	■	1	