



NTAR LEADERSHIP CENTER
LEADERSHIP. INNOVATION. CHANGE.

Assessment

What it is...what it's not...and why to use it

February 16, 2012

Audio Dial-In Information

866.740.1260

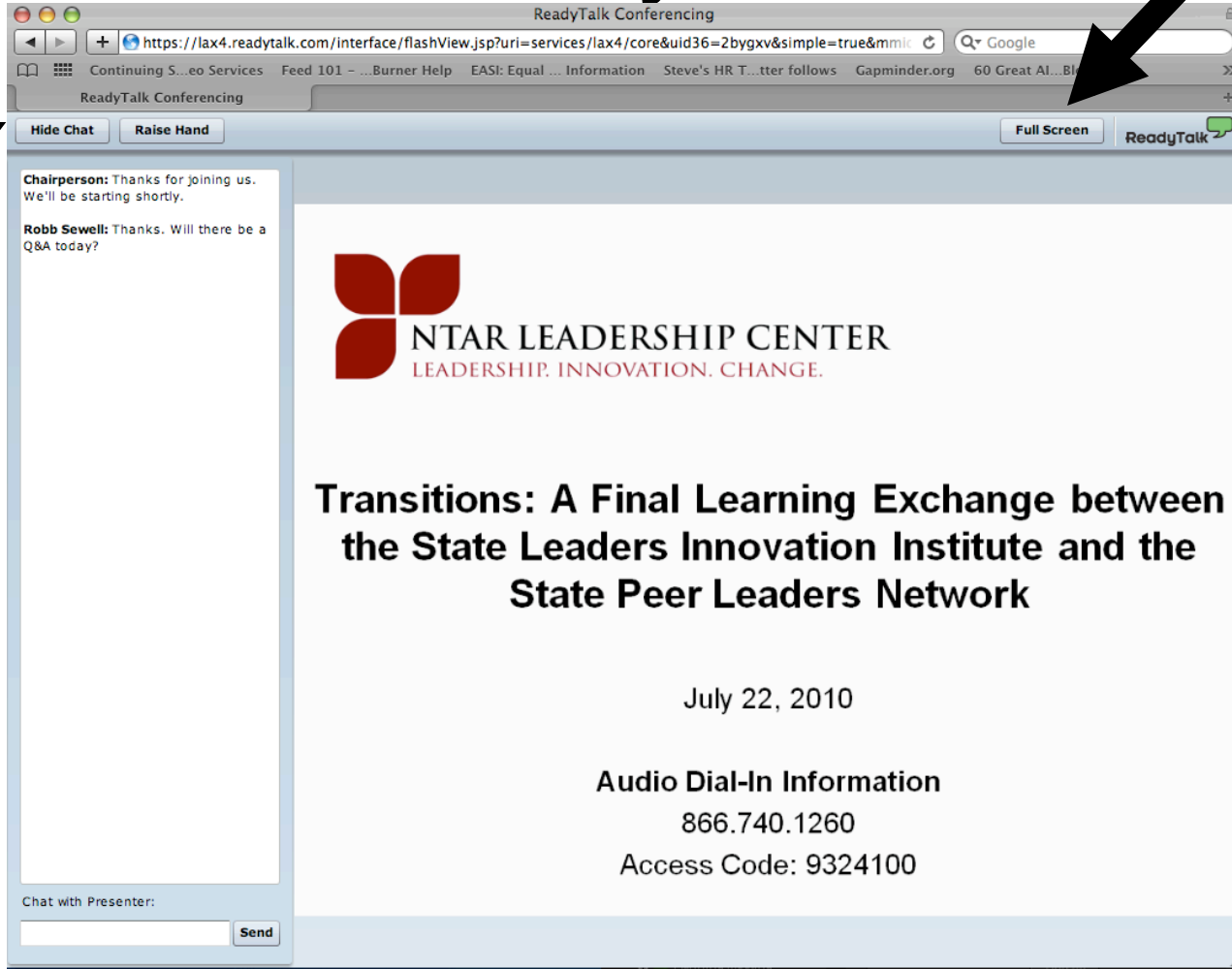
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Webinar Classroom Layout



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Presentation Slide Area

Access to Webinar Materials

- A direct link to the webinar materials, including web and audio content, will be posted on the NTAR Leadership Center Web site by 9:00 a.m. Eastern Time, Friday, February 17, 2012.

www.ntarcenter.org

The NTAR Leadership Center

- Established in September 2007 through a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP).
- A collaboration of partners with expertise in workforce and economic development, disability employment, financial education and asset building, and leadership development.
- Created for the purpose of building capacity and leadership at the federal, state, and local levels to enable change across workforce development and disability-specific systems that will increase employment for adults with disabilities.

Guiding Principles

- Increasing partnerships and collaboration among and across generic and disability-specific systems.
- Increasing the use of self-direction in services, and integration of funding across and among systems.
- Increasing economic self-sufficiency through leveraging work incentives, financial education, or other strategies that promote profitable employment and asset building.
- Increasing the use of universal design in employment services and as a framework for employment policy.
- Increasing the use of customized and other forms of flexible work options for individuals with disabilities and others with barriers to employment.

Presenter

- **Lisa Stern, Stern Consulting LLC**

Objectives

- Examine the purpose of assessment
- Define assessment and provide a distinction between assessment and evaluation
- Discuss types of assessment in the context of career planning
- Review how to proactively use assessment as part of the career planning process
- Q&A

Why Assess?



- Because you must find out where you are before you can figure out where you are going

Assessments can

- Help someone understand where they are in the process of achieving their goals
- Be used to identify strengths, resources, and support needs
 - Educational
 - Vocational
 - Psychological
 - Medical
- Intimidate (most people don't hear “assessment” and think positive, happy thoughts)

Assessment is

- An ongoing process that is done formally and informally, in many settings, and with many methods to measure strengths, interests, and aptitudes
- Intended to bring about improvement and growth
- Should be considered a first step — **NOT** a means to an end

Assessment vs. Evaluation: The Basics

- Evaluation is the analysis and use of data by a trained professional to make judgments about an individual's performance
- Assessment is the analysis and use of data and other information to make informed decisions (such as about career goals)

Assessment vs. Evaluation: The Basics (continued)

Assessment

- Formative (related to development)
- Process oriented
- Flexible
- Reflective and thoughtful experience

Evaluation

- Summative (tests)
- Product oriented
- Prescriptive
- Judgmental (learning and understanding)

Assessment and the Career Development Cycle



- Abilities
- Skills
- Interest
- Personal Style
- Environment
- Family
- Values
- Goals and Goal Setting

Assessment Domains

- **Educational**
 - Academic performance or achievement; cognitive abilities
- **Psychological**
 - Cognitive abilities; behavioral/social/emotional
- **Vocational**
 - Interests, aptitudes, and skills; occupational-specific certifications
- **Medical**
 - Physical and functional capacities

Formal Assessment

- Standardized tests or performance reviews that have been validated and tested
- Have specific test administration and scoring procedures
- Usually purchased from publishers or test-development companies

Informal Assessment

- Include observations, interviews, record reviews, and less-structured performance reviews
- May not be “valid” or tested for reliability
- Might include portfolios, interest inventories, work samples, work experiences, and personal preference questionnaires

Seven Assessment Principles

1. Self-determination based on informed choices should be an overriding goal of assessment
2. Assessment can be a dynamic process that facilitates self-discovery of talents, goals, strengths, and needs — but you need to do something with the results
3. The purpose and goal of assessment should **ALWAYS** be clear (to all parties)

Seven Assessment Principles

4. Assessment should be integrated into a larger plan of individualized services — and should consider environmental factors that might affect an individual's performance
5. Formal assessment instruments should be carefully chosen with attention to documented reliability and validity and be administered and interpreted by qualified personnel

Seven Assessment Principles

6. Assessment activities should be positive and lead to self-empowerment and self-improvement
7. Don't assess just to assess; assessment should be purposeful and thoughtful

Selecting and Using Assessment for Career Planning Purposes

Core and Intensive Services

Types of Informal Assessment

- Checklists
- Games
- Career fantasies
- Forced-choice activities
- Card sorts
- Structured interviews

Finding Assessment Instruments

Know your resources:

- QuintCareers.com
 - http://www.quintcareers.com/career_assessment.html
- O*NET Resource Center
 - <http://www.onetcenter.org/tools.html>
- National Career Development Association
 - <http://209.235.208.145/cgi-bin/WebSuite/tcsAssnWebSuite.pl?Action=DisplayLinks&Sections=FGHIJKLMNOPQRSTUVWXYZ&AssnID=N CDA&DBCCode=130285>
- Riley Guide
 - <http://rileyguide.com/assess.html>
- JIST
 - <http://www.jist.com/shop/web>

Practicality

- Core staff should have knowledge of basic self-assessments
 - Tip: Do not recommend an assessment to a job seeker without having experienced it yourself
 - Have a variety of options available
- Intensive services staff should be comfortable interpreting and discussing more comprehensive assessment data
 - Information from on-site assessments and/or evaluation/testing referrals

Maximize Your Efforts

- Consider an extension to assessment-based workshops focused on career planning
 - You've taken a career assessment...now what?
 - Career Development Checklist

Career Planning Checklist

DEFINE YOUR CAREER INTEREST (this could be a specific job or an industry):

BECOME AWARE OF YOUR COMMUNITY: *Using your networks or the Internet (www.indeed.com or www.simplyhired.com or www.jobcentral.com), locate at least 2 jobs or companies in your community that match this career interest.*

RESEARCH AND DISCOVER IF THIS IS A GOOD FIT FOR YOU: *Use the Occupational Outlook Handbook (www.bls.gov/OCO/) or O*NET (<http://online.onetcenter.org>) to help you complete the following chart. **Start to develop a list of people who may be able to help you, if you need it.*

REQUIREMENT	LIST	I'VE GOT IT!	I'LL NEED SOME HELP FROM...
Level of formal education/academic skills		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Specialized training and skills (including vocational/technical)*		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Physical abilities		<input type="checkbox"/> Yes <input type="checkbox"/> No	

<http://www.slideshare.net/sternconsulting/career-planning-checklist-11466403>

Maximize Your Efforts

- Don't recreate the wheel — use what **others** have created
 - New Mexico Department of Workforce Solutions
<http://www.dws.state.nm.us/careersolutions/CSS-workimport.html>
 - Career Planner Quiz
<http://www.Careerpath.com> (Career Builder)



Career Solutions System

Find your opportunity to fulfill your dreams

Home	Career Exploration	Career Assessments	Career Clusters	Job Hunting
Interest Profiler Assessment	Work Importance Assessment	Narrow Assessments	Interest Areas	Work Values



Use these assessments to help you identify careers and occupations that match your interest and work values. Many times we have no idea what we want to do. These assessments help you by narrowing down the selection from any job to those that match your answers.

Once you find a list of occupations. Start exploring each occupations. Print out the occupations that interest you for later reference.

Career assessments

- [Interest Profiler Assessment](#)
- [Work Importance Locator Assessment](#)

Beyond the Assessment

- [Narrow down your lists!](#)

Occupations by Assessment

- [Interest Areas](#)
- [Work Values](#)

Home	Career Exploration	Career Assessments	Career Clusters	Job Hunting
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Career Planner Quiz

Start ● ○ ○ ○ ○ Finish

Getting Started

There are 24 pairs of statements below. As you read each pair, click the one statement in each pair that has the most appeal for you. As you select, assume that each choice is equal in pay, prestige, and challenge. If you are uncertain of a job title, select the one that has the most appeal for you.

Please respond to the following statements.

- I would rather be a Landscape Architect
 I would rather be a Marketing Communications Specialist
- I would rather be a Data Base Administrator
 I would rather be a Social Services Director
- I would rather be a Environmental Project Manager
 I would rather be a Director of Admissions for a University
- I would rather be a Contracts Administrator
 I would rather be a Real Estate Agent

Common Instruments to Measure Interests

- O*NET Interest Profiler (<http://www.onetcenter.org/IP.html>)
- Online and paper/pencil
 - Self-Directed Search (<http://www.self-directed-search.com/>)
 - CAPS/COPS/COPES (<http://www.edits.net/products/copsystem.html>)
- Reading-free
 - R-FVII(2) (<http://www.proedinc.com/>)

Common Instruments to Measure Skills and Abilities

- SkillScan (<http://www.skillscan.com>)
 - Transferable skills
- WorkKeys (<http://www.act.org/workkeys/>)
 - Job skills assessment
- Passion Revealer (<http://www.visiontrac.com/6styles.html>)
 - Left brain/right brain characteristics
- O*Net Ability Profiler (<http://www.onetcenter.org/AP.html>)

Other Inventories

- Myers-Briggs Type Indicator/MBTI (<http://www.myersbriggs.org/>)
 - Measures personality type
- O*Net Work Importance Profiler (<http://www.onetcenter.org/WIP.html>)
 - Measures the importance of six work values
- Super's Work Values Inventory (<http://www.kuder.com/>)
 - Measures the importance of 12 work values
 - My Skills My Future (<http://www.myskillsmyfuture.org/#>)
 - Part of CareerOneStop.org

A Crazy Out-of-the-Box Thought



- The theory of Multiple Intelligences (Howard Gardner) basically focuses on how, not if, people are smart
 - Teele Inventory of Multiple Intelligences
http://www.sueteele.com/teele_inventory.html
 - Multiple Intelligences for Adult Literacy and Education
<http://www.literacyworks.org/mi/intro/index.html>
 - Using Multiple Intelligences in Choosing a Career
<http://www.teachervision.fen.com/intelligence/teaching-methods/2175.html>

A Resource Not to be Overlooked

- *Career Planning Begins with Assessment*: A guide for professionals serving youth with educational and career development challenges
 - <http://www.ncwd-youth.info/career-planning-begins-with-assessment>



Test Name	Careerlink Inventory
Web site	http://www.mpcfakulty.net/CL/cl.htm
What is measured	Matches interests, aptitudes, temperaments, physical capacities, preferred working conditions, and desired length of preparation for employment with career information from the U.S. Department of Labor.
Target groups	College students and above. May be appropriate for some high school students.
How normed	
Qualifications required to administer	Self-administered.
How administered	Online.
Time needed for administration	10 to 15 minutes.
How scored	Scored automatically with results available in less than two minutes.
Cost	No cost.
Reliability and validity	
Publisher's address and phone	Monterey Peninsula College, Counseling Department 980 Fremont Street, Monterey, CA 93940 831-646-4000, http://www.mpc.edu/cl/climain.htm

Proactive Steps to the Basic Assessment Process

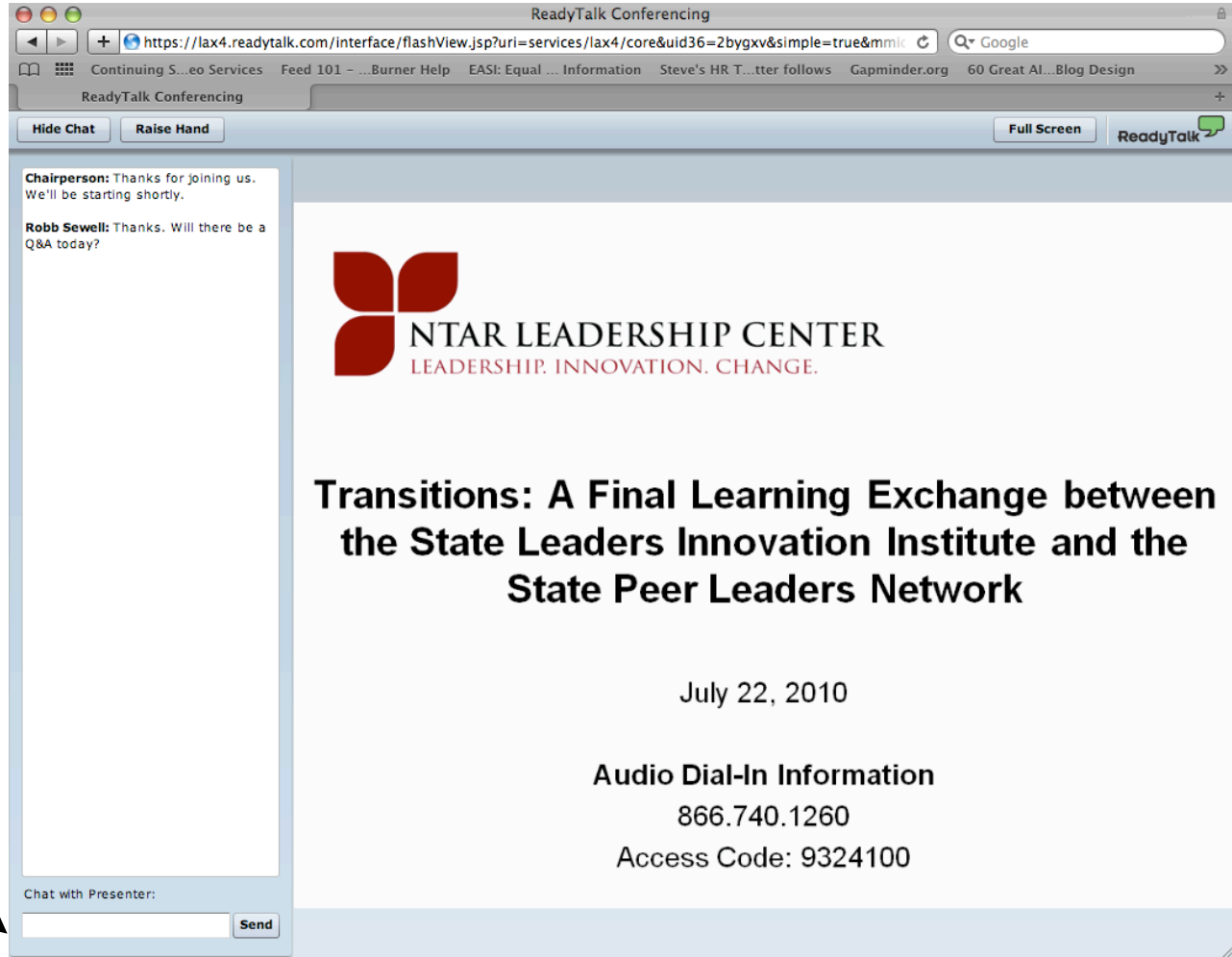
- Recognize that assessment is not one-size-fits-all; thus, one assessment does not, cannot, and will not tell all
- Do your homework and familiarize yourself with assessments (this will help you prepare customers)
- Interpret instrument(s) properly **AND** discuss the results
- Follow through and know how assessment results can be used for action planning

Assessment should



- Consider the past,
- Examine the present, and
- Guide the future.

Submitting Questions for Q&A



ReadyTalk Conferencing

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Chairperson: Thanks for joining us. We'll be starting shortly.

Robb Sewell: Thanks. Will there be a Q&A today?

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Transitions: A Final Learning Exchange between the State Leaders Innovation Institute and the State Peer Leaders Network

July 22, 2010

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Question-and-Answer Period



Questions ♦ Answers ♦ Next Steps

NTAR Leadership Center Web site

www.ntarcenter.org