FinxS® Reasoning Report - Facilitator

This report is based on the responses given in the FinxS® Reasoning Analysis tests. This report should not be the sole criterion for making decisions about this individual. The purpose of this report is to provide supporting information to the respondent and the facilitator.

Sam Sample

Organisation:

FinxS Ltd

Date:

23.04.2019

Introduction to the FinxS® Reasoning Analysis

This report is designed for you to help the respondent interpret and understand their own FinxS® Reasoning test results. Make sure you cover all aspects in the report thoroughly and cover all the questions and concerns of the respondent.

How to Use the FinxS® Reasoning Analysis

Begin by making sure the respondent understands the purpose of each test. Make sure they understand what each test result relates to and what it actually measures. Help them connect the results to their current job (or the job they are applying for). Help identify which aspects of their job each test relates to.

Next, focus on their results. Make sure they understand where they are located on the scale of high to low scores. Go through the test description with them. Focus on the descriptions that relate to their score on the scale. Help them identify situations in their work where their results may influence their daily tasks and activities.

If the results are compared against a benchmark population, help them understand how to read the benchmark score. Indicate the difference between their actual test score and their benchmark score.

Disclaimer

The FinxS® Reasoning results should never, and in no circumstances, be used as the sole criterion to make decisions about this person. It is not designed, and cannot be used, to make “yes-no” hiring decisions. One must always consider many other factors, such as behavioural preferences, skills, attitudes, motivation, knowledge, education and experience that are not measured by this assessment.

FinxS® Reasoning Analysis tests

FinxS® Reasoning tests provide insight and understanding of the person's working speed and accuracy within nine different cognitive areas. It focuses on the person's ability to actively and thoroughly collect, analyse, combine, evaluate and process information. The tests reflect the ability to solve various problems and understand connections between different pieces of information. The tests measure both speed and quality of answers.

The Reasoning tests provide self-insight and create a foundation for development. The tests help to predict in which work areas the person may have difficulty with. It also provides insight into what type of support the person may require to perform more efficiently and effectively.

The Reasoning Analysis consists of nine independent tests. They all relate to real-life situations measuring the person’s speed and accuracy to process and reason received information. Each test measures a separate element in the person’s reasoning process. We recommend selecting the tests that are closest to the competencies needed by the respondent or their organisation at this particular moment in time.

What are Reasoning Skills?

Reasoning skills play an essential role in tasks requiring different elements of intelligence like critical thinking, problem-solving and tasks involving creativity.

Critical thinking and reasoning are processes requiring intelligence. They require active and thorough processing of information by collecting, analysing, conceptualising, combining and assessing it.

Many jobs performed in organisations require these skills. Although the skills can be developed, at least to some extent, a person with advanced reasoning skills is likely to perform more effectively in tasks requiring reasoning skills.

The reasoning skills are essential to many intellectual activities, such as critical thinking, problem-solving, creating and applying.

Critical thinking or reasoning is the intellectually disciplined process of actively and skillfully conceptualising, applying, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Critical thinking, in its ideal form, is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It involves the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue, assumptions, concepts, empirical grounding; reasoning leading to conclusions, implications and consequences, objections from alternative viewpoints, and frame of reference. Critical thinking - in being responsive to variable subject matter, issues and purposes – is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.

Developing Reasoning Skills

Every person is unique. So are our reasoning skills. Part of the difference may be based on genetic or other reasons the individual has no direct control over. Part of them, however, are based on our own decisions. As we can learn any other skills, we can also learn reasoning skills if we want to.

Several techniques can be used for developing your reasoning skills. They all have some common approaches. You need to want to learn. You need to be curious about new things. You must not accept things on face value but have a desire to dig deeper. You need to be willing to try new approaches. You need to learn to criticise constructively.

Like all new skills, reasoning skills also require practice. Put yourself in situations when you have to analyse and understand, again and again. Read difficult texts, try solving complicated problems, do the maths in your head instead of using a calculator, keep asking why, draw images, use mindmaps, create flow charts, analyse statistics, play with words.

Try to go inside your mind. Analyse why you did what you did. What alternative options you could have had. Understand what consequences each of your actions had. Set goals and then make step-by-step plans for how you can achieve them – and what can go wrong. Separate facts from opinions in your mind.

About this Report

The following report is constructed based on the tests this person completed. It also may include a comparison to one benchmark population. The results relate to the time when the tests were answered. It might be possible that something has happened after taking the test that could influence the results if the test was taken today.

Please be careful interpreting this report unless you have been certified to read it or a certified person supports you. When reading the report, please keep in mind that the purpose of the report is to provide supporting information to understand and develop the person better.

Introduction to Individual Tests

The following is a brief summary of all the tests within the FinxS® Reasoning Analysis and the types of tasks each test is known to correlate with. As each task can mean different things to different organisations, this list should only be considered as a suggestion. A more detailed description of each test will follow later in the report.

Abstract Logical Reasoning

Ability to group relevant factors for problem solving. Classifying different concepts. Connecting different concepts to understand "the big picture". Abstract Logical Reasoning typically correlates with planning, organising, delegating, creating systems, policy administration, customer analytics and data analysis.

Understanding Logical Processes

Ability to identify root causes of a problem. Narrowing the possibilities. Understanding cause and effect relationships. Understanding Logical Processes typically correlates with problem solving, business negotiations, predicting / influencing behaviour, negotiating, business judgment, Q&A, handling objections, general learning and researching.

Spatial Reasoning

Ability to map out multiple process flows simultaneously. Comprehending, visualising and manipulating visual entities. Spatial Reasoning typically correlates with architectural tasks, chemistry, artistic tasks, engineering, process management, interior design, visual design, research and organisational restructuring.

Understanding Social Context

Ability to interpret other's intention accurately in a social context. Generating possible and accurate interpretations. Observing and sensing social phenomenon. Social adjustment to manage conflict situations. Understanding Social Context typically correlates with managing human relations, selling, motivating, counselling, people relations, public speaking, negotiating, team management and presenting.

Numerical Reasoning

Ability to solve problems involving numerical justification. Seeing trends in numbers. Having the ability to understand numerical relationships. Mathematic thinking to see trends. Numerical Reasoning typically correlates with analysis of data, processing of statistics, accounting tasks, performance tracking, stock take, tabulation and number crunching.

Mathematic Logical Reasoning

Ability to think about and solve quantitative problems comparatively. Differentiate numbers in relative terms. Applying mathematic concepts to aid decision-making. Distinguishing between valid and invalid deductive argument. Mathematic Logical Reasoning typically correlates with researching, analysis of data, resource allocation, systematic data processing, performance calculations, number crunching, measuring precision, technical scaling and analyst tasks.

Word Association

Ability to generate creative and useful ideas. Connecting concepts and creating parallel links between them. Inhibiting irrelevant and insignificant associations. Word Association typically correlates with journalism, marketing planning, politics, negotiating, illustration, brainstorming, resolving differences, paraphrasing, influencing buy-in and empathising.

Visual Memory

Ability to remember and process relevant information. Processing stored visual information. Reducing distraction by maintaining focus on relevant visual information. Visual Memory typically correlates with planning of details, architectural design, graphical planning, researching interviewing, investigating, navigating, taking notes and Q&A.

Verbal Reasoning

Ability to evaluate and construct logical arguments. Evaluating complex verbal information. Understanding and interpreting written or oral information accurately. Deducing consequences from a text to draw logical conclusions. Verbal Reasoning typically correlates with tasks in journalism, data collection and analysis, problem identification and solving, researching, reporting, presenting, litigation and editing.

Executive Summary

The following pages provide a summary of the respondent's scores for the completed Reasoning tests and the summary score.

While reviewing the scores, consider how important the different tests are to the job requirements for this person and how easy it would be to either develop that skill or provide additional support for it.

Overall Scores are shown as a "percentage of correct answers of all questions". The possible benchmark score indicates the percentage of people (in the benchmark population) that scored less than this person. The benchmark name is shown above the bar chart.

Overall Scores

Benchmark: Global Benchmark

Test score	Benchmark -%
40% Abstract Logical Reasoning	**40%**
65% Understanding Logical Processes	**83%**
100% Spatial Reasoning	**96%**
65% Understanding Social Context	**77%**
55% Numerical Reasoning	**44%**
83% Mathematic Logical Reasoning	**92%**
63% Word Association	**44%**
90% Visual Memory	**72%**
50% Verbal Reasoning	**90%**
68% Average	**71%**

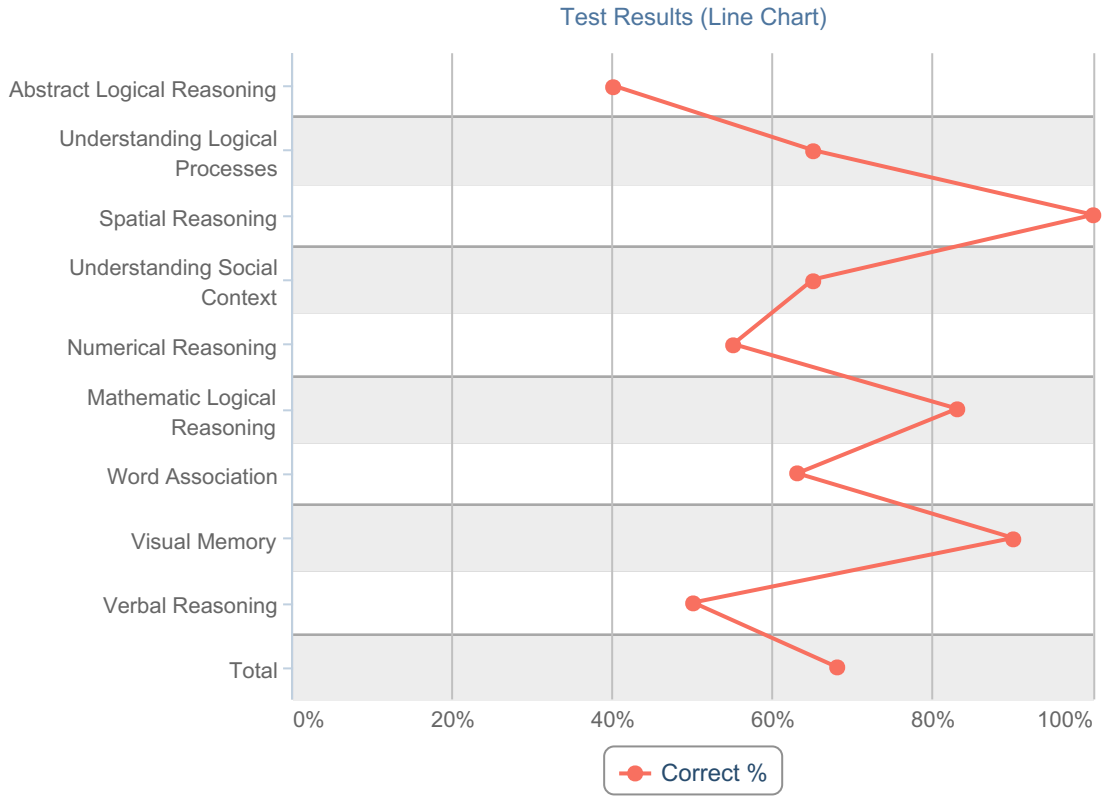
NOTES

Executive Summary - Line Chart

This page displays the executive summary results using a line chart.

The results show the test score (percentage of correct answers) for each test and the test average. The more to the right the score is, the more correct answers this person scored.

Overall Scores



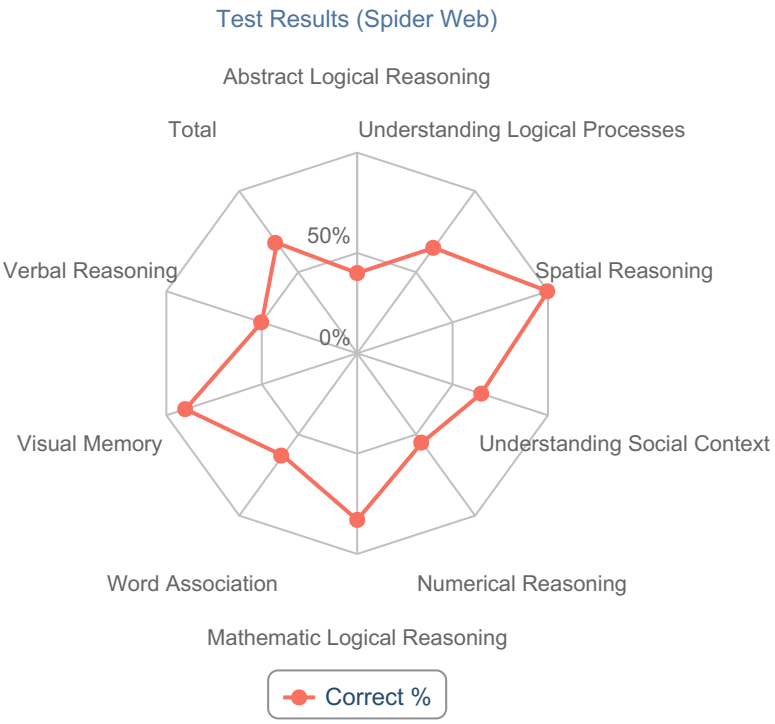
NOTES

Executive Summary - Spider Web

This page displays the executive summary results using a spider web graph.

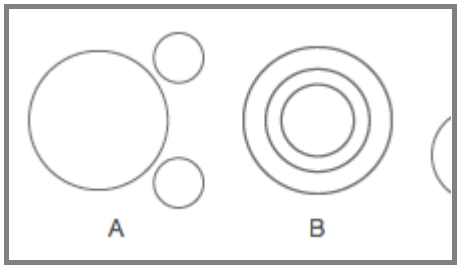
The more on the outer scale the score is, the more correct answers you scored. Please note that if the person has not completed all the nine tests, there will be no score shown for the non-completed tests.

Overall Scores



NOTES

Abstract Logical Reasoning



Ability to group relevant factors for problem solving. Abstract Logical Reasoning typically correlates with planning, organising, delegating, creating systems, policy administration, customer analytics and data analysis.

An ability to understand the big picture by connecting different concepts. An ability to assimilate new knowledge or experience into our existing mind frame to form a new reality. Ability to recall frame of reference in the mind.

“What are the similarities and differences between these concepts?” “How is this new information different from or similar to what I have known in the past?” “What does this concept fall under?”

Low score may result in:

Difficulties with identifying important facts from non-important

Attention being paid to unnecessary details

High score indicates ability to:

See trends and identify deviations

Separate important information from non-important

Test Score

40% Abstract Logical Reasoning

Description of test result

This person draws quick conclusions getting them mostly correct but sometimes accepts the conclusions too soon. In addition to figuring out how things relate to each other, they also often base the decision on instinct and feeling.

This person is relatively good in understanding why something happens, although they occasionally make some mistakes. Sometimes they may hesitate between the time required to understand things properly and the pressure to move forward.

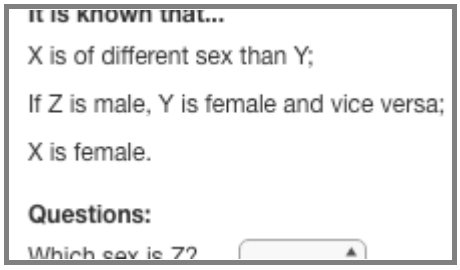
Result comparison against benchmark:: "Global Benchmark" 40%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is slightly below average. This means that they spend a little longer on understanding relationships and learning new things than most.

NOTES

Understanding Logical Processes



Ability to identify root causes of a problem. Understanding Logical Processes typically correlates with problem solving, business negotiations, predicting / influencing behaviour, negotiating, business judgment, Q&A, handling objections and researching.

To understand cause and effect relationship. Deductive logic to unlearn and think systematically.

“What consequences will a decision lead to?” “Which possibility is irrelevant to my decision making?“

Low score may result in:

Relying on old solutions to solving new problems

Drawing wrong conclusions based on received information

High score indicates ability to:

Solve new and complex problems

Identify underlying reasons for conflicts and misunderstandings

Test Score

65% Understanding Logical Processes

Description of test result

This person can quickly review and analyse a large amount of detail. They think systematically and can follow complicated logic to the end. They have a great logical memory. They are good at solving new and complex problems. They are quick in identifying root causes to precisely address a conflict situation or objection. They can get impatient with others.

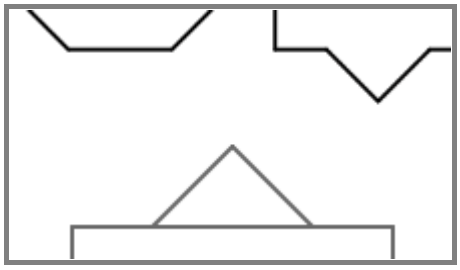
Result comparison against benchmark:: "Global Benchmark" 83%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is among the best 25%. This means that they can quickly view and analyse a large amount of detail and that they think systematically.

NOTES

Spatial Reasoning



Ability to map out multiple process flows simultaneously. Spatial Reasoning typically correlates with architectural tasks, chemistry, artistic tasks, engineering, process management, interior design, visual design, research and organisational restructuring.

To comprehend visual entities (shapes or objects). Mechanical logic to manage visual perception. Correlates to process management.

“What do I know about the space and features of the object?” “If I break up the visual entities, what will it look like?” “What is the rule governing the motion of the object?”

Low score may result in:

Inability to visualise with the mind's eye

Limited imagination

High score indicates ability to:

Understand how individual processes relate to each other

Participate in multiple simultaneous processes

Test Score

100% Spatial Reasoning

Description of test result

This person can foresee graphical constructs and understand how smaller entities build a larger entity. For example, this person can be very good and quick in imagining how a new extension will work out in an existing building. They understand how processes are interrelated and can spot appropriate control/checkpoints. They are quick in identifying risk factors in planning and execution.

Result comparison against benchmark:: "Global Benchmark" 96%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is among the best 25%. This means that they can easily see design solutions and can imagine spatial shapes, such as architecture, design and research.

NOTES

Understanding Social Context

Understanding Social Context is the ability to accurately interpret other's intentions in a social context. Understanding Social Context typically correlates with managing human relations, selling, motivating, counselling, people relations, public speaking, negotiation, team management, and making presentations.

Ability to observe and sense social environments. Ability to make adjustments socially to manage conflict situations.

"Something is happening here. What might have lead to this situation?"
"How should I adjust?"

Low score may result in:

More direct behaviour in conflict situations
Defensive behaviour

High score indicates ability to:

Read between the lines
Anticipate people's reactions

Test Score

65% Understanding Social Context

Description of test result

This person has a good understanding of situations in social contexts. They respond quickly to changes in social situations and recognise the need for encouragement and could have the ability to make others feel comfortable. They can quickly understand what other people think and what is the point to their story. They are very alert in reading between the lines and predicting reactions of others. They can be self-critical and may also be judgmental.

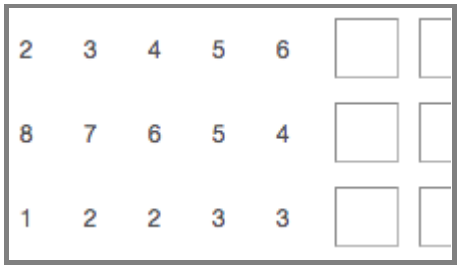
Result comparison against benchmark:: "Global Benchmark" 77%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is among the best 25%. This means they have a good understanding of situations in social contexts and can quickly understand what caused what to happen.

NOTES

Numerical Reasoning



Ability to solve problems involving numerical justification. Numerical Reasoning typically correlates with an analysis of data, processing of statistics, accounting tasks, performance tracking, stock take, tabulation and number crunching.

Ability to understand numerical relationships. Mathematical thinking to see trends. Correlates with numerical analysis.

“How does this number relate to another number?” “Are the numbers increasing, decreasing or remaining constant?” “What logical conclusion can we draw based on the numbers?”

Low score may result in:

Inability to interpret numerical information

Inability to concentrate on details

High score indicates ability to:

Analyse statistical trends

Estimate future trends

Test Score

55% Numerical Reasoning

Description of test result

This person has a slightly lower speed than the average when solving tasks requiring numerical logic and analysis. They can get things correct if they have enough time to concentrate on them.

This person is good at analysing and detecting any errors or defects in numbers. They may not be very fast, and more time-consuming algorithms may take too much time from them.

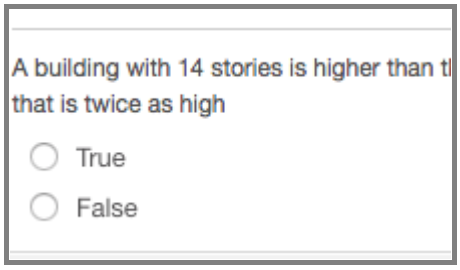
Result comparison against benchmark:: "Global Benchmark" 44%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is slightly below average. This person may find it challenging to be consistent with numerical reasoning. They get some answers correct but can also be wrong without noticing it.

NOTES

Mathematic Logical Reasoning



Ability to think and solve quantitative problems comparatively. Mathematic Logical Reasoning typically correlates with researching, analysis of data, resource allocation, tabulation, performance computation, number crunching, measuring precision, technical scaling and analyst tasks.

To discern or estimate quantity based on its proportional value. To apply mathematic concepts to aid decision making. To distinguish between a valid and invalid deductive argument.

“Which number might be more, less or equal?” “What method could I apply to calculate the numbers?” “If it is true that X is more than Y, then Y must be less than X.”

Low score may result in:

Superficiality in decision-making
Acts based on wrong conclusions

High score indicates ability to:

Use and criticise numerically based arguments
Understand, interpret and criticise statistical results

Test Score

83% Mathematic Logical Reasoning

Description of test result

This person is good at using mathematics, logic and/or statistics and is good at seeing connections between numbers and text. They are usually good at counting in their head. They are quick in applying the right formula to calculate values of numbers. They can systematically filter out invalid numerical data.

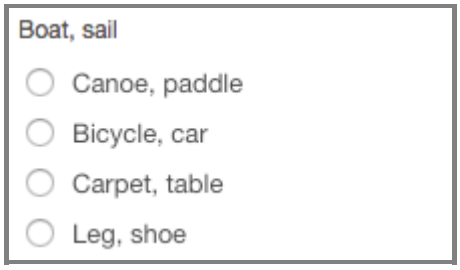
Result comparison against benchmark:: "Global Benchmark" 92%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is among the best 25%. This means they are better than most at using mathematics, logic and statistics as well as seeing connections between numbers and text.

NOTES

Word Association



Ability to generate creative and useful ideas. Word Association typically correlates with journalism, marketing planning, politics, negotiating, illustration, brainstorming, resolving differences, paraphrasing, influencing buy-in and empathising.

To make parallel links between concepts. To inhibit irrelevant or insignificant associations. Correlate to creative problem solving.

“If this is how these concepts relate to each other, what other concepts share the similar association?” “How are these associations dissimilar to the associations I just made?” “How can I apply the learned association here, even though they are two different fields?”

Low score may result in:

Inability to understand logical entities
Inability to understand causal relationships

High score indicates ability to:

Identify relationships between information received
Understand links between different concepts

Test Score

63% Word Association

Description of test result

This person's speed and quality of understanding and interpreting words is at an average level. Generally, they understand the connections between words but may suffer when having to join a discussion that is not from their area of expertise.

This person has an average ability to make correct assessments of the meaning of words and put them in the right context. They may sometimes miss the full meaning of a word and may fail to make connections between different words.

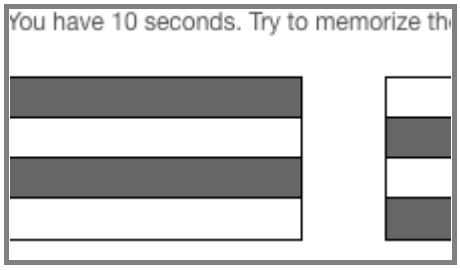
Result comparison against benchmark:: "Global Benchmark" 44%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is slightly below average. This means that they may sometimes have challenges identifying how different written information relates to each other.

NOTES

Visual Memory



Ability to remember and process relevant information. Visual Memory typically correlates with planning of details, architectural design, graphical planning, researching interviewing, investigating, navigating, note-taking and Q&A.

Temporary storage to process activities, pictures or words that have been viewed. To reduce distraction by maintaining focus on relevant visual information. To recall, compare and recognise the stored visual information to serve a task.

“Which image should I attend to?” “Which one should I focus on?” “What is the difference between what I knew and the new information?”

Low score may result in:

Inability to conceptualise and memorise details

Inability to recognise important information from non-important

High score indicates ability to:

Pay attention to important details

Ability to keep track of multiple instructions at the same time

Test Score

90% Visual Memory

Description of test result

This person has great visual memory and finds it easy to remember visual illustrations. They quickly memorise what they see and can recognise it when they see it again. They are good at general learning and problem-solving. They can concentrate on monitoring work and calculating mentally.

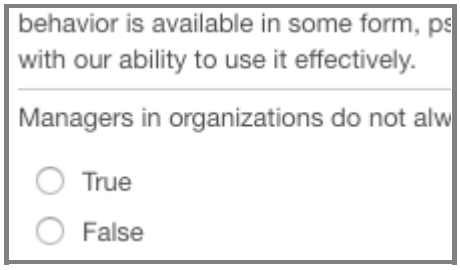
Result comparison against benchmark:: "Global Benchmark" 72%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is above average but not among the highest. This means they remember visual illustrations better than average although they may want to come back to those if they need to further process them.

NOTES

Verbal Reasoning



Ability to understand written information, conceptualise it and find causal relationships. It relates to person's ability to identify the essential information and understand how it relates to the problem being solved.

To evaluate and construct logical argument. Verbal Reasoning typically correlates with tasks in journalism, data collection and analysis, problem identification and solving, researching, reporting, presenting, litigation and editing. To understand and interpret written or oral information accurately. Deduce consequences from relevant information to draw a logical conclusion.

"What does this text mean from the author's point of view?" "Is it a fact or inference?" "What key information I should filter out from a bulk text?" "If these are the premises, then this is the conclusion"

Low score may result in:

Difficulty to fully understand written text

Inability to identify essential information from non-essential

High score indicates ability to:

Comprehend and interpret verbal information

Recognise strong and weak arguments and find counter arguments

Test Score

50% Verbal Reasoning

Description of test result

This person is quick to read and understand both simple and more complex texts. They are quick to find connections in texts linking them to the context. They are above average in making arguments based on written material. They move quickly from understanding a word to a sentence and eventually, the whole text. They convert focus from comprehension to problem-solving.

Result comparison against benchmark:: "Global Benchmark" 90%

The following text compares the results to the benchmark population (see benchmark name above). Comparison to the benchmark does not indicate if the person is good or bad with what the test measures, only how they compare against that group of people.

Compared to the selected benchmark, this person's result is among the best 25%. This means they are faster than most people within the comparison group in reading and understanding both light and more complex texts. They can also draw conclusions based on the text they read.

NOTES

Technical Details

The below overview displays the raw scores based on the person's responses. This page is designed for the facilitator and is not in the respondent report. The raw scores should be used solely for interpretation and better understanding of the person's results.

The raw scores table is essential as it provides an in-depth understanding of the speed and quality of answering for each test. The test score and comparison to a benchmark are based on “Correct (all)” answers, and provide a general understanding of the person’s reasoning skills.

Raw Scores Table

Test Results:	Correct (all)	Correct (answered)	Answered	Answered %	Time taken	Total time
Abstract Logical Reasoning	40%	40%	30/30	100%	6:35 mins	11:00 mins
Understanding Logical Processes	65%	65%	17/17	100%	7:53 mins	20:00 mins
Spatial Reasoning	100%	100%	20/20	100%	5:47 mins	7:00 mins
Understanding Social Context	65%	65%	20/20	100%	4:58 mins	11:00 mins
Numerical Reasoning	55%	77%	30/42	71%	9:00 mins	9:00 mins
Mathematic Logical Reasoning	83%	83%	18/18	100%	9:58 mins	10:00 mins
Word Association	63%	63%	16/16	100%	5:26 mins	10:00 mins
Visual Memory	90%	90%	21/21	100%	8:38 mins	13:00 mins
Verbal Reasoning	50%	50%	20/20	100%	13:22 mins	15:00 mins
Average	68%					

How to read the table

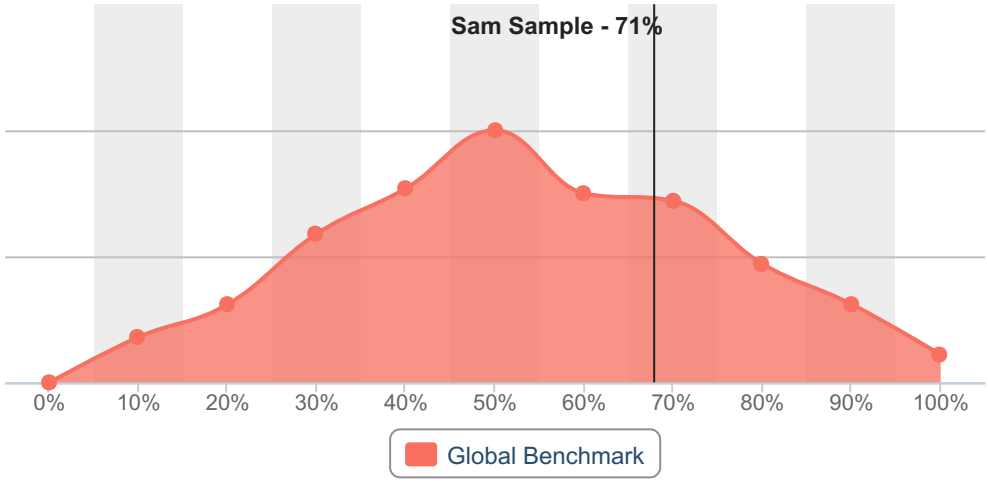
Correct (all)	Percentage of correct answers from the total number of questions
Correct (answered)	Percentage of correct answers from number of questions answered
Answered	Number of questions answered / Total number of questions
Answered %	Percentage of answered questions from total number of questions
Time taken	Time spent on answering
Total time	Total time available

Benchmark Comparison

The following pages compare this person's results against the selected benchmark. The purpose of a benchmark comparison is to identify how this person compares against a selected population. It does not directly tell us anything about this person's level of intelligence, only how they compare against another group of people. It is important to use a benchmark population that this person could be part of (based on the selection criteria of the population).

The percentage indicates the percentage of the population that scored less than this person. For example, 25% would mean that 25% of the population has a lower score than this person, and 75% has a higher score.

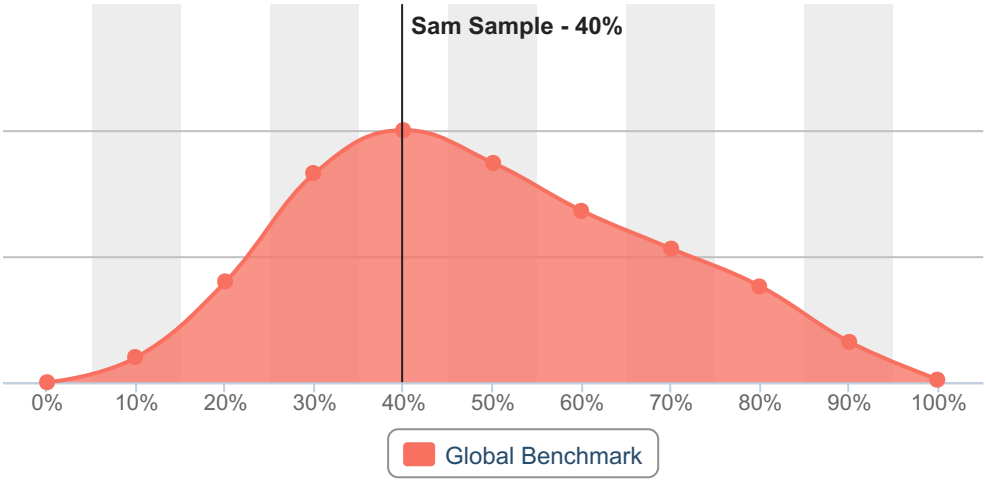
Average



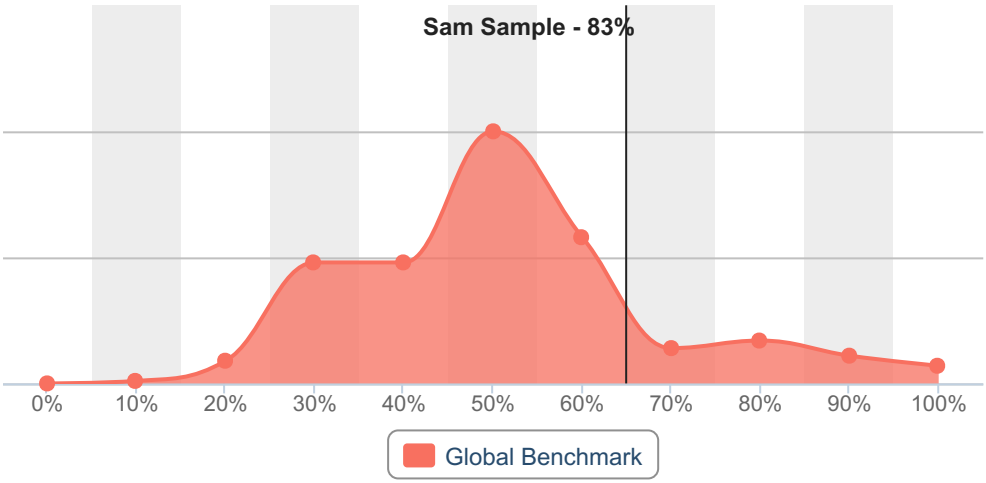
Benchmark Summary Table

Sam Sample	Correct %	Global Benchmark
Abstract Logical Reasoning	40%	40%
Understanding Logical Processes	65%	83%
Spatial Reasoning	100%	96%
Understanding Social Context	65%	77%
Numerical Reasoning	55%	44%
Mathematic Logical Reasoning	83%	92%
Word Association	63%	44%
Visual Memory	90%	72%
Verbal Reasoning	50%	90%
Total	68%	71%

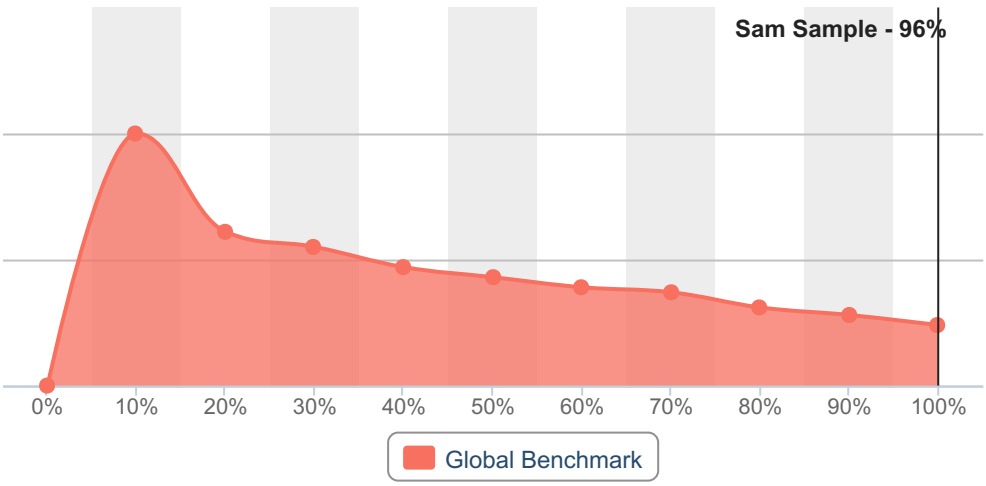
Abstract Logical Reasoning



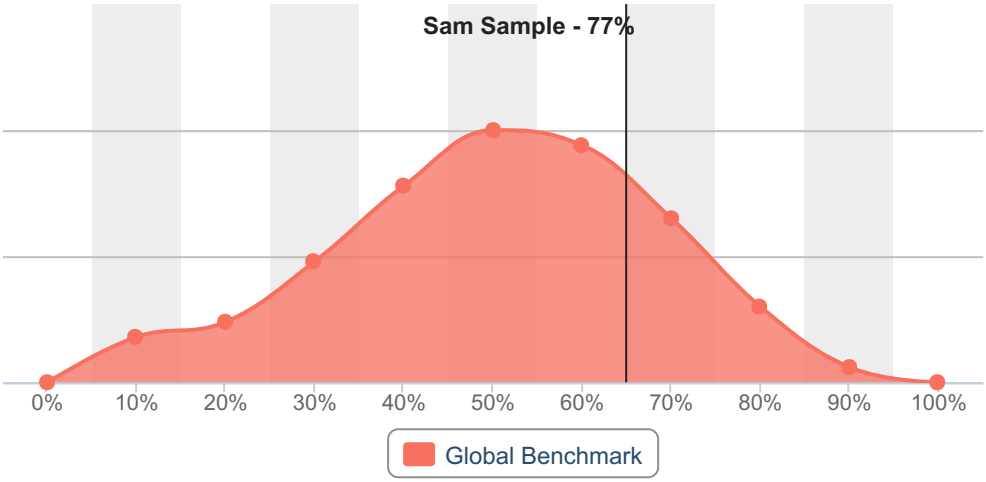
Understanding Logical Processes



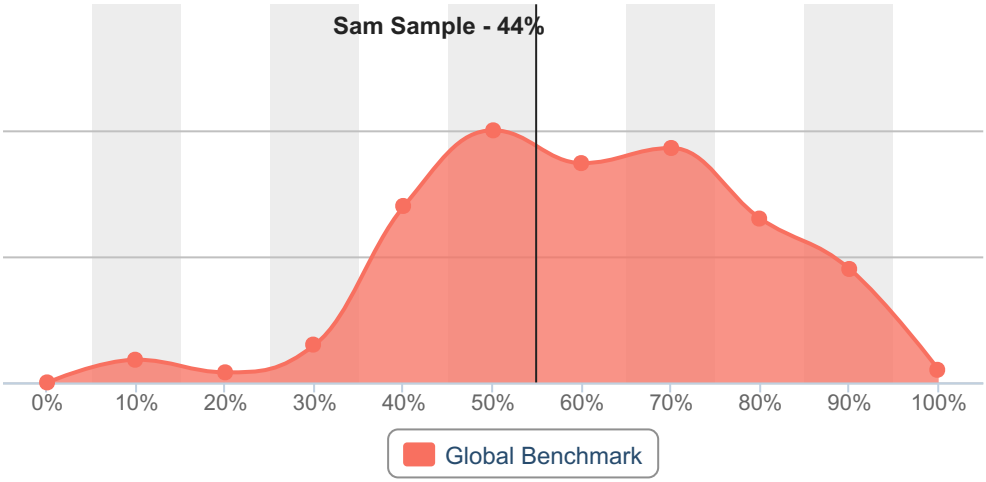
Spatial Reasoning



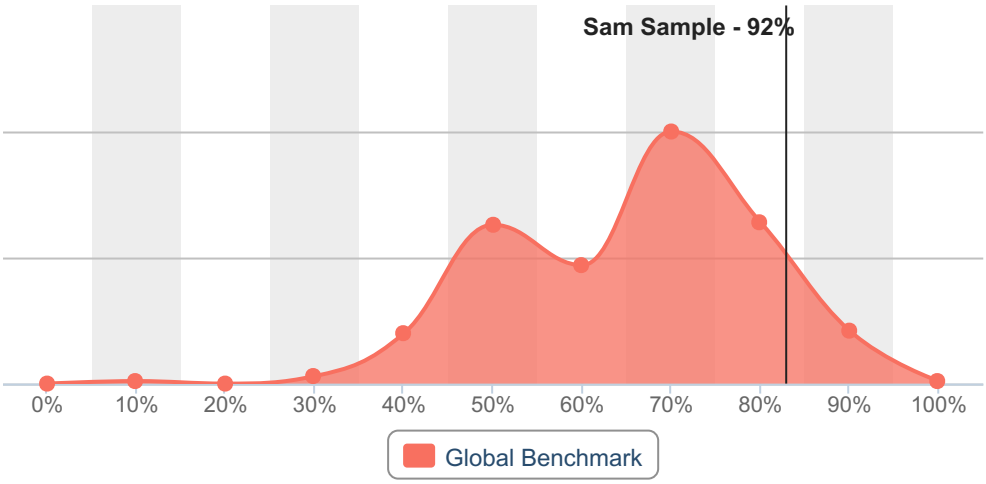
Understanding Social Context



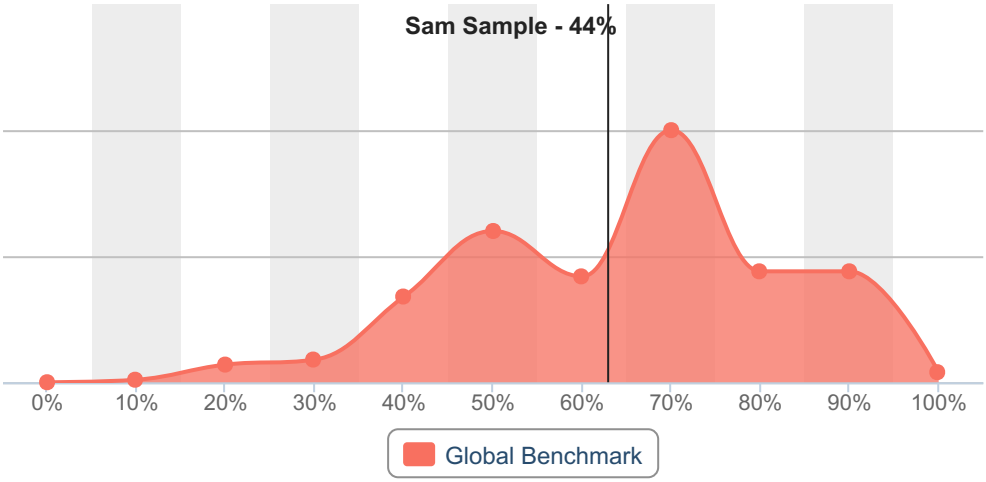
Numerical Reasoning



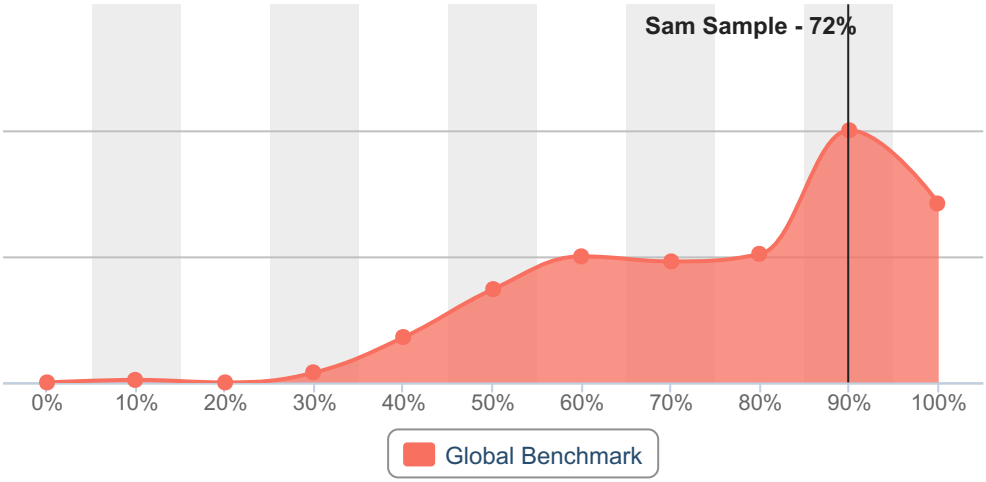
Mathematic Logical Reasoning



Word Association



Visual Memory



Verbal Reasoning