

AptitudeTest



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

Contents



Managerial & Professional Series

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These tests are not necessarily applied only to those with graduate qualifications but in choosing this level of test there would have to be evidence of significant attainment in secondary or higher education. They are suitable for graduate level recruitment right through to the assessment of experienced and more senior managers, those typically having to deal with more complex policies and procedures. They can also be used for management development purposes at all these levels.



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. (30 questions, 35 mins)



Verbal Reasoning - A test to assess a candidate's ability to reason with written information drawn from the world of work. (52 questions, 30 mins)



Supervisory & Team Leader Series

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These tests assess the aptitude of candidates for Supervisory and Team Leader positions and are suitable for both selection and development purposes. They best suit the grade of supervisor, team leader or any position involving the use or application of budgets, policies or moderately complex procedures within an operational setting.



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. (30 questions, 30 mins)



Verbal Reasoning - A test to assess a candidate's ability to reason with written information drawn from the world of work. (44 questions, 25 mins)



Clerical & Admin Series

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These tests assess the aptitude of candidates for clerical, administrative or support roles. They can be used across a wide range of functions including Customer Advisors, Call Centre staff, Secretarial and Data Entry roles.



Word Usage - A test to assess a candidate's ability to select pairs of words which fit into a given sentence. Involves the use of grammar, meaning or spelling. (30 questions, 10 mins)



Computation - A test to assess a candidate's ability to make quick but accurate calculations. (28 questions, 10 mins)



Proof Checking - A test to assess a candidate's ability to compare lines of text and check that the original text has been copied over correctly. (30 questions, 8 mins)



Cross Checking - A test to assess a candidate's ability to compare and check the accuracy of two types of documentation that might be used in a warehouse or dispatch office. (30 questions, 8 mins)



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)



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)



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



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)



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

Sample Output Report

Appendix A

Managerial & Professional Verbal and Numerical Aptitude Tests

 **Car Customer Survey** (sample of 900 respondents)
(In response to the question "What is the preferred added feature you would pay extra for?")

Preferred Added Feature	Younger Adults Ages 18-35 (n=600)	Older Adults Ages 36-65 (n=300)
Airbags	21%	29%
Air Conditioning		
Car Phone		
Sun Roof		
Alloy Wheels		
Towbar Coupling		
Electric Windows		
Hi-Fi Audio System		
TOTAL		

In the survey, how many Older Adults said they preferred Airbags?

- 72
 36
 48
 12
 44

Notice From Safety Manager - Labelling of Chemicals

Most of the chemicals you might use at work are not dangerous if you use them properly and know what to do if something goes wrong. But some chemicals need more careful handling than others. Labels can help you identify the more hazardous chemicals, tell you what the dangers are, and how to avoid them.

The information on the label helps managers identify dangerous chemicals and undertake risk assessments under the Control of Substances Hazardous to Health Regulations 2004. By law, suppliers of chemicals are required to label their products with hazard symbols, warnings and safety advice if a chemical is dangerous, and managers in work places where chemicals are kept or used must ensure that the chemicals are used safely.

Labels can help staff distinguish acids from alkalis.

- True
 False
 Cannot Say

Supervisory & Team Leader

Verbal and Numerical Aptitude Tests

 **Avionic - Business Customer Survey** (sample of 300 respondents)
(In response to the question "What aspects of our products and services do you most value?")

Aspect of Product/Service	Small Businesses (n=200)	Large Businesses (n=100)
Product Catalogue	15%	20%
Ease of Ordering	5%	10%
Speed of Delivery	20%	15%
Product Quality	25%	20%
Product Prices	10%	10%
Special Offers	15%	10%
Customer Service	10%	10%
TOTAL	100%	100%

In the Business Customer Survey, what aspect of products

- Ease of Ordering
- Customer Service
- Product Prices
- Product Catalogue
- Special Offers

Email to: Company Safety Representatives

There are three main types of head protection normally used on our sites; type 1, which is for general industrial head protection with some limited electrical protection; type 2, which offers high-voltage protection for electrical workers; type 3, light but strong aluminium head-gear but with no electrical protection.

Head protection must be worn on all sites, and instructions as to which head protection to use will be shown at the entrances to all sites.

Head protection need not be worn on some sites.

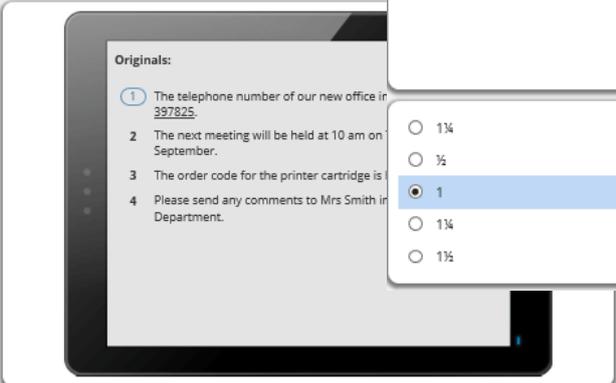
- True
- False
- Cannot Say

Clerical & Admin

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

Each of the assembly inspected before it leaves the site.

- piece / are
- piece / is
- none of these
- peace / are
- peace / is



$\frac{1}{2} + \frac{1}{2} = ?$

- $1\frac{1}{4}$
- $\frac{1}{2}$
- 1
- $1\frac{3}{4}$
- $1\frac{1}{2}$

Copy:

① The telephone number of our new Office in Portside is 01234 398725.

- Addition
- Omission
- Case Change
- Transposition
- No Errors

Please note that there may be up to two errors within each statement.

Express	Transport Code					Handling Code					
	Lorry	Train	Boat	Plane	Fragile	Flammable	Poison	Biohazard	Radioactive		
Ex 1	J1336	London	No		✓		✓				
Ex 2	HGF342	Bristol	No			✓				✓	✓
Ex 3	PS332	Cambridge	Yes	✓				✓	✓		
Ex 4	KL987	Southampton	Yes	✓			✓	✓			✓

Ex 4

Order No.	KL987
Destination	Southampton
Express	▶▶▶▶
Transport	✈️ 🚂
Handling	🍷 🔥

- Error in Order Number
 - Error in Destination
 - Error in Express
 - Error in Transport
 - Error in Handling Code
 - No Errors
- Please note that there may be up to two errors within each statement.

Operative

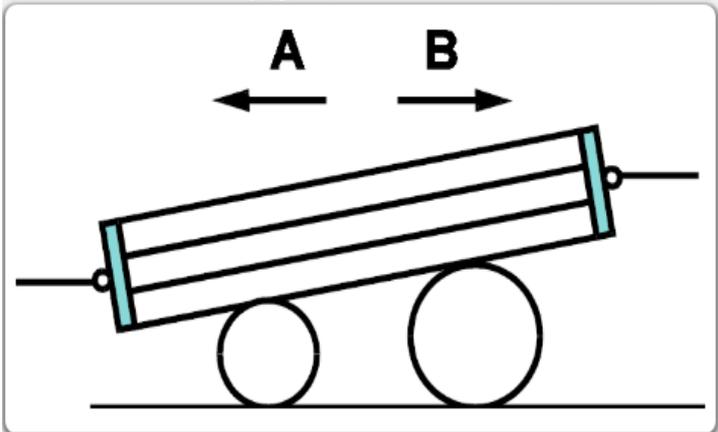
Using Numbers, Following Instructions and Mechanical Understanding Aptitude Tests

Part	Number at start of shift	Usage per shift	Number at end of shift
	120	40	?

- 20
- 80
- 100
- 40
- 60

Advice on Fire Safety
Make sure that:

- Fire extinguishers are full, in place and accessible
- Fire exits are clearly marked
- All fire doors are closed but not locked or bolted
- Fire doors are not obstructed
- Fire assembly points are clearly labelled
- Alarm bells are in full working order and regularly tested

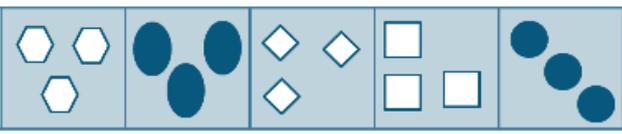


In which direction is it easier to pull the load? If neither, mark C.

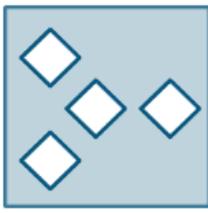
- A
- B
- C

Specialist

Inductive Reasoning, Deductive Reasoning And Spatial Awareness Aptitude Tests

A 

B 



- Group A
- Group B**
- Neither

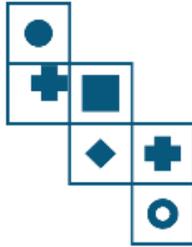


★ →  →  → ?















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

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)



Numerical Reasoning

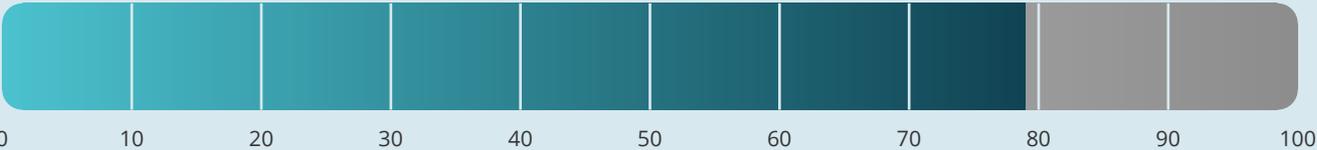
A test using facts and figures, taken from the world of work, to assess a candidate's ability to interpret and evaluate numerical information from a series of tables and charts. (35 minutes)

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.

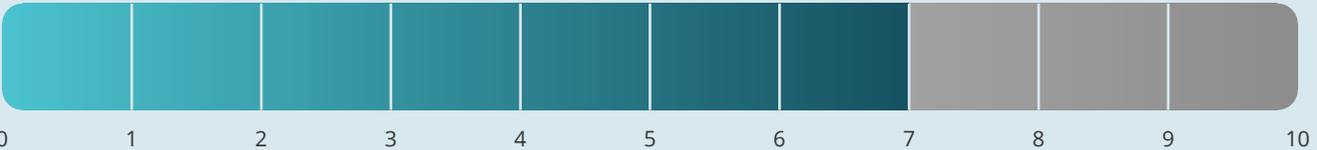
Percentile Compared to Composite Managers Group [79%ile]

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.



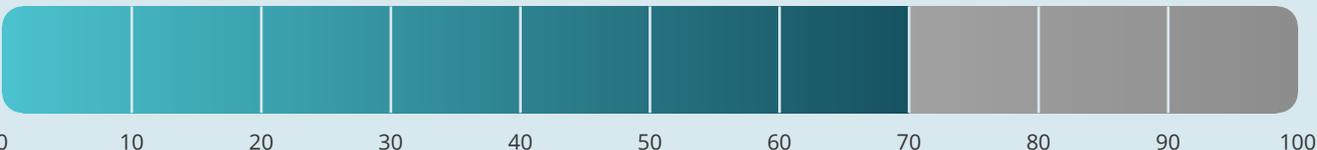
Sten Compared to Composite Managers Group

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.



Verbal Reasoning

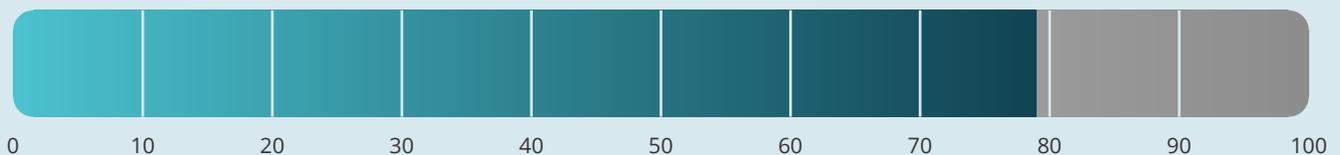
A test to assess a candidate's ability to reason with written information drawn from the world of work. (30 minutes)

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.

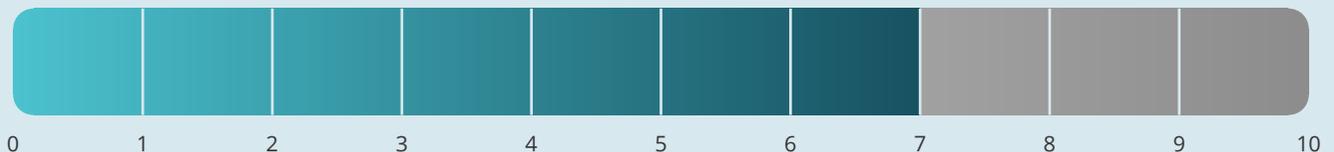
Percentile Compared to Composite Managers Group [79%ile]

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.



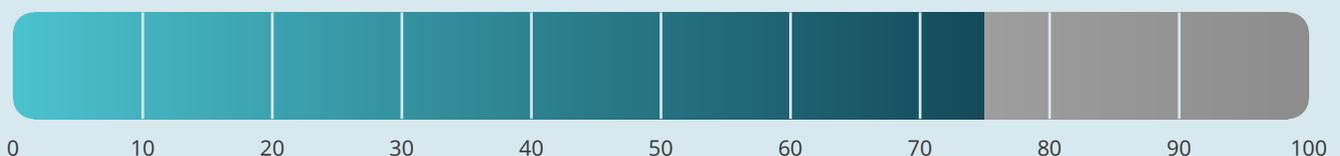
Sten Compared to Composite Managers Group

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.

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 approached 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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