

# Student Strengths

**Unit:** General Skills

**Problem Area:** Career Exploration

**Lesson:** Student Strengths

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Define the role of self-assessment and psychometrics in identifying student strengths, facilitating learning, and planning a career.**
- 2 Describe various methods of self-assessment and psychometric testing.**

- **Resources.** The following resources may be useful in teaching this lesson:

“Assessment: Find Your Strengths!” *Multiple Intelligences for Adult Literacy and Education*. Accessed Aug. 26, 2009. <<http://literacyworks.org/mi/assessment/findyourstrengths.html>>.

“Career Compass,” *Career Voyages*. Accessed Aug. 26, 2009. <<http://www.careervoyages.gov/careercompass-main.cfm>>.

“Career Interest Game,” *Career Development Center: Missouri Western State University*. Accessed Aug. 26, 2009. <<http://www.missouriwestern.edu/careerdevelopment/cig/>>.

Holland, John L. “The Career Interests Game,” *University of Missouri Career Center: About.com*. Accessed Aug. 26, 2009. <<http://careerplanning.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=careerplanning&z=http%3A%2F%2Fcareer.missouri.edu%2Fstudents%2Fexplore%2Fthecareerinterestsgame.php>>.

Kinn, Mary E., and Maryann Woods. *The Medical Assistant: Administrative and Clinical*, 8th ed. W.B. Saunders, 1999.



- “Kuder® Career Planning System,” *kuder®*. Accessed Oct. 13, 2009.  
<<http://www.kuder.com/solutions/kuder-career-planning-system.html>>.
- Reinhold, Ross. “Personality Pathways,” *About.Com*. Accessed Aug. 26, 2009. <[http://careerplanning.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=careerplanning&zu=http%3A%2F%2Fwww.personalitypathways.com%2Ftype\\_inventory.html](http://careerplanning.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=careerplanning&zu=http%3A%2F%2Fwww.personalitypathways.com%2Ftype_inventory.html)>.
- “Skills Profiler,” *careeronestop*. Accessed Aug. 26, 2009.  
<<http://www.acinet.org/acinet/Skills/default.aspx>>.
- “Skills Search,” *O\*Net OnLine*. Accessed Aug. 26, 2009.  
<<http://online.onetcenter.org/skills/>>.

## ■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ aptitude
- ▶ assessment
- ▶ inventory
- ▶ -metric
- ▶ psycho-
- ▶ psychometrics
- ▶ self-assessment
- ▶ skill

## ■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Ask students to describe the careers in which they are interested and to explain why they are interested in those particular careers. Ask students how people can determine if they are “suitable” for certain careers.*

*Briefly discuss how recognizing and understanding your own personality, interests, values, skills, and aptitude can be helpful in choosing appropriate career paths and in increasing the likelihood of success and satisfaction in a career.*

# CONTENT SUMMARY AND TEACHING STRATEGIES

**Objective 1:** Define the role of self-assessment and psychometrics in identifying student strengths, facilitating learning, and planning a career.

**Anticipated Problem:** How can self-assessment and psychometrics help students identify strengths, facilitate learning, and plan careers?

- I. The role of self-assessment and psychometrics
  - A. Definition of terms
    1. **Self-assessment** is the process of gathering information about yourself; it is a self-evaluation. In self-assessments, people often evaluate their own values, interests, personality, career interests, skills, and abilities.
    2. **Psycho-** is a prefix that means “the mind.”
    3. **-metric** is a suffix that means “measurement” or “to measure.”
    4. **Psychometrics** (“to measure the mind”) is a method of measuring or assessing individual differences in ability, behavior, aptitude, intelligence, and other personal attributes through psychological testing. Some of the most well-known psychometric tests measure interests, personality type, skill, ability, aptitude, values, motivators, attitudes, career aptitude, learning style, and management style.
    5. An **assessment** is a judgment, evaluation, or appraisal. It can also be defined as a method, tool, or instrument for measuring performance or achievement.
    6. An **inventory** is an evaluation or survey; it is an accounting of abilities.
    7. A **skill** is the ability to do something well, often following experience or training.
    8. An **aptitude** is a natural talent or tendency; it is an ability to learn a particular skill or subject matter easily.
  - B. Benefits of informal self-assessment or research-based psychometric testing
    1. It helps identify career options.
    2. It helps match students with careers to which they are well suited.
    3. It helps match students with work environments to which they are well suited.
    4. It helps match students with careers in which they are more likely to be successful and are more likely to reach their potential.
    5. Being well-suited to a job may increase overall job satisfaction.
    6. It may increase the chances of securing a job by helping people identify, articulate, and market their skills and abilities.
    7. It is estimated that approximately 70 percent of employers use some form of psychometric testing in their recruitment and promotion process. Self-assess-

ment may help students gain confidence in their abilities, enabling them to better market themselves during interviews.

**Teaching Strategy:** *Have a pop quiz on the terms. Then display VM–A so they students can grade their own papers. Use VM–B as an overhead transparency. Have students do an informal self-assessment by asking them to list and evaluate their work values, skills, interests, and aptitudes. Students could be encouraged to share information with their classmates to identify commonalities and differences. Afterwards, facilitate a discussion on matching work values, interests, skills, and aptitudes with career pathways.*

**Objective 2:** Describe various methods of self-assessment and psychometric testing.

**Anticipated Problem:** What are some methods of self-assessment and psychometric testing?

II. Self-assessment and psychometric testing

- A. Self-assessment: Informal assessment is an evaluation by students of their own values, abilities, skills, personality, work preferences, work values, interests, career interests, and experience. Many informal self-assessments are available for free on the Internet.
- B. Many college career centers and work-force development organizations offer the following well-known, research-based psychometric assessments to help students with career guidance and job placement:
  - 1. Myers-Briggs Type Indicator (MBTI) (personality)
  - 2. Minnesota Multiphasic Personality Inventory (MMPI) (personality)
  - 3. Likert scale (attitude)
  - 4. Ball Aptitude Battery (aptitude)
  - 5. Armed Services Vocational Aptitude Battery (ASVB) (career aptitude)
  - 6. Strong-Campbell Interest Inventory (SCII) (interests)
  - 7. Kuder Occupational Interest Survey (KOIS) (career interests)
  - 8. Holland Self-Directed Search (SDS) (interests)
  - 9. Keirsey Temperament Sorter (KTS-II) (personality & temperament)
  - 10. Kuder Skills Assessment (skills)
  - 11. Kuder Work Values Inventory (work values)
  - 12. Holland Codes (work personality)

**Teaching Strategy:** *Require students to complete one of the above psychometric assessments to help them identify their strengths, interests, values, skills, and aptitudes. Encourage them to use as many of these valuable resources as possible.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson. Encourage students to do a self-assessment and to complete one or more research-based psychometric assessments to identify their strengths and skills.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

## ■ **Answers to Sample Test:**

### **Part One: Matching**

1. b
2. a
3. f
4. d
5. e
6. c

### **Part Two: Short Answer**

1. Answers should include three of the following: It helps identify career options, matches students with careers to which they are well suited, matches students with work environments to which they are well suited, matches students with careers in which they are more likely to be successful, may increase overall job satisfaction, may increase the chances of securing a job, and may help students gain confidence in their abilities.
2. Answers should include three of the following: Myers-Briggs Type Indicator, Minnesota Multiphasic Personality Inventory, Likert scale, Ball Aptitude Battery, Armed Services Vocational Aptitude Battery, Strong-Campbell Interest Inventory, Kuder Occupational Interest Survey, Holland Self-Directed Search, Keirsey Temperament Sorter, Kuder Skills Assessment, Kuder Work Values Inventory, and Holland Codes.

### **Part Three: Completion**

1. Assessment
2. psychometrics
3. 70
4. evaluation
5. workforce development organizations
6. Myers-Briggs Type Indicator

# Student Strengths

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |             |                    |
|-------------|--------------------|
| a. aptitude | d. inventory       |
| b. -metric  | e. skill           |
| c. psycho-  | f. self-assessment |

- \_\_\_\_ 1. A suffix meaning “measurement” or “to measure”
- \_\_\_\_ 2. A natural talent, or tendency; an ability to learn a particular skills or subject matter easily
- \_\_\_\_ 3. The process of gathering information about yourself
- \_\_\_\_ 4. An evaluation or survey; an account of abilities
- \_\_\_\_ 5. The ability to do something well, typically gained through experience or training
- \_\_\_\_ 6. A prefix meaning “the mind”

## ► Part Two: Short Answer

**Instructions:** Answer the following.

1. List three benefits of self-assessment and psychometric assessment tools with regard to helping you identify your strengths and helping you prepare for a career.



2. List three research-based psychometric assessments used to help students with career guidance and job placement.

### ► Part Three: Completion

**Instructions:** Provide the word or words to complete the following statements.

1. \_\_\_\_\_ is the process of gathering information about you and evaluating your own values, interests, personality, career interests, skills, and abilities.
2. A method of measuring and assessing individual differences in ability, behavior, aptitude, intelligence, and other personal attributes through the use of psychological testing is called \_\_\_\_\_.
3. It is estimated that approximately \_\_\_\_\_ percent of employers use some form of psychometric testing in their recruitment and promotion process.
4. Informal assessment is a(n) \_\_\_\_\_ by students of their own values, abilities, skills, personality, work preferences, work values, interests, career interests, and experience.
5. Many college career centers and \_\_\_\_\_ offer well-known, research-based psychometric assessments to help students with career guidance and job placement.
6. The \_\_\_\_\_ is a commonly used assessment of personality.

# DEFINITION OF TERMS

- ◆ self-assessment: the process of gathering information about yourself; a self-evaluation of your own values, interests, personality, career interests, skills, and abilities
- ◆ psycho-: a prefix meaning “the mind”
- ◆ -metric: a suffix meaning “measurement” or “to measure”
- ◆ psychometrics (“to measure the mind”): a method of measuring or assessing individual differences in ability, behavior, aptitude, intelligence, and other personal attributes through psychological testing
- ◆ assessment: a judgment, evaluation or appraisal; a method, tool, or instrument for measuring performance or achievement
- ◆ inventory: an evaluation or survey; an accounting of abilities
- ◆ skill: the ability to do something well, typically gained through experience or training
- ◆ aptitude: a natural talent or tendency; an ability to learn a particular skill or subject matter easily





# WHAT ABOUT ME?

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- ◆ What are your *interests*? What do you like to do?
- ◆ What are your *work values*? What is important to you in your job?
- ◆ What are your *skills* and your *abilities*? What are you good at? What can you do?
- ◆ How would you describe your personality? What adjectives can be used to describe you? How would others describe you?



# Self-Assessment

## Purpose

The purpose of this activity is to provide you with an opportunity to identify your strengths through self-assessment and psychometrics.

## Objectives

1. Locate Internet resources for self-assessment.
2. Complete several informal Internet self-assessment exercises.

## Materials

- ◆ computer with Internet access
- ◆ writing utensil
- ◆ paper

## Procedure

1. Use the Internet to research “psychometric testing,” “self-assessments,” and “career testing.”
2. Complete several online self-assessment exercises or psychometric assessments.
3. Write a one-page summary of your findings.
  - ◆ Describe the self-assessment exercises you completed.
  - ◆ Describe a career you are interested in and why you believe you are suited for that career based on your skills, interests, aptitudes, and values.
4. Turn in your completed assignment to your instructor.

