

Canadian Standards and Guidelines
for Career Development Practitioners

Areas of Specialization **Assessment**

2004



S1 Assessment

S1.1 Guide Client Assessment

S1.1.1 describe assessment instruments and methods

Why is this competency important?

- to understand that assessment is an ongoing process
- to know what assessment methods are available and current
- to know what assessment methods can and cannot do
- to be able to tailor the use of a method to the target clients

To demonstrate this competency, career development practitioners must:

- a) describe the difference between standardized and non-standardized assessment:
 - standardized assessments are normed and non-standardized assessments are not
- b) identify areas that can be assessed, e.g.,
 - *aptitude*
 - *career maturity*
 - *competency*
 - *employment barriers*
 - *emotional and multiple intelligence*
 - *interests*
 - *job readiness*
 - *learning style*
 - *personal factors*
 - *personal style*
 - *personality*
 - *prior learning*
 - *values*
- c) identify instruments and methods used to assess these areas:
 - achievement, e.g., *CAAT*
 - aptitude, e.g.,:
 - *General Aptitude Test Battery (GATB)*
 - *Differential Aptitude Test (DAT)*
 - *Wonderlich Personnel Test (WPT)*
 - *Multi-dimensional Aptitude Battery (MAB)*
 - *Computer Programming Aptitude Test*
 - *Career Ability Placement Survey (CAPS)*
 - career maturity, e.g., *Career Maturity Inventory (CMI)*
 - competency, e.g., *Leadership Architect*
- d) keep up to date with new assessment methods, e.g., *consult catalogues of test materials or mental measurement yearbooks*
- e) identify informal assessment methods, e.g.,
 - *genograms*
 - *mind mapping*
 - *Pattern identification exercises (e.g., PIE)*
 - *behavioural observation checklists*
 - *affect self-monitoring forms*
 - *skill checklists*
 - *metaphors and symbols*
 - *projective techniques*
 - *audiovisual feedback*

- interest, e.g.,
 - *Strong Interest Inventory (SII)*
 - *Self-Directed Search (SDS)*
 - *Career Occupational Preference System (COPS)*
 - *Kuder General Preference Record*
 - *Career Assessment Inventory (CAI)*
 - *Choices*
 - *JVIS – Jackson Vocational Interest Inventory*
- personal factors, e.g., *mind mapping, genograms*
- personal style, e.g., *Myers-Briggs, Firo-B, True Colors*
- personality, e.g.,
 - *California Personality Inventory (CPI)*
 - *Jackson Personality Inventory (revised) (JPI)*
- values, e.g., *Life Roles Inventory (LRI), Career Orientation Placement and Evaluation Survey (COPEs)*

Notes

- Assessment methods are continually being created and updated. It is important for a career development practitioner to be aware of changes in the field.
- Assessment methods complement the career development process; they do not replace it.
- It is a good idea for clients to have an opportunity to retest if they are dissatisfied with the results of assessments.
- Use Canadian instruments, or those with Canadian-normed samples, when available.

Areas of Specialization

Assessment

S1 Assessment

S1.1 Guide Client Assessment

S1.1.2 identify standardized career assessment instruments and informal assessment methods appropriate for your client group

Why is this competency important?

- to facilitate appropriate selection of career assessment methods
- to address important factors not covered by standardized instruments
- to enable practitioners to use a broad range of assessment methods

To demonstrate this competency, career development practitioners must:

- a) determine goals of assessments
- b) determine the appropriateness and limitations of standardized career assessment instruments, considering clients':
 - genders
 - educational levels
 - functional literacy levels
 - base vocabularies
 - barriers
 - emotional capabilities
 - ages
 - races
 - primary languages
 - ethnicities
 - physical capabilities/limitations
 - cognitive capabilities
- c) be aware of the:
 - validity and reliability of standardized career assessment instruments
 - trustworthiness and meaningfulness of informal assessment methods
- d) determine the career assessment instrument's applicability to individual and group assessments

Notes

- It is important to recognize the limits of self-administered assessments (computerized and Internet testing) and to realize that career development practitioners may be faced with individuals who expect them to interpret results from these assessments.
- Career development practitioners must recognize that different clients require different assessment methods.
- Assessment instruments and methods that are used should be culturally sensitive and appropriate for clients.

S1 Assessment

S1.1 Guide Client Assessment

S1.1.3 explore appropriate instruments and procedures with clients

Why is this competency important?

- to deliver the appropriate interventions to clients
- to promote client ownership, involvement, trust and commitment
- to build collaborative relationships
- to gain a holistic view of clients
- to begin the career development process with the client's current status clearly understood

To demonstrate this competency, career development practitioners must:

- a) determine clients' expectations of assessments
- b) discuss with clients:
 - how assessment processes fit within the career planning process
 - limitations of assessments
 - distribution of results, including informed consent and release of information
 - how assessments link to clients' presenting needs
- c) use available sources to learn about clients, e.g.,
 - *résumés*
 - *discussions with clients*
 - *past tests*
 - *portfolios, e.g., **Prior Learning Assessment**, work samples*
- d) help clients identify, clarify and examine the effects of assumptions and beliefs
- e) determine clients' commitment levels
- f) help clients identify and clarify goals
- g) identify relevant client characteristics, e.g.,
 - *educational backgrounds*
 - *values*
 - *interests*
 - *literacy levels*
 - *personalities*
 - *aptitudes*
 - *skills*
- h) assist clients in assessing their presenting strengths and barriers, considering the:
 - cognitive domain, e.g., *potential, learning styles*

- affective domain, e.g., *self-concepts, personality traits, interests, values, work environment preferences*
 - behavioural domain, e.g., *achievements, work histories*
 - contextual domain, e.g., *ethnicity, culture, life roles, career maturity, spirituality*
- i) discuss with clients the range of standardized and non-standardized instruments and procedures, which may include:
 - self-administered
 - workbook
 - technology-based
 - formal assessment instruments
 - interview processes
 - j) generate options for assessment:
 - use a decision-making process with clients
 - k) provide clients with a non-standardized self-assessment and/or schedule a standardized assessment

Notes

- In a group setting other factors may have to be addressed, including consent to share results. Facilitation techniques are important in a group setting.

Areas of Specialization Assessment

S1 Assessment

S1.1 Guide Client Assessment

S1.1.4 use standardized career assessment instruments

Why is this competency important?

- to gather more information for the career development process

To demonstrate this competency, career development practitioners must:

- a) explain steps of the chosen assessment
- b) administer the selected instruments
- c) follow the proper procedure
- d) score the results
- e) interpret the data from the results
- f) communicate findings in a format suited to clients' needs, e.g., *create report, discuss with clients*

Notes

- Certification is necessary for individuals administering some standardized instruments. If a career development practitioner is not qualified to administer an assessment the client must be referred to an appropriate individual or agency.
- Scoring of standardized career assessment instruments may be done externally. The instruments may also be administered and scored by a certified individual other than the career development practitioner.

S1 Assessment

S1.1 Guide Client Assessment

S1.1.5 review and evaluate results with clients

Why is this competency important?

- to ensure clients understand their results
- to assist clients in determining the next steps in the career development process

To demonstrate this competency, career development practitioners must:

- a) clarify who will receive copies of the results
- b) ensure results are valid, e.g.,
 - *check for consistency with profiles*
 - *use validity scales*
 - *consider clients' perceptions regarding validity of performances*
- c) compare results of standardized assessments with non-standardized client self-assessments:
 - validate the results with clients
- d) discuss the results with clients:
 - include information about the limitations of the assessments and the results
 - compare assessment results with clients' goals
 - confirm with clients that they understand their results
- e) identify further assessment needs, if necessary
- f) collaborate with clients to identify next steps, e.g., *research:*
- g) review clients' plans
- h) revise action plans, if necessary

Notes

- In a group setting, a career development practitioner should give clients the right to disclose or not to disclose results. A practitioner should set group norms around confidentiality and disclosure.
- In some cases, clients may have had negative experiences with tests and assessment tools. It therefore may be important to frame results in a non-threatening way.
- Facilitation techniques are important in a group setting.
- If a consent form is involved, a career development practitioner should confirm with the client the implications of signing the consent form, i.e. where information will be stored and who will have access to it.

SSC2 Group Facilitation

SSC2.1 Facilitate Groups

SSC2.1.1 describe the principles of group facilitation

Why is this competency important?

- to increase interaction among all group members
- to increase the facilitator's confidence and competence in dealing with groups
- to anticipate behaviours in group settings
- to adjust interventions to different types of groups and to individuals within those groups
- to enhance client learning in a group setting

To demonstrate this competency, career development practitioners must:

describe the principles of group facilitation:

- a) a group's atmosphere and performance will change as it goes through stages:
 - recognize that each group progresses through stages differently
 - describe different stages, e.g., *initial, planning, working*
 - describe models of stages, e.g.,
 - *forming, storming, norming, performing*
 - *Bridges transition model*
 - *the job loss cycle*
 - *the grief cycle*
- b) the group members take on roles in the group (e.g., *blocker, gatekeeper*):
 - there is value in all roles
 - the roles that group members take on will vary from group to group
 - group members can take on multiple roles
 - group members may change roles during the process
- c) facilitators will need to adjust their strategies and approaches to meet members' needs and roles
- d) a facilitator's behaviours have an impact on the group dynamics:
 - a facilitator should be aware of his or her own behaviours and beliefs and how they impact on the group
 - a facilitator should demonstrate respect for all group members

- e) the facilitator's role is to serve as the process expert:
 - a facilitator should use his or her knowledge and skills to guide the group members toward their goals
- f) the clients act as content experts:
 - a facilitator should respect and draw upon members' experiences, knowledge and expertise
- g) the most productive groups are those that exist in an environment:
 - that is safe and comfortable
 - where expectations and desired outcomes are clear

Notes

- For this cluster (SSC2) facilitation refers to an individual who is an expert in process only. For those individuals who communicate content, please refer to Facilitated Individual or Group Learning (S2).

Areas of Specialization Assessment

SSC2 Group Facilitation

SSC2.1 Facilitate Groups

SSC2.1.2 facilitate groups

Why is this competency important?

- to create conditions of safety, comfort and clarity for participants
- to understand the importance of building a sense of community in a group situation
- to determine the group members' needs
- to understand and agree to the purpose of the interaction
- to achieve both the clients' and the organizations' goals

To demonstrate this competency, career development practitioners must:

- a) determine the needs and composition of the group, e.g., *youth, special needs, adult learners*
- b) design and/or adapt a process tailored to the purpose and composition of a group, e.g., *learning, information gathering, therapeutic*
- c) review the goals of the process, e.g., *information gathering*:
 - if the goals are pre-determined, practitioners will verify them with the group:
 - ensure the goals match the expectations of the group members
 - if the goals are not pre-determined, practitioners will establish them with the group:
 - clarify the expectations of the group members
 - determine what the desired outcomes are
- d) help the group members establish how they will treat each other
- e) identify the environmental preferences, values and beliefs of group members
- f) develop and maintain a rapport with group members
- g) initiate and maintain group members' involvement
- h) facilitate communication among group members, e.g.,
 - *pose questions*
 - *acknowledge group members' comments*
 - *link group members' comments*
 - *build on group members' comments*
 - *summarize*
- i) listen and observe:
 - monitor the process and content

- monitor the dynamics between themselves and the group members, e.g.,
 - *be aware of how their own behaviours and reactions impact the group*
 - *model the desired behaviours through anecdotes, self-disclosure and other communication skills*
- monitor the dynamics between the group members, e.g., *encourage productive behaviours*
- j) be nonjudgmental:
 - remain neutral about content issues
- k) solicit group members' feedback regularly
- l) monitor progress towards goals:
 - make appropriate interventions
 - revisit the group expectations and the desired outcomes to focus discussions
 - use strategies to guide the group to the next stage, e.g., *summarize the problem and then pose a question to generate solutions to it*
 - follow the planned process, but be flexible as needs emerge:
 - adapt the approach as necessary
- m) evaluate group outcomes