

Feedback on low IQ

Feedback on the intelligence quotient itself

Start the actual analysis feedback with the intelligence quotient and make it relatively concise. It is not necessary to ask questions about the score, but instead present the relevant mean (average) of the norm group. You can also mention that the general population has a score of 100 to de-dramatize the mean score of the norm group. Remember that the norm is NOT a minimum score, but an average score. This means that scores are on both sides of the mean, where half of the norm group will score below the mean and the other half will score above.

Emphasise to the test subject that the intelligence quotient is interesting because it says something about the person's general capability. You can then transition naturally to the remaining parameters. Here, it may be advantageous to relate scores to the test subject's own results rather than the norm group. It may be that the test subject scores below the norm group mean, but that it still represents an individual strength.

Preparation for the feedback session

Before the feedback, you can use some time to familiarise yourself with the response pattern to get a deeper understanding of the types of tasks the test subject has answered correctly, incorrectly, or skipped. This can shed light on the different explanations for a low score. It is also relevant to examine, on what types of tasks the test subject spent a particularly long time, which tasks were answered very quickly, and the relationship between accuracy and speed – overall as well as on individual parameters.

Other reflections on the feedback

Before you start discussing results of the analysis, it is especially important to spend some time introducing the feedback session. Here, it is relevant to emphasise the purpose of the interview and why the person has been asked to complete the analysis. Especially in a recruitment context, it is important to state clearly that the analysis is an integral part of the overall recruitment process, and that the result

does not stand alone. It is a matter of finding the right person for the position and not the person with the highest score.

You can also benefit from spending a little more time on the introductory questions, as you can already form your initial hypotheses here. Remember to explain that the feedback session takes the form of a dialogue. Ask the person which tasks were very difficult and ask about the general experience of completing the analysis. People with a low score will often have sensed in advance that they had some challenges and articulating these early on will stop them from becoming taboo.

If you are also providing feedback on a personality test, it may be an advantage to start with this, if the result on PTL is at the lower end. This can help establish the necessary trust between you as the interviewer and the test subject. However, it is also important to be aware of how concerned the test subject is with the result of the logical analysis. If the experience of completing the PTL is a worry for the test subject, it may be preferable to get it out of the way. It is also important to keep in mind what the test subject will take away from the meeting.