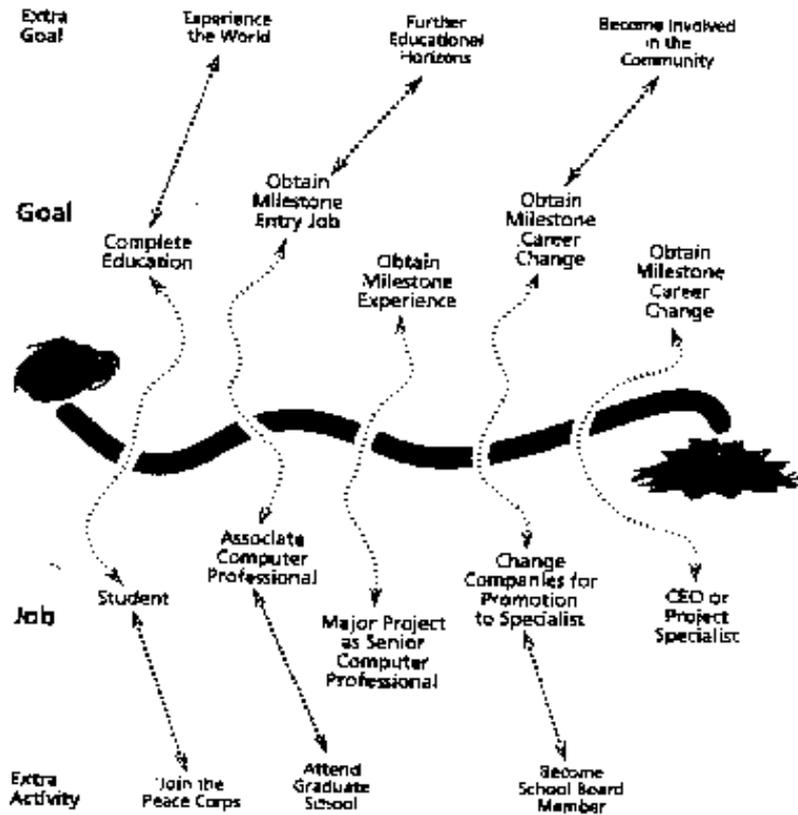


StaffSkills

Case Management/Coaching Series

Module Two

career road map



Assessment

Assessment

➔ **The systematic process of gathering information for the purpose of making decisions.**

Assessment

- The systematic process of gathering information for the purpose of making decisions.

➔ **A linking strategy to help individuals conceptualize themselves and their options with increased accuracy and insight.**

Assessment

- The systematic process of gathering information for the purpose of making decisions.
- A linking strategy to help individuals conceptualize themselves and their options with increased accuracy and insight.

➡ **An individualized process based on the person's need.**

The Assessment Interview

The Assessment Interview

Remember:

The Assessment Interview

Remember:

➔ **Collecting relevant information is a necessity.**

The Assessment Interview

Remember:

- Collecting relevant information is a necessity.

➔ **The first contact is the beginning of the customer/assessment counselor relationship.**

The Assessment Interview

Remember:

- Collecting relevant information is a necessity.
- The first contact is the beginning of the customer/assessment counselor relationship.

 **The interviewer should demonstrate sensitivity, respect, and objectivity.**

The Assessment Interview

Setting the Stage

The Assessment Interview

Setting the Stage

The assessment counselor picks a style that works with both scheduled appointments and walk-ins. This assures that all customers are starting off at the same point.

The Assessment Interview

Setting the Stage

The assessment counselor picks a style that works with both scheduled appointments and walk-ins. This assures that all customers are starting off at the same point.

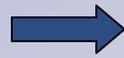
➔ **Use as comfortable setting as possible**

The Assessment Interview

Setting the Stage

The assessment counselor picks a style that works with both scheduled appointments and walk-ins. This assures that all customers are starting off at the same point.

- Use as comfortable setting as possible

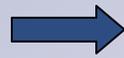
 **Keep interruptions to a minimum**

The Assessment Interview

Setting the Stage

The assessment counselor picks a style that works with both scheduled appointments and walk-ins. This assures that all customers are starting off at the same point.

- Use as comfortable setting as possible
- Keep interruptions to a minimum

 **Be able to explain your role and the center's purpose**

The Assessment Interview

Setting the Stage

The assessment counselor picks a style that works with both scheduled appointments and walk-ins. This assures that all customers are starting off at the same point.

- Use as comfortable setting as possible
- Keep interruptions to a minimum
- Be able to explain your role and the center's purpose

 **Explain why you may be recording**

Questioning Styles

Questioning Styles

FOR

USE

Collecting Information

Questioning Styles

FOR

USE

Collecting Information



Open-Ended Questions

Questioning Styles

FOR

Collecting Information

USE

Open-Ended Questions

 **Paraphrase**

Questioning Styles

FOR

Collecting Information

Elaborating on Information

USE

Open-Ended Questions

Paraphrase

Questioning Styles

FOR

Collecting Information

Elaborating on Information

USE

Open-Ended Questions

Paraphrase



Reflective Questions

Questioning Styles

FOR

Collecting Information

Elaborating on Information

Clarifying Information

USE

Open-Ended Questions

Paraphrase

Reflective Questions

Questioning Styles

FOR

Collecting Information

Elaborating on Information

Clarifying Information

USE

Open-Ended Questions

Paraphrase

Reflective Questions

➔ Close-Ended Questions

Questioning Styles

FOR

Collecting Information

Elaborating on Information

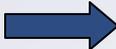
Clarifying Information

USE

Open-Ended Questions
Paraphrase

Reflective Questions

Close-Ended Questions

 **To-the-Void Questions**

Questioning Styles

For Collecting Information

Questioning Styles

For Collecting Information

Use Open-Ended Questions:

Questioning Styles

For Collecting Information

Use Open-Ended Questions:  How do you feel about . . . ?

Questioning Styles

For Collecting Information

Use Open-Ended Questions:

How do you feel about . . . ?

What do you think about . . . ?

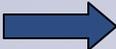
Advantages

Questioning Styles

For Collecting Information

Use Open-Ended Questions: How do you feel about . . . ?
What do you think about . . . ?

Advantages

 Interview evaluates communication skills

Questioning Styles

For Collecting Information

Use Open-Ended Questions: How do you feel about . . . ?
What do you think about . . . ?

Advantages

- Interview evaluates communication skills

 **Makes the customer think**

Questioning Styles

For Collecting Information

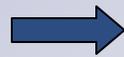
Use Open-Ended Questions:

How do you feel about . . . ?

What do you think about . . . ?

Advantages

- Interview evaluates communication skills
- Makes the customer think

 **Develops rapport and trust**

Questioning Styles

For Collecting Information

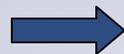
Use Open-Ended Questions:

How do you feel about . . . ?

What do you think about . . . ?

Advantages

- Interview evaluates communication skills
- Makes the customer think
- Develops rapport and trust

 **Customer takes control of the interview direction**

Questioning Styles

For Collecting Information

Questioning Styles

For Collecting Information

Use Paraphrase:

Questioning Styles

For Collecting Information

Use Paraphrase:  What I hear you saying is

Questioning Styles

For Collecting Information

Use Paraphrase:

What I hear you saying is
➔ Are you saying that . . . ?

Questioning Styles

For Collecting Information

Use Paraphrase:

What I hear you saying is

Are you saying that . . . ?

Advantages

Questioning Styles

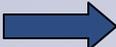
For Collecting Information

Use Paraphrase:

What I hear you saying is

Are you saying that . . . ?

Advantages

 **Shows understanding**

Questioning Styles

For Collecting Information

Use Paraphrase:

What I hear you saying is

Are you saying that . . . ?

Advantages

- Shows understanding

 **Customer can clarify information**

Questioning Styles

For Collecting Information

Use Paraphrase:

What I hear you saying is

Are you saying that . . . ?

Advantages

- **Shows understanding**
- **Customer can clarify information**

➔ Offers a response without making a judgment

Questioning Styles

For Elaborating on Information

Questioning Styles

For Elaborating on Information

Use Reflective Questions:

Questioning Styles

For Elaborating on Information

Use Reflective Questions:  Why do you feel that way?

Questioning Styles

For Elaborating on Information

Use Reflective Questions:

Why do you feel that way?

➔ Does that make you angry?

Questioning Styles

For Elaborating on Information

Use Reflective Questions:

Why do you feel that way?

Does that make you angry?

Advantages

Questioning Styles

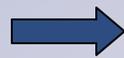
For Elaborating on Information

Use Reflective Questions:

Why do you feel that way?

Does that make you angry?

Advantages

 **Requires careful listening by the interviewer**

Questioning Styles

For Elaborating on Information

Use Reflective Questions:

Why do you feel that way?

Does that make you angry?

Advantages

- **Requires careful listening by the interviewer**

➔ Customer shares opinions and feelings

Questioning Styles

For Clarifying Information

Questioning Styles

For Clarifying Information

Use Close-Ended Questions:

Questioning Styles

For Clarifying Information

Use Close-Ended Questions:  Did the company close?

Questioning Styles

For Clarifying Information

Use Close-Ended Questions:

Did the company close?

Do you have a diploma?

Advantages

Questioning Styles

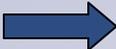
For Clarifying Information

Use Close-Ended Questions:

Did the company close?

Do you have a diploma?

Advantages

 **Verifies information**

Questioning Styles

For Clarifying Information

Use Close-Ended Questions:

Did the company close?

Do you have a diploma?

Advantages

- **Verifies information**

 **Limits the conversation**

Questioning Styles

For Clarifying Information

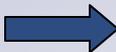
Questioning Styles

For Clarifying Information

Use To-the-Void Questions:

Questioning Styles

For Clarifying Information

Use To-the-Void Questions:  Anything else I should add?

Questioning Styles

For Clarifying Information

Use To-the-Void Questions: *Anything else I should add?*

Advantages

Questioning Styles

For Clarifying Information

Use To-the-Void Questions: *Anything else I should add?*

Advantages

 **Obtains missing information**

Questioning Styles

For Clarifying Information

Use To-the-Void Questions: *Anything else I should add?*

Advantages

- Obtains missing information

 Allows customer to fill in the gaps

Questioning Styles

While Interviewing

Questioning Styles

While Interviewing

➔ Ask questions one at a time

Questioning Styles

While Interviewing

- Ask questions one at a time

➔ Be sure of the relevance of the question

Questioning Styles

While Interviewing

- Ask questions one at a time
- Be sure of the relevance of the question

 **Be flexible with order and style of the questions**

Questioning Styles

While Interviewing

- Ask questions one at a time
- Be sure of the relevance of the question
- Be flexible with order and style of the questions

➔ Use the ten-second rule

Informal Assessment

Goal:

Informal Assessment

Goal: To gather information for the purpose of making career decisions.

Informal Assessment

Goal: To gather information for the purpose of making career decisions.

➔ To assist in gaining self-knowledge

Informal Assessment

Goal: To gather information for the purpose of making career decisions.

- To assist in gaining self-knowledge

 To assist in goal setting

Informal Assessment

Goal: To gather information for the purpose of making career decisions.

- To assist in gaining self-knowledge
- To assist in goal setting

➔ To identify skills, values, learning styles, and work preferences

Informal Assessment

Goal: To gather information for the purpose of making career decisions.

- To assist in gaining self-knowledge
 - To assist in goal setting
 - To identify skills, values, learning styles, and work preferences
- ➔ **To promote client involvement, trust, and commitment**

Informal Assessment

Goal: To gather information for the purpose of making career decisions.

- To assist in gaining self-knowledge
- To assist in goal setting
- To identify skills, values, learning styles, and work preferences
- To promote client involvement, trust, and commitment

➔ To gain a holistic view

Informal Assessment

Informal Assessment

Informal assessment may include:

Informal Assessment

Informal assessment may include:

 **Check lists**

Informal Assessment

Informal assessment may include:

- Check lists

 **Questionnaires**

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires

→ Surveys

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires
- Surveys

➔ **Personal stories**

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires
- Surveys
- Personal stories

➔ **Writing samples**

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires
- Surveys
- Personal stories
- Writing samples

➔ **Guided interview**

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires
- Surveys
- Personal stories
- Writing samples
- Guided interview

➔ Card sorts

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires
- Surveys
- Personal stories
- Writing samples
- Guided interview
- Card sorts

➔ **Transcripts**

Informal Assessment

Informal assessment may include:

- Check lists
- Questionnaires
- Surveys
- Personal stories
- Writing samples
- Guided interview
- Card sorts
- Transcripts

➔ **Resumes/portfolios/work samples**

Types of Skills

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Definition

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A skill is an ability to perform an activity in a competent manner.

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Skill Classification

Types of Skills

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Skill Classification

Skills can be classified into three main types:

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Skills can be classified into three main types:

➔ Transferable/Functional

Types of Skills

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A skill is an ability to perform an activity in a competent manner.

Skill Classification

Skills can be classified into three main types:

- Transferable/Functional

➔ Personal Traits/Attitudes, and

Types of Skills

Definition

A skill is an ability to perform an activity in a competent manner.

Skill Classification

Skills can be classified into three main types:

- Transferable/Functional
- Personal Traits/Attitudes, and

➔ Knowledge-based.

Types of Skills

Definition

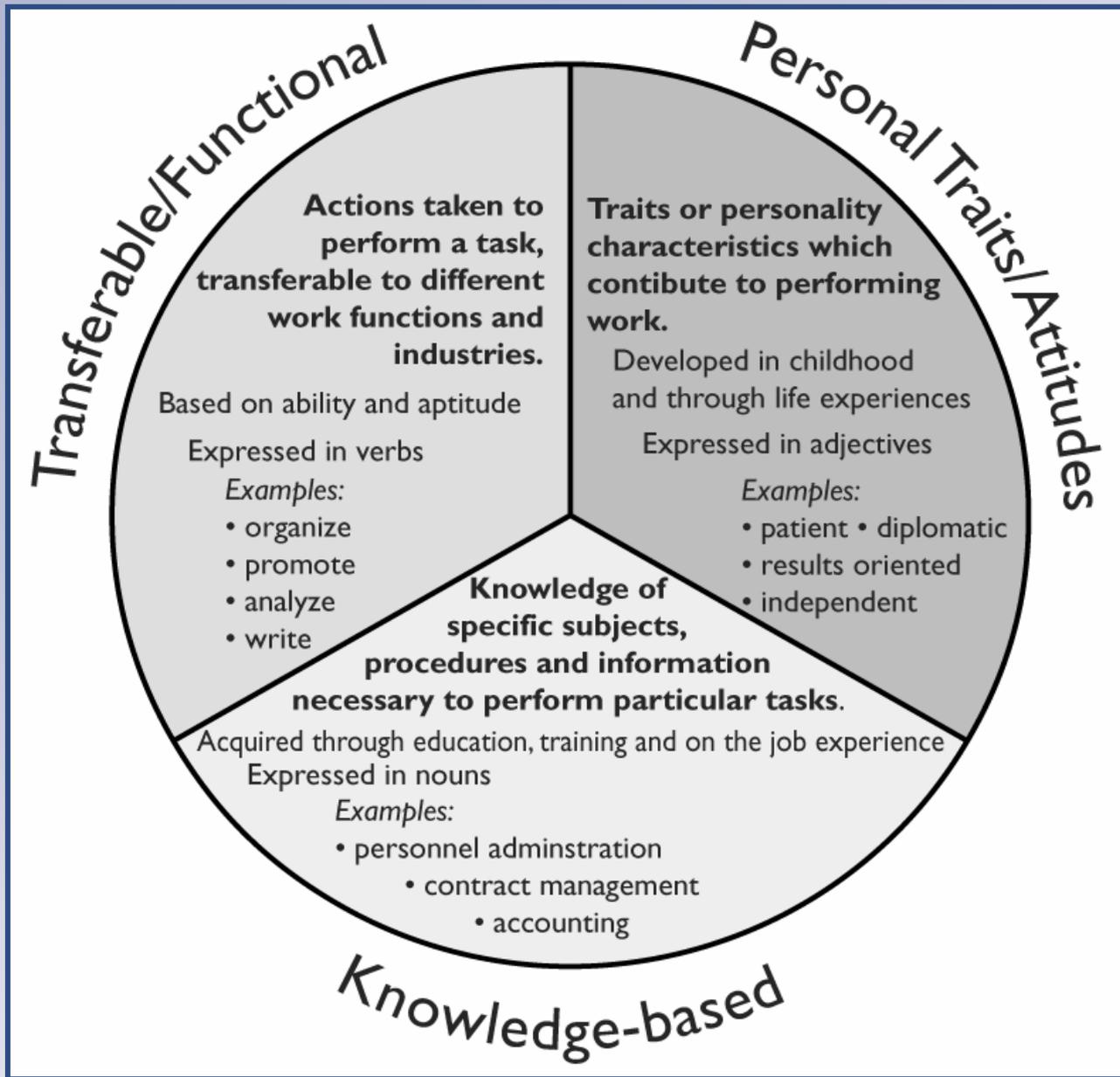
A skill is an ability to perform an activity in a competent manner.

Skill Classification

Skills can be classified into three main types:

- Transferable/Functional
- Personal Traits/Attitudes, and
- Knowledge-based.

The graphic on the next slide provides examples of each type.



Acceptable Documentation

Acceptable Documentation

➔ Individual education plans from school system

Acceptable Documentation

- Individual education plans from school system

➔ **Rehabilitation commissions evaluations & reports**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports

➔ **GED testing reports**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports

➔ **Literacy project testing**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing

➔ **College transcripts/college degrees**

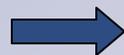
Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing
- College transcripts/college degrees

➔ **Certifications and licenses**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing
- College transcripts/college degrees
- Certifications and licenses

 **Employment capacities reports**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing
- College transcripts/college degrees
- Certifications and licenses
- Employment capacities reports

 **Mental capacities reports**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing
- College transcripts/college degrees
- Certifications and licenses
- Employment capacities reports
- Mental capacities reports

 **Medical records**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing
- College transcripts/college degrees
- Certifications and licenses
- Employment capacities reports
- Mental capacities reports
- Medical records

 **Employer recommendations**

Acceptable Documentation

- Individual education plans from school system
- Rehabilitation commissions evaluations & reports
- GED testing reports
- Literacy project testing
- College transcripts/college degrees
- Certifications and licenses
- Employment capacities reports
- Mental capacities reports
- Medical records
- Employer recommendations

 **Work samples**

Researching Occupations

Researching Occupations

Customer conducts her/her own research

Researching Occupations

Customer conducts her/her own research

➔ To learn about career choices

Researching Occupations

Customer conducts her/her own research

- To learn about career choices

➔ **To understand how to achieve goals**

Researching Occupations

Customer conducts her/her own research

- To learn about career choices
- To understand how to achieve goals

 **Understand career decisions**

Researching Occupations

Customer conducts her/her own research

- To learn about career choices
- To understand how to achieve goals
- Understand career decisions

➔ **Learn about the labor market**

Researching Occupations

Customer conducts her/her own research

- To learn about career choices
- To understand how to achieve goals
- Understand career decisions
- Learn about the labor market

 **Evaluate level of motivation**

Researching Occupations

Resources

Researching Occupations

Resources

➔ **Guide of occupational exploration**

Researching Occupations

Resources

- Guide of occupational exploration

➔ **Occupational outlook handbook/Occupational Outlook Quarterly**

Researching Occupations

Resources

- Guide of occupational exploration
- Occupational outlook handbook/Occupational Outlook Quarterly

➔ **DET publications/O*NET**

Researching Occupations

Resources

- Guide of occupational exploration
- Occupational outlook handbook/Occupational Outlook Quarterly
- DET publications/O*NET

 **Newspapers and trade journals**

Researching Occupations

The *Massachusetts CIS System: Occupation Description* includes:

Researching Occupations

The Massachusetts CIS System: Occupation Description
includes:

➔ **Duties and working conditions**

Researching Occupations

The Massachusetts CIS System: Occupation Description includes:

- Duties and working conditions

➔ Educational requirements

Researching Occupations

The *Massachusetts CIS System: Occupation Description* includes:

- Duties and working conditions
- Educational requirements

➔ Salary ranges

Researching Occupations

The *Massachusetts CIS System: Occupation Description* includes:

- Duties and working conditions
- Educational requirements
- Salary ranges

➔ Labor Market Information

Researching Occupations

The *Massachusetts CIS System: Occupation Description* includes:

- Duties and working conditions
- Educational requirements
- Salary ranges
- Labor Market Information

➔ Related occupations

Researching Occupations

➔ **Links to America's Job Bank**

Researching Occupations

- Links to America's Job Bank

➔ **Links to Career Research web sites**

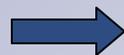
Researching Occupations

- Links to America's Job Bank
- Links to Career Research web sites

➔ Information interviews

Researching Occupations

- Links to America's Job Bank
- Links to Career Research web sites
- Information interviews

 **Journals**

Job and Training Readiness

Job and Training Readiness

Practical Needs

Job and Training Readiness

Practical Needs

➔ Housing

Job and Training Readiness

Practical Needs

- Housing

➔ **Food**

Job and Training Readiness

Practical Needs

- Housing
- Food

➔ **Childcare**

Job and Training Readiness

Practical Needs

- Housing
- Food
- Childcare

 **Transportation**

Job and Training Readiness

Practical Needs

- Housing
- Food
- Childcare
- Transportation

 **Healthcare**

Job and Training Readiness

Practical Needs

- Housing
- Food
- Childcare
- Transportation
- Healthcare

➔ **Family situation**

Job and Training Readiness

Practical Needs

- Housing
- Food
- Childcare
- Transportation
- Healthcare
- Family situation

 **Legal**

Job and Training Readiness

Work Readiness Traits

Job and Training Readiness

Work Readiness Traits

➔ Work history

Job and Training Readiness

Work Readiness Traits

- Work history

➔ **Education**

Job and Training Readiness

Work Readiness Traits

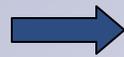
- Work history
- Education

 **Job-seeking pre-employment skills**

Job and Training Readiness

Work Readiness Traits

- Work history
- Education
- Job-seeking pre-employment skills

 **Job-keeping skills**
(work maturity)

Job and Training Readiness

Work Readiness Traits

- Work history
- Education
- Job-seeking pre-employment skills
- Job-keeping skills
(work maturity)

 **Motivation to succeed**

Job and Training Readiness

Work Readiness Traits

- Work history
- Education
- Job-seeking pre-employment skills
- Job-keeping skills (work maturity)
- Motivation to succeed

 **Takes initiative**

Job and Training Readiness

Work Readiness Traits

- Work history
- Education
- Job-seeking pre-employment skills
- Job-keeping skills (work maturity)
- Motivation to succeed
- Takes initiative

 **Attitude toward work**

Job and Training Readiness

Work Readiness Traits

- Work history
 - Education
 - Job-seeking pre-employment skills
 - Job-keeping skills (work maturity)
 - Motivation to succeed
 - Takes initiative
- Attitude toward work
- ➔ **Communication ability**

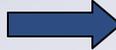
Job and Training Readiness

Work Readiness Traits

- Work history
 - Education
 - Job-seeking pre-employment skills
 - Job-keeping skills (work maturity)
 - Motivation to succeed
 - Takes initiative
- Attitude toward work
 - Communication ability
 - ➔ **Appropriate appearance**

Job and Training Readiness

Work Readiness Traits

- Work history
 - Education
 - Job-seeking pre-employment skills
 - Job-keeping skills (work maturity)
 - Motivation to succeed
 - Takes initiative
 - Attitude toward work
 - Communication ability
 - Appropriate appearance
-  **Knowledge of job market**

Job and Training Readiness

Work Readiness Traits

- Work history
 - Education
 - Job-seeking pre-employment skills
 - Job-keeping skills (work maturity)
 - Motivation to succeed
 - Takes initiative
- Attitude toward work
 - Communication ability
 - Appropriate appearance
 - Knowledge of job market



Ability to keep appointments

Job and Training Readiness

Work Readiness Traits

- Work history
 - Education
 - Job-seeking pre-employment skills
 - Job-keeping skills (work maturity)
 - Motivation to succeed
 - Takes initiative
 - Attitude toward work
 - Communication ability
 - Appropriate appearance
 - Knowledge of job market
 - Ability to keep appointments
-  **Knows how to use information**

Job and Training Readiness

Occupational Assessment

Job and Training Readiness

Occupational Assessment

➔ Interests

Job and Training Readiness

Occupational Assessment

- Interests

➔ **Academic abilities**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities

➔ **Aptitudes**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities
- Aptitudes

 **Values**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities
- Aptitudes
- Values

 **Occupational skills**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities
- Aptitudes
- Values
- Occupational skills

➔ **Transferable skills**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities
- Aptitudes
- Values
- Occupational skills
- Transferable skills

 **Basic skill**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities
- Aptitudes
- Values
- Occupational skills
- Transferable skills
- Basic skills

➔ **Reading, writing, mathematics, listening, and speaking**

Job and Training Readiness

Occupational Assessment

- Interests
- Academic abilities
- Aptitudes
- Values
- Occupational skills
- Transferable skills
- Basic skills
- Reading, writing, mathematics, listening, and speaking

➔ **Personality or temperament**

Guidelines for Test Interpretation

Guidelines for Test Interpretation

➔ **Establish a rapport with the customer**

Guidelines for Test Interpretation

- Establish a rapport with the customer

➔ **Use test results in combination with other data to make decisions**

Guidelines for Test Interpretation

- Establish a rapport with the customer
- Use test results in combination with other data to make decisions

 **Invite the customer to share how he/she felt about the tests**

Guidelines for Test Interpretation

- Establish a rapport with the customer
 - Use test results in combination with other data to make decisions
 - Invite the customer to share how he/she felt about the tests
- ➔ **Use understandable language when discussing the test**

Guidelines for Test Interpretation

- Establish a rapport with the customer
- Use test results in combination with other data to make decisions
- Invite the customer to share how he/she felt about the tests
- Use understandable language when discussing the test

 **Explain what the test measures**

Guidelines for Test Interpretation

- Establish a rapport with the customer
- Use test results in combination with other data to make decisions
- Invite the customer to share how he/she felt about the tests
- Use understandable language when discussing the test
- Explain what the test measures

 **Involve the customer in the interpretation. Ask for reactions.**

Guidelines for Test Interpretation

- Establish a rapport with the customer
- Use test results in combination with other data to make decisions
- Invite the customer to share how he/she felt about the tests
- Use understandable language when discussing the test
- Explain what the test measures
- Involve the customer in the interpretation. Ask for reactions.

 **Describe what the results mean**

Guidelines for Test Interpretation

- Establish a rapport with the customer
- Use test results in combination with other data to make decisions
- Invite the customer to share how he/she felt about the tests
- Use understandable language when discussing the test
- Explain what the test measures
- Involve the customer in the interpretation. Ask for reactions.
- Describe what the results mean

➔ **Explain the test's usefulness for decision-making and planning**

Guidelines for Test Interpretation

- Establish a rapport with the customer
 - Use test results in combination with other data to make decisions
 - Invite the customer to share how he/she felt about the tests
 - Use understandable language when discussing the test
 - Explain what the test measures
 - Involve the customer in the interpretation. Ask for reactions.
 - Describe what the results mean
 - Explain the test's usefulness for decision-making and planning
- ➔ **Use a visual representation of the test results**

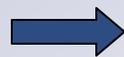
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➔ **Relate the information to past, present, and future performance**

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 **Help the customer understand how to use the information**

Workplace Competencies

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Teach Other New Skills

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- ➔ Provide feedback to job seekers on the use of assessment tools, strategies, and information

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➔ **Respond to job seekers re: external assessment resources**

Workplace Competencies

Serve Customer

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➔ Become skilled in using a variety of assessment strategies

Workplace Competencies

Serve Customer

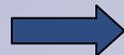
- Become skilled in using a variety of assessment strategies

 **Encourage job seeker to use assessments**

Workplace Competencies

Serve Customer

- Become skilled in using a variety of assessment strategies
- Encourage job seeker to use assessments

 **Work to increase job seekers' satisfaction with the assessment process**

Workplace Competencies

Serve Customer

- Become skilled in using a variety of assessment strategies
- Encourage job seeker to use assessments
- Work to increase job seekers' satisfaction with the assessment process

➔ **Actively listen to job seekers' responses**

Workplace Competencies

Exercise Leadership

Workplace Competencies

Exercise Leadership

- ➔ Explain to job seekers the benefits of using a variety of assessment strategies, tools, and instruments

Workplace Competencies

Exercise Leadership

- Explain to job seekers the benefits of using a variety of assessment strategies, tools, and instruments

➔ **Persuade job seekers to use a variety of assessment strategies**

Workplace Competencies

Negotiate

Workplace Competencies

Negotiate

- ➔ Establish realistic and attainable goals regarding expectations from assessment

Workplace Competencies

Work with Diversity

Workplace Competencies

Work with Diversity

- ➔ Provide multiple methods for job seekers to utilize assessment strategies, tools, and instruments

Workplace Competencies

Acquire and Evaluate Information

Workplace Competencies

Acquire and Evaluate Information

- ➔ Use testing and other strategies to determine job seekers' skills levels, training needs, interests, barriers, and abilities

Workplace Competencies

Acquire and Evaluate Information

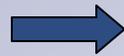
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➔ **Evaluate job seekers' assessment results to effectively match them with opportunities**

Workplace Competencies

Acquire and Evaluate Information

- Use testing and other strategies to determine job seekers' skills levels, training needs, interests, barriers, and abilities
- Evaluate job seekers' assessment results to effectively match them with opportunities

 **Formulate and pose verbal questions to obtain job seeker information on needed services**

Workplace Competencies

Acquire and Evaluate Information

- Use testing and other strategies to determine job seekers' skills levels, training needs, interests, barriers, and abilities
- Evaluate job seekers' assessment results to effectively match them with opportunities
- Formulate and pose verbal questions to obtain job seeker information on needed services

 **Formulate and pose open-ended questions to the job seeker to encourage thoughtful responses**

Workplace Competencies

Interpret and Communicate Information

Workplace Competencies

Interpret and Communicate Information

- ➔ Provide information on assessment strategies using understandable language and clear instruction, and in multiple formats

Workplace Competencies

Interpret and Communicate Information

- Provide information on assessment strategies using understandable language and clear instruction, and in multiple formats

➔ **Interpret information to determine job seekers' strengths and weaknesses, training needs, interests, skills, and abilities**

Workplace Competencies

Understand Systems

Workplace Competencies

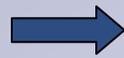
Understand Systems

- ➔ **Understand how assessment contributes to job seekers' successful transition to employment and long-term retention and connects with other career center services**

Workplace Competencies

Understand Systems

- Understand how assessment contributes to job seekers' successful transition to employment and long-term retention and connects with other career center services

 **Identify and understand other employment and training systems**