

Employers are increasingly using aptitude tests in assessment procedures - both for job selection and for development and counselling purposes. There is good evidence that tests which are professionally used and evaluated can provide objective, reliable and relevant information concerning the likelihood of job success and satisfaction.

This leaflet is designed to help you prepare for the tests that we use.

## How can tests help you?

- They will assist you in finding a job or profession for which you are suited.
- The tests are chosen so that the skills involved are relevant to the job.
- The tests are carefully designed and fully researched so that they are fair to all applicants.
- Taking the test enables you to demonstrate your strengths.

## How can they help us?

- We get the people best suited to do the job or training
- We find out where you may best be placed in our organisation.
- Tests give objective measures of your strengths and weaknesses.
- Those who do well in the tests are usually successful in the job itself.

## What sort of tests will you have to do?

The Critical Reasoning Test Battery is made up of three tests, but you may only be required to do some of the tests, according to the skills selected as relevant for the job. The aptitude and skills covered are:

- The ability to understand written passages and the logical evaluation of argument.
- The understanding of tables of statistical and numerical data and the ability to make logical deductions.
- Recognition of logical sequences within a series of diagrams or symbols.

In order for you to familiarise yourself with the kinds of questions that may be asked, there are some practice questions for each test over the page. Having carefully read the instructions in each case, work through the questions as quickly and accurately as you can, bearing in mind that the real tests have time limits. To give you some idea of the pace required try to keep to the time guidelines given for each test. However, don't worry too much about these guidelines as you should find you'll speed up on the real test as you go along; it is, in any case, difficult to give accurate guidelines for a small number of items.

## Instructions

Most pencil and paper tests ask you to record your answers on a separate answer sheet so that they can be scored quickly. You should mark your answers on the answer sheet given for each test by filling in completely the appropriate circle. In the following tests you are asked a question and then given a number of answers to choose from. Only one answer is correct in each case.

Now look at the following questions:

## Test 1

## Verbal Evaluation

In this test you are required to evaluate each statement in the light of the passage. Read through the passage and evaluate the statements according to the rules below. Then mark the appropriate circle on the answer sheet.

### Mark Circle A

**TRUE:** the statement follows logically from the information or opinions contained in the passage

### Mark Circle B

**FALSE:** the statement is obviously false from the information or opinions contained in the passage

### Mark Circle C

You **CANNOT SAY** whether the statement is true or false without further information

**Time guideline:** see how many questions you can answer in 5 minutes, remembering you should work accurately as well as quickly.

Many organisations find it beneficial to employ students during the summer. Permanent staff often wish to take their own holidays over this period. Furthermore, it is not uncommon for companies to experience peak workloads in the summer and so require extra staff. Summer employment also attracts students who may return as well qualified recruits to an organisation when they have completed their education. Ensuring that the students learn as much as possible about the organisation encourages their interest in working on a permanent basis. Organisations pay students on a fixed rate without the usual entitlement to paid holidays or sick leave.

- 1 It is possible that permanent staff who are on holiday can have their work carried out by students.
- 2 Students in summer employment are given the same paid holiday benefit as permanent staff.
- 3 Students are subject to the organisation's standard disciplinary and grievance procedures.
- 4 Some companies have more work to do in summer when students are available for vacation work.

Most banks and building societies adopt a "no smoking" policy in customer areas in their branches. Plaques and stickers are displayed in these areas to draw attention to this policy. The notices are worded in a "customer friendly" manner, though a few customers may feel their personal freedom of choice is being infringed. If a customer does ignore a notice, staff are tolerant and avoid making a great issue of the situation. In fact, the majority of customers now expect a "no smoking" policy in premises of this kind. After all, such a policy improves the pleasantness of the customer facilities and also lessens fire risk.

- 5 "No smoking" policies have mainly been introduced in response to customer demand.
- 6 All banks and building societies now have a "no smoking" policy.
- 7 There is no conflict of interest between a "no smoking" policy and personal freedom of choice for all.
- 8 A no-smoking policy is in line with most customers' expectations in banks and building societies.

## Answer sheet 1

### Verbal Evaluation

Last name \_\_\_\_\_

First name \_\_\_\_\_

Date \_\_\_\_\_

- |   | A                       | B                       | C                       |
|---|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 6 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 7 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| 8 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |

## Test 2 Interpreting Data

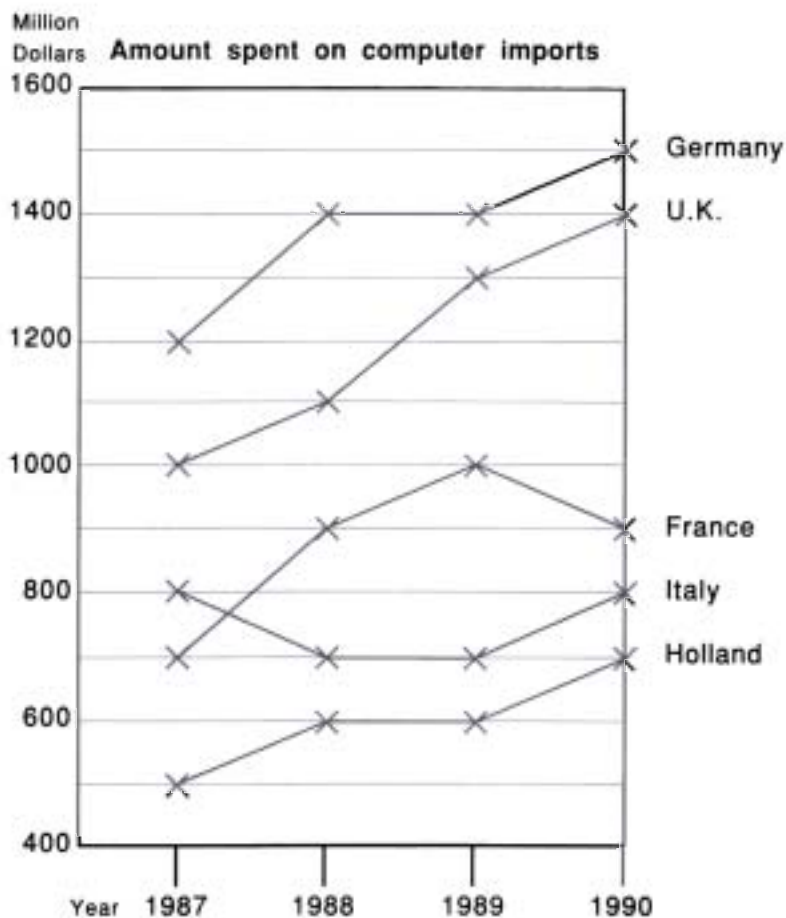
In this test, you will be using facts and figures presented in statistical tables to answer questions. For each question you are given five answers to choose from. One, and only one of the answers is correct in each case.  
If necessary use a sheet of rough paper for your working out.

**Time guideline:** see how many questions you can answer in 5 minutes, remembering you should work accurately as well as quickly.

### TABLES

**Newspaper Readership**

Daily Newspapers	Readership (millions)		Percentage of Adults Reading each Paper in 1990	
	1981	1990	Males	Females
The Daily Chronicle	3.6	2.9	7	6
Daily News	13.8	9.3	24	18
The Tribune	1.1	1.4	4	3
The Herald	8.5	12.7	30	23
Daily Echo	4.8	4.9	10	12



## Interpreting Data - Questions

- 1 Which newspaper was read by a higher percentage of females than males in 1990?
 

A The Tribune	B The Herald	C Daily News	D Daily Echo	E The Daily Chronicle
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- 2 In 1989, how much more than Italy did Germany spend on computer imports?
 

A 650 million	B 700 million	C 750 million	D 800 million	E 850 million
------------------	------------------	------------------	------------------	------------------
  
- 3 What was the combined readership of the Daily Chronicle, Echo and Tribune in 1981?
 

A 10.6	B 8.4	C 9.5	D 12.2	E 7.8
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- 4 If the amount spent on computer imports into the U.K. in 1991 was 20% lower than in 1990, what was spent in 1991?
 

A 1080	B 1120	C 1160	D 1220	E 1300
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- 5 Which newspaper showed the largest change in female readership between 1981 and 1990?
 

A Daily Echo	B The Tribune	C The Herald	D The Daily Chronicle	E Cannot Say
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- 6 Which countries experienced a drop in the value of computers imported from one year to the next?
 

A France & Italy	B France & Holland	C Holland & Italy	D U.K. & Holland	E Italy & U.K.
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## Answer sheet 2 Interpreting Data

	A	B	C	D	E
1	(A)	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)
4	(A)	(B)	(C)	(D)	(E)
5	(A)	(B)	(C)	(D)	(E)
6	(A)	(B)	(C)	(D)	(E)



# Test 3

# Diagrammatic Series

Each problem in this test consists of a series of diagrams, on the left of the page, which follow a logical sequence. You are to choose the next diagram in the series from the five options on the right. Then indicate your answer by filling in completely the appropriate circle on the answer sheet.

**Time guideline:** See how many questions you can answer in 5 minutes, remembering you should work accurately as well as quickly.

1

A B C D E

2

A B C D E

3

A B C D E

4

A B C D E

5

A B C D E

6

A B C D E

7

A B C D E

8

A B C D E

## Answer sheet 3

## Diagrammatic Series

	A	B	C	D	E
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## How did you get on?

These are the correct answers.

Check your answers against them and see how many you got right.

### Test 1

#### Verbal Evaluation

	A	B	C
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Test 2

#### Interpreting Data

	A	B	C	D	E
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Test 3

#### Diagrammatic Series

	A	B	C	D	E
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## What can you do to help you do your best?

#### Verbal Test:

Read newspapers, reports, business journals.

Do verbal problem solving exercises, eg crosswords.

#### Numerical Test:

Read financial reports in newspapers.

Study tables of data.

Practice your mental arithmetic.

#### Diagrammatic Test:

Solve puzzles in newspapers and magazines involving diagrams.

Play games involving sequences or strategies eg. chess, draughts.

#### And finally, be prepared for the test session

Get a good night's sleep before the tests.

Give yourself plenty of time to get to the assessment.

If you wear glasses, contact lenses or a hearing aid, be

sure to take them with you.

#### At the session

Listen carefully to the instructions.

Don't be afraid to ask questions.

Read each question carefully before answering.

Work quickly and accurately - most tests have time limits.

If you are not sure of an answer mark your best choice but avoid wild guessing.

Remember - the outcome of most assessments is based on the combination of data from different sources. Even if you don't feel confident about your performance in the tests, you may have other strengths which will be taken into account. Employers often offer the opportunity to obtain feedback on the test performance. This may help you to understand your own relative abilities and may aid you in your career thinking.

Results obtained from professionally used tests will be kept confidential.

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© Saville & Holdsworth, 1991  
3 AC Court, High Street  
Thames Ditton, Surrey, KT7 0RS  
United Kingdom  
Telephone: 0181 398 4170

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