AptitudeTest

This document provides screen shots of the various aptitude tests available, together with a sample of an output report.

eer120 – Issue 1 – March 2017

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Operative Series

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These tests assess the ability to reason with basic information and the visual representation characteristic of the work of a range of shop floor staff. No assumptions are made about the educational standards, although those with tangible attainments in secondary education are potentially likely to do better. These tests are appropriate for assessing unskilled, semi-skilled and skilled operatives in a range of industries including manufacturing, production, warehousing and logistics and could potentially be used to select for the grade of first line supervisor—but not for higher positions where other tests are likely to be more suitable.

Following Instructions - A test to assess a candidate's ability to follow a set of written instructions. (36 questions, 15 mins)

Mechanical Understanding - A test to assess a candidate's ability to reason with and apply their mechanical knowledge.
(24 questions, 17 mins)

Using Numbers - A test to assess a candidate's ability to answer questions about stock levels of components and their usage.
(36 questions, 16 mins)

Specialist Series

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These tests assess the ability to reason with symbols, involving neither written text nor numbers. This ability is appropriate for specialist IT positions which involve extensive manipulation of information coded in symbols, particularly where coding is integral to the role. Specialist engineering (across all disciplines) and architectural roles rely extensively on this ability, where symbolic or coded representation is commonplace such as electric and chemical engineering.

Spatial Awareness - A test to assess a candidate's ability to perceive three-dimensional objects based on two-dimensional plans. (36 questions, 25 mins)

Deductive Reasoning - A test to assess a candidate's ability to deduce the next steps in a symbolic sequence. (30 questions, 25 mins)

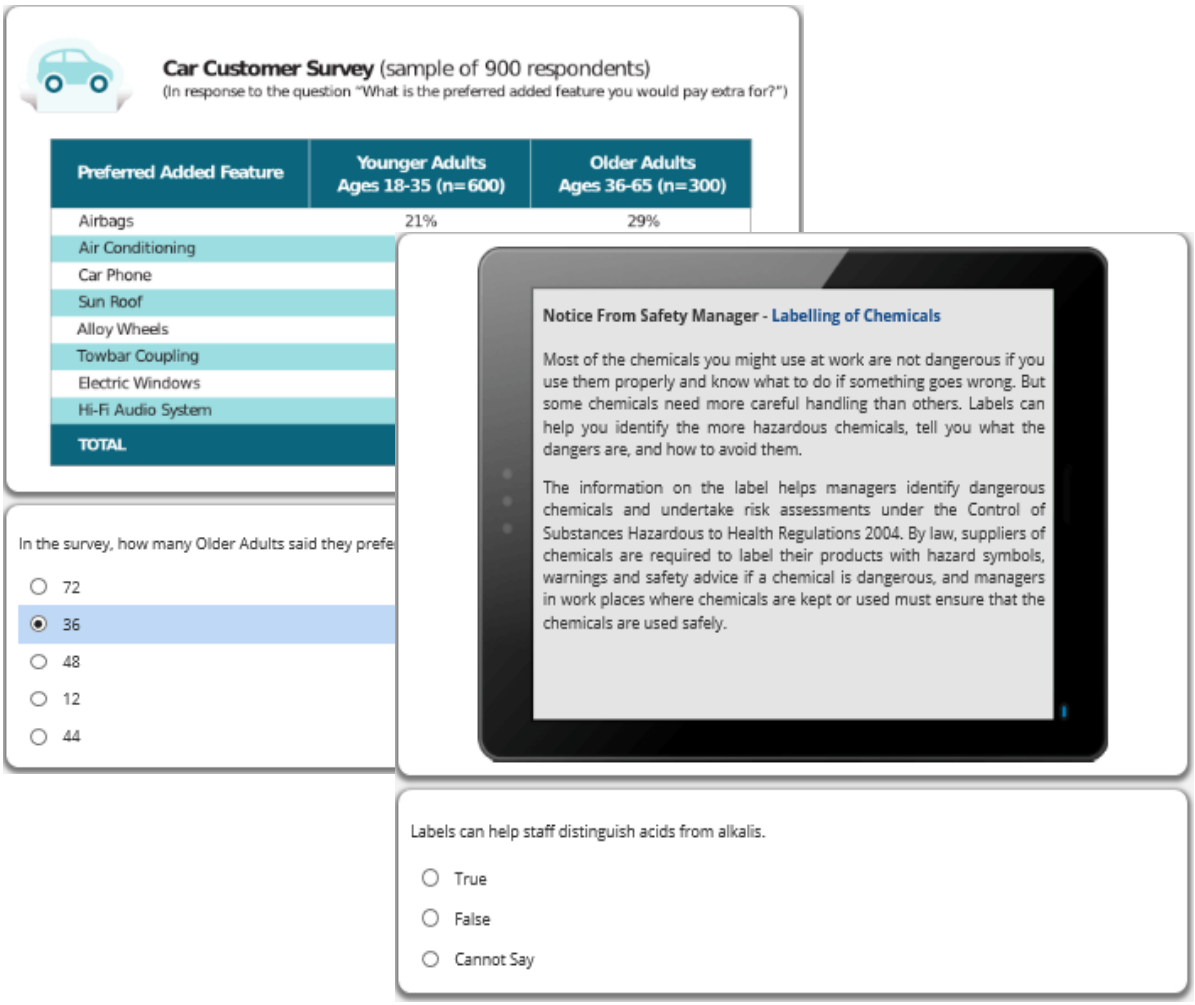
Inductive Reasoning - A test to assess a candidate's ability to work out rules based on different patterns and shapes - critical when problem solving is important. (42 questions, 25 mins)

Sample Output Report

Appendix A

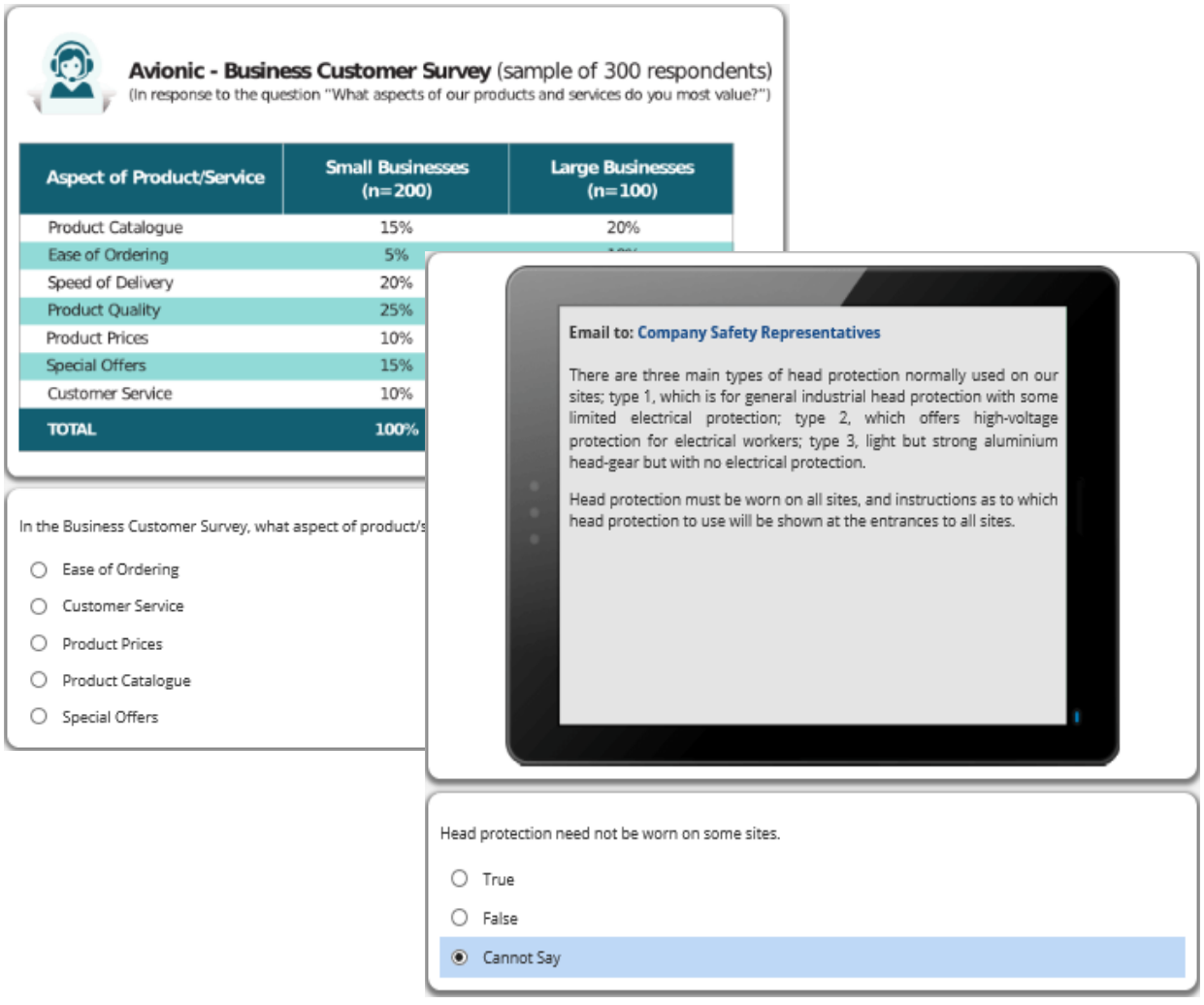
Managerial & Professional

Verbal and Numerical Aptitude Tests



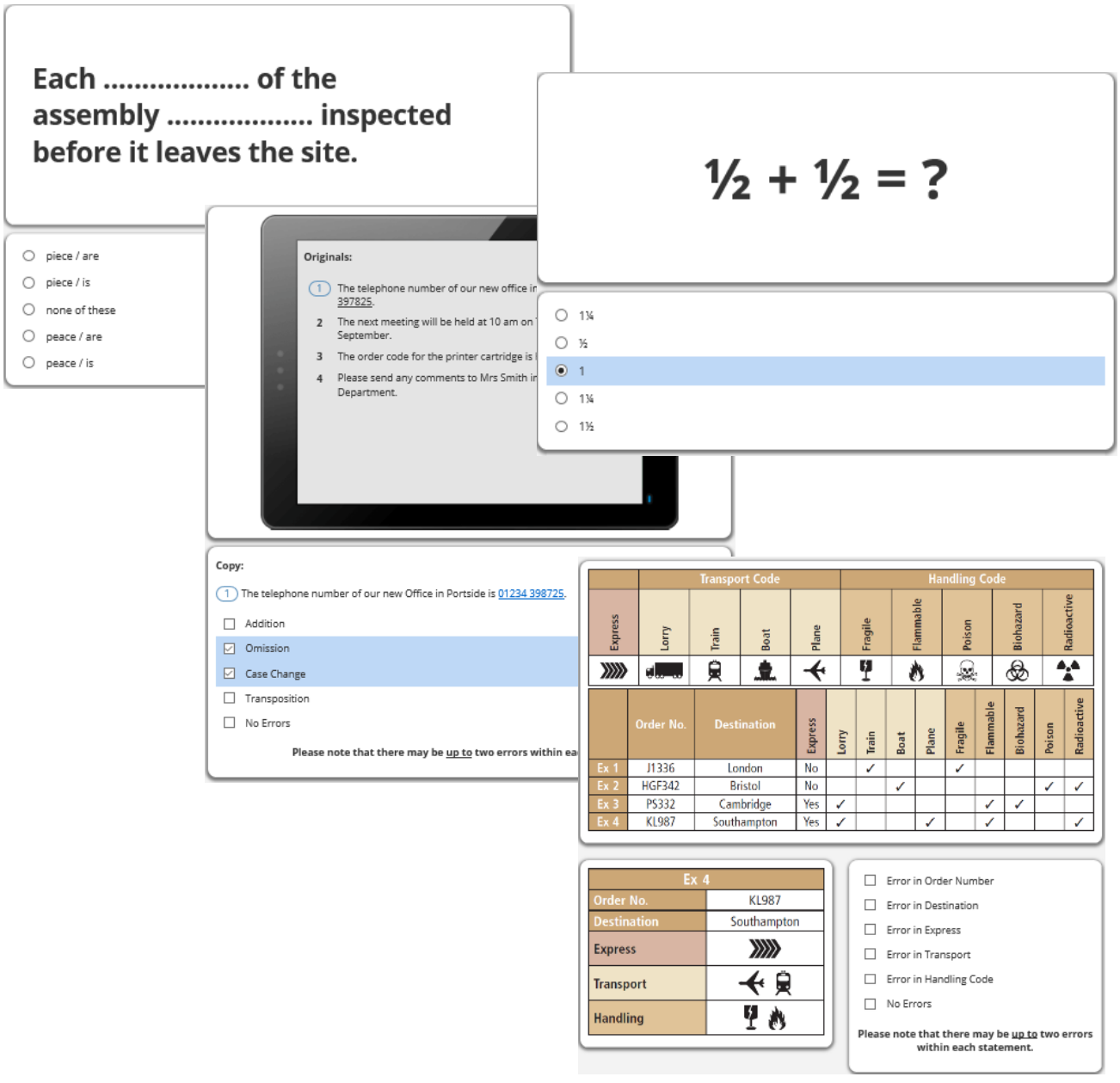
Supervisory & Team Leader

Verbal and Numerical Aptitude Tests



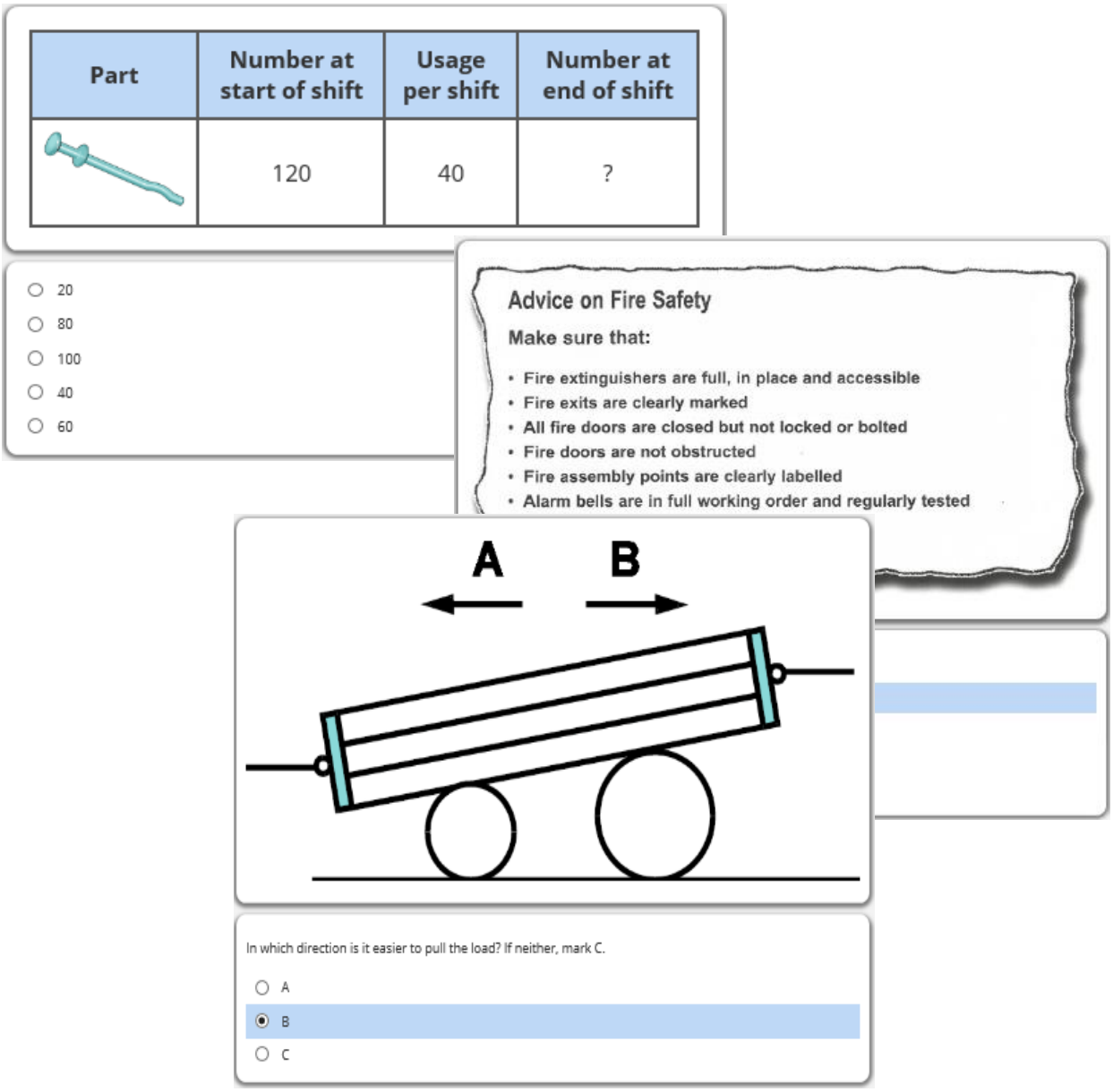
Clerical & Admin

Word Usage, Computation, Proof Checking and Cross Checking Aptitude Tests



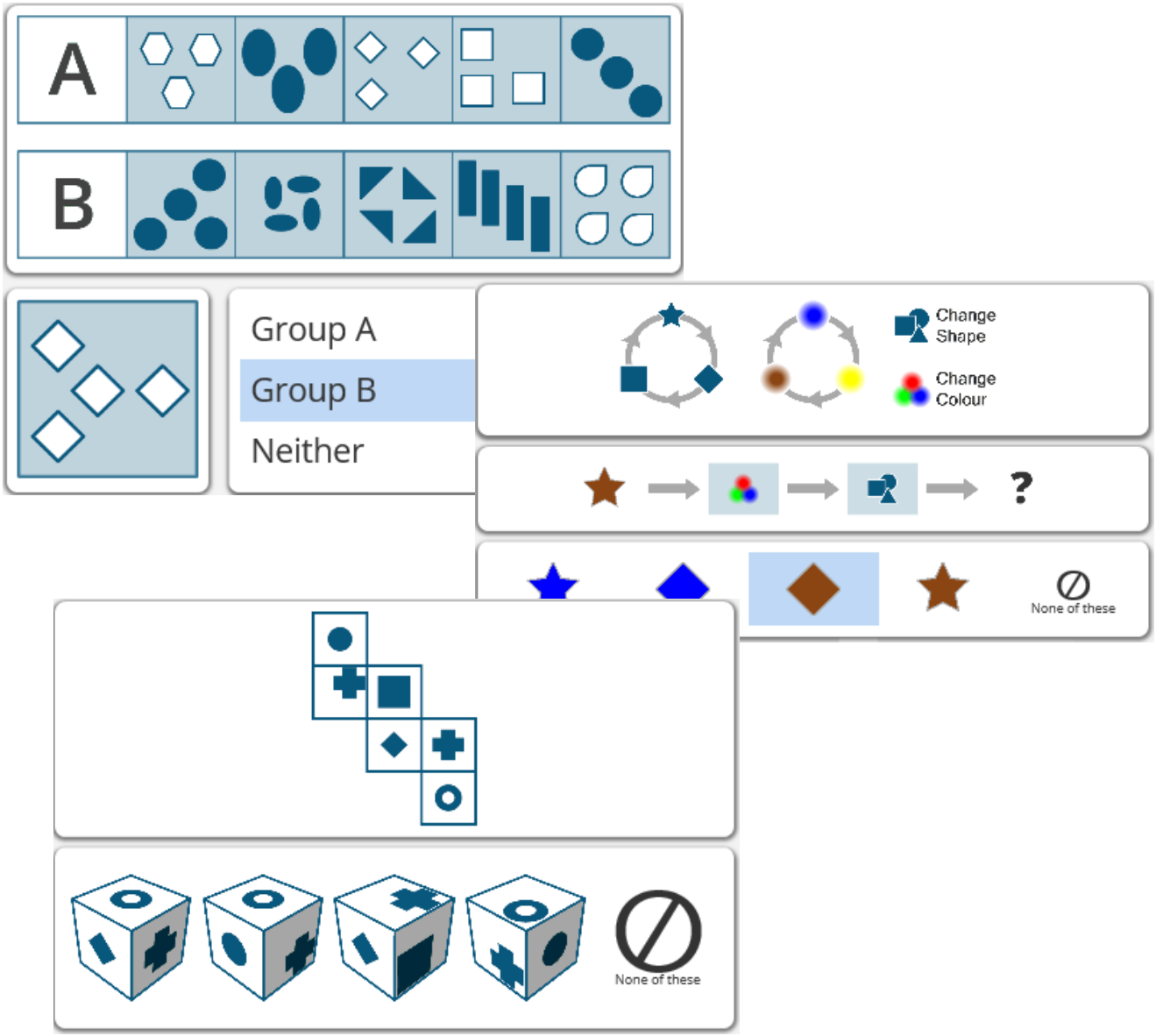
Operative

Using Numbers, Following Instructions and Mechanical Understanding Aptitude Tests



Specialist

Inductive Reasoning, Deductive Reasoning And Spatial Awareness Aptitude Tests



Appendix A

Please see the following pages for a sample report of the Managerial and Professional Verbal and Numerical tests.

Report Generated:
08/04/2016

AptitudeTest

Ability test report for: A Sample

Managerial & Professional

These tests do not necessarily assume a graduate standard - but at least some significant attainments in secondary or possibly higher education. They can, however, be used for graduate recruitment or management development and would best suit the grade of a newly appointed graduate manager, an experienced manager or any more senior position involving the use or application of budgets, financial planning, policies or potentially complex procedures.

Numerical Reasoning

A test using facts and figures, taken from the world of work, to assess a candidate's ability to interpret and evaluate numerical information from a series of tables and charts. (35 minutes)

Verbal Reasoning

A test to assess a candidate's ability to reason with written information drawn from the world of work. (30 minutes)

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Numerical Reasoning

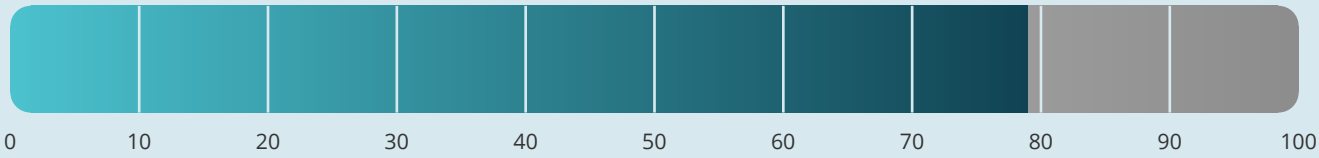
A test using facts and figures, taken from the world of work, to assess a candidate's ability to interpret and evaluate numerical information from a series of tables and charts. (35 minutes)

The test result is put into more meaningful context by comparing it with scores achieved by a large group of people identified as working at a similar level of responsibility. This candidate's score is expressed in three ways: as a Sten and as a percentile (%ile) and as percentage accuracy.

- Completed on 08/04/2013 in 31 mins 30 secs.
- The test contains 30 questions and the time allowed is 35 mins.
- 30 of the 30 questions were attempted, and 21 were answered correctly.

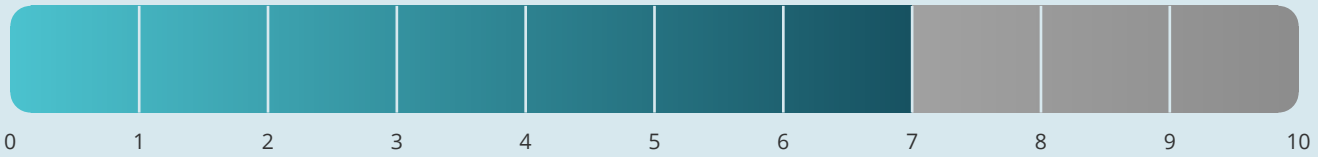
Percentile Compared to Composite Managers Group [79%ile]

A percentile (%ile) is the percentage of the comparison group (or 'norm group') that the candidate's score comes above. For example, a candidate achieving a score corresponding to the 75%ile has done better than 75% of the comparison group or, put another way, has scored in the top 25% of that group.



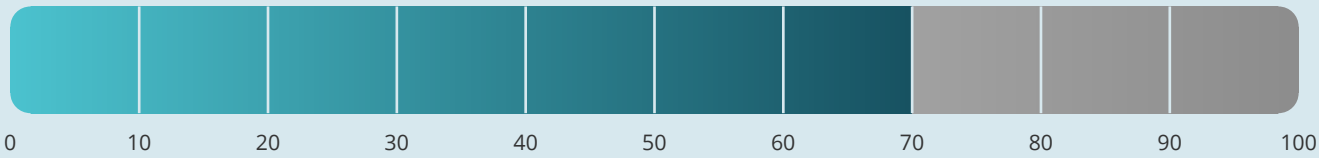
Sten Compared to Composite Managers Group

A Sten is a standard score ranging from 1 to 10, with 10 being the highest score and 1 the lowest. Stens 5 or 6 represent an average score (Stens are always rounded to whole numbers).



Percentage Accuracy [70%]

The chart shows the percentage of correct answers out of all the questions they attempted.



Written Feedback

The candidate has obtained an above average score, suggesting that reasoning with complex numerical information is something of an aptitude. A grasp of mathematical concepts, coupled with familiarity with tables, charts and graphs is likely. Practice tests of a similar nature are available in books and online and reading articles which contain information presented in this way (for example in financial or scientific books and magazines, as well as online) could help improve this skill still further, developing it into a very definite strength.

Although A Sample obtained an above average score, this was achieved using a very inaccurate style of responding: lots of attempted questions were answered incorrectly. One piece of advice would be that if A Sample were to concentrate a little more on responding accurately, performance could be improved still further.

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Verbal Reasoning

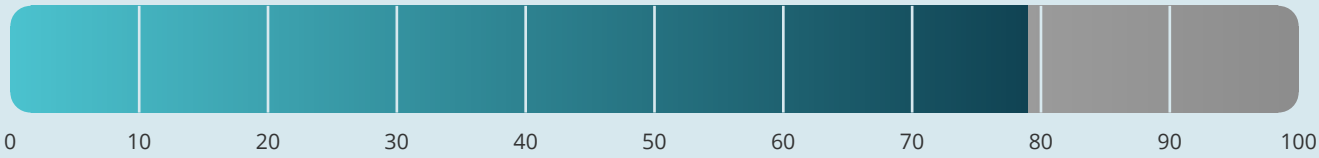
A test to assess a candidate's ability to reason with written information drawn from the world of work. (30 minutes)

The test result is put into more meaningful context by comparing it with scores achieved by a large group of people identified as working at a similar level of responsibility. This candidate's score is expressed in three ways: as a Sten and as a percentile (%ile) and as percentage accuracy.

- Completed on 08/04/2013 in 27 mins 0 secs.
- The test contains 52 questions and the time allowed is 30 mins.
- 52 of the 52 questions were attempted, and 39 were answered correctly.

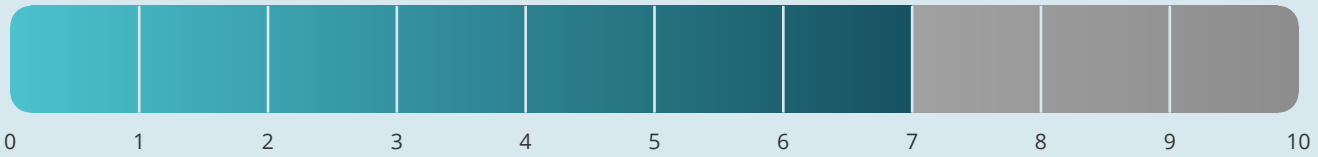
Percentile Compared to Composite Managers Group [79%ile]

A percentile (%ile) is the percentage of the comparison group (or 'norm group') that the candidate's score comes above. For example, a candidate achieving a score corresponding to the 75%ile has done better than 75% of the comparison group or, put another way, has scored in the top 25% of that group.



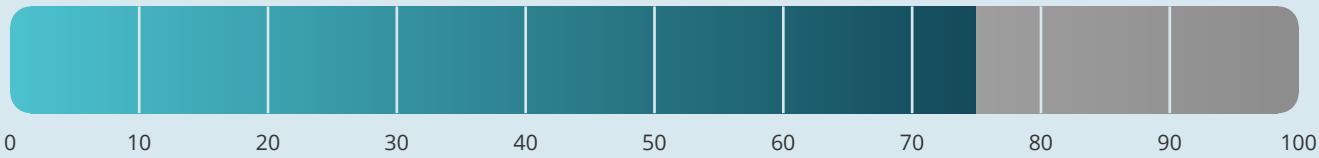
Sten Compared to Composite Managers Group

A Sten is a standard score ranging from 1 to 10, with 10 being the highest score and 1 the lowest. Stens 5 or 6 represent an average score (Stens are always rounded to whole numbers).



Percentage Accuracy [75%]

The chart shows the percentage of correct answers out of all the questions they attempted.



Written Feedback

The candidate has obtained an above average score, suggesting that reasoning with complex written information comes more easily than it does to most managers and professionals. Being able to process the information logically once it has been read is certainly at a more than competent level. Further improvement in this particular skill is never easy, but practice tests of a similar nature are available in books and online and these may help get the candidate become even more proficient in this area.

A Sample has responded with a typical level of accuracy, and obtained a score which was above average. Two options exist which could improve performance even further: to try and maintain this accuracy but to go a little bit quicker through the questions or, alternatively, not to speed up but to try and be a little more accurate. A combination of these two approaches might work too. Either way, improvements could be made on top of this already convincing performance.

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Improve performance in tests

Many candidates ask the question 'how could I improve my performance in tests?' It is important to be realistic about the advice that can be given in this context. Someone with a very poor score cannot suddenly, through the aid of a few simple tricks, get an excellent one. Nevertheless, there is no reason why performance shouldn't improve if the following techniques are employed...

Learn More

Most occupational tests try to measure innate potential or aptitude. Nevertheless, performance in almost any test will require a certain measure of learned knowledge or experience, known as attainment, and this will be true of some tests more than others. Whether it is the basic rules of punctuation, how to do simple mathematics and computation or a knowledge of basic mechanical principles, almost every test features attainment to at least some degree. Knowledge that can help you can come from unlikely sources: many verbal reasoning tests, for example, hinge on not just knowledge of words and syntax but of understanding the logic behind what is written. Logic is taught formally in such unlikely disciplines as electronics, information technology and philosophy (this is why those with a background in these disciplines often do very well in this kind of test, even if they are not especially eloquent). So reading around and behind a subject is a must. Try to be varied: use several sources. Also, remember that, as well as books, journals and manuals, the internet can be an invaluable source of information.

Practise, Practise, Practise!

There is no doubt that trying out a few tests – often any tests – improves test technique. Get the balance right between speed and accuracy. Never linger too long on a single question. If you are not sure of an answer, take an educated guess. Try doing practice tests (there are many available in books and online) but remember to time yourself. Doing tests without the pressure of limited time is not the same experience as doing tests in real life standard conditions. It is more comfortable, but doesn't replicate the experience. Research shows that, particularly where people feel they are unfamiliar with tests or a bit out of practice doing them, trying a few under timed conditions really does lead to higher scores. Again, remember there is now a lot of practice material available online.

Ask Questions

People are often afraid to ask questions when the answer doesn't come easily. They are self-conscious and fear embarrassment or ridicule. However, in order to get better at something, that is an experience that must be faced head on. You will always have friends, colleagues, even family members, who are better at a particular skill than you are. Ask them questions: explore, probe and clarify things in your own mind. People often love to help – it gives them a chance to demonstrate their expertise and feel appreciated for it. Don't pass up the opportunity.

Seek Mentors

A mentor or mentors is the next step up from asking questions. See if you can find someone who can help you gain understanding through an ongoing relationship with them. A formal tutor is, of course, one approach but the informality of mentoring is more agreeable to a lot of people. Think about how apprenticeships work and set about replicating aspects of the process in a more informal way – you'll be surprised how many people are delighted to be approach to act as a mentor.

Accept Your Limitations

Finally, accept that everyone can't be good at everything. We all have differing sets of skills – what a boring world it would be if we were all the same. Not everyone can excel at everything, so if a particular skill is something you feel you will always struggle with, just accept it and concentrate on the things you are good at. Remember that people who do the things they are good at are not only more efficient – they are happier too.

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