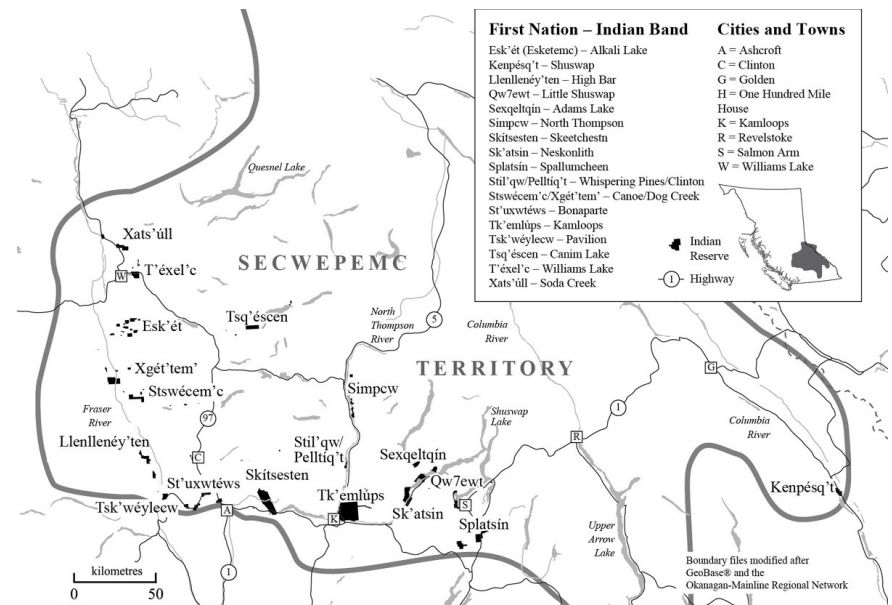

DEVELOPING A TRANSFERABLE SKILLS ASSESSMENT

BUILDING ON SKILLS FOR SUCCESS



CENTERING WHERE I AM FROM

I live in the traditional lands of the Tk'emlúps te Secwépemc within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc.



Sharnelle Matthew and Kathie McKinnon
 Walking in Two Worlds Aboriginal Peoples in the Small City
<https://read.aupress.ca/read/small-cities-big-issues/section/2055caa8-a847-4106-b20c-946d23fc4202#ch07>

WHO I AM



- Noah Arney (he/him)
 - M.Ed. B.Ed. B.A.
 - Certified Career Development Professional (CCDP)
 - Career Services Coordinator
 - TRU Faculty
 - narney@tru.ca



AGENDA

- Theory
- Skills and Skill Frameworks
- Subjective Reports Transferable Skills Assessment



OUTCOMES

- Reflect on the advantages of self and peer assessment for transferable skills
- Reflect on the advantages of subjective reports assessment
- Use the rubric support assessing transferable skills
- Consider future steps for transferable skill assessments

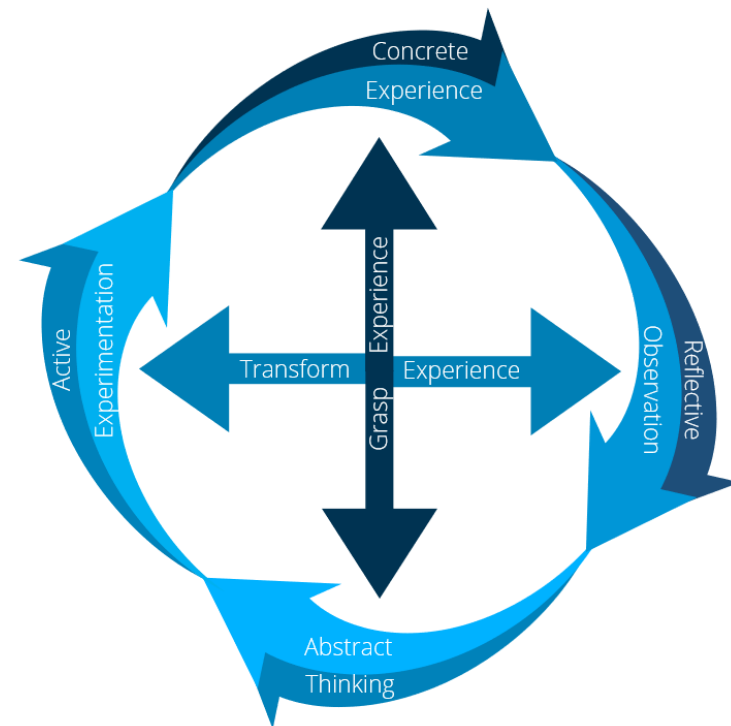


THEORY



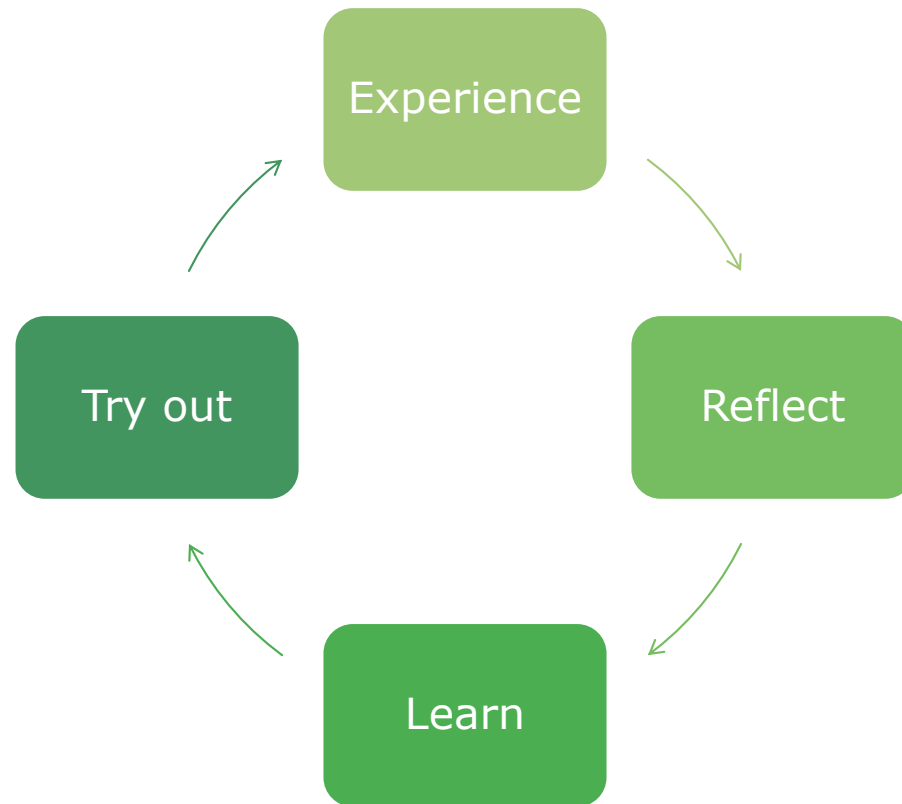
EXPERIENTIAL LEARNING THEORY

- Dewey
 - Experience is educational
- Piaget
 - Assimilation and accommodation
- Engeström
 - Construction from socio-cultural experiences
- Mezirow
 - Disorienting dilemma and critical reflection
- Kolb
 - Experiential Learning Cycle



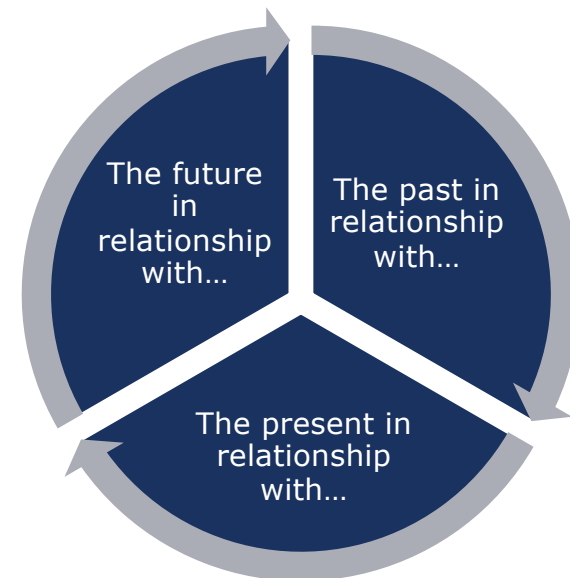
Kolb's Experiential Learning Cycle (Kolb 1984, 2015, Peterson & Kolb 2018)

EXPERIENCE TEACHES SKILLS



THEORETICAL BACKGROUND

- Experience and observation are constructed through
 - Social reality (interpretivist & constructivist)
 - Historical reality (transformative & critical)
 - Relational Reality (Indigenous & relational)



THEORETICAL BACKGROUND

Relational Understanding

- Relationally mediated connections
- Self as impacted by context
- Indigenous Wholistic Framework (Pidgeon 2014, 2016)



Qualitative Career Assessment

- Narrative & Constructivist
- Supporting qualitative assessment
 - Narrative career counselling (McIlveen & Patton, 2007)
 - Self-making (Savickas, 2012)
 - McMahon & Watson – Story Telling (2010)
 - Storying

PURPOSE

It's about supporting a client's process of meaning making, helping them to understand themselves.



SKILLS AND SKILLS FRAMEWORKS

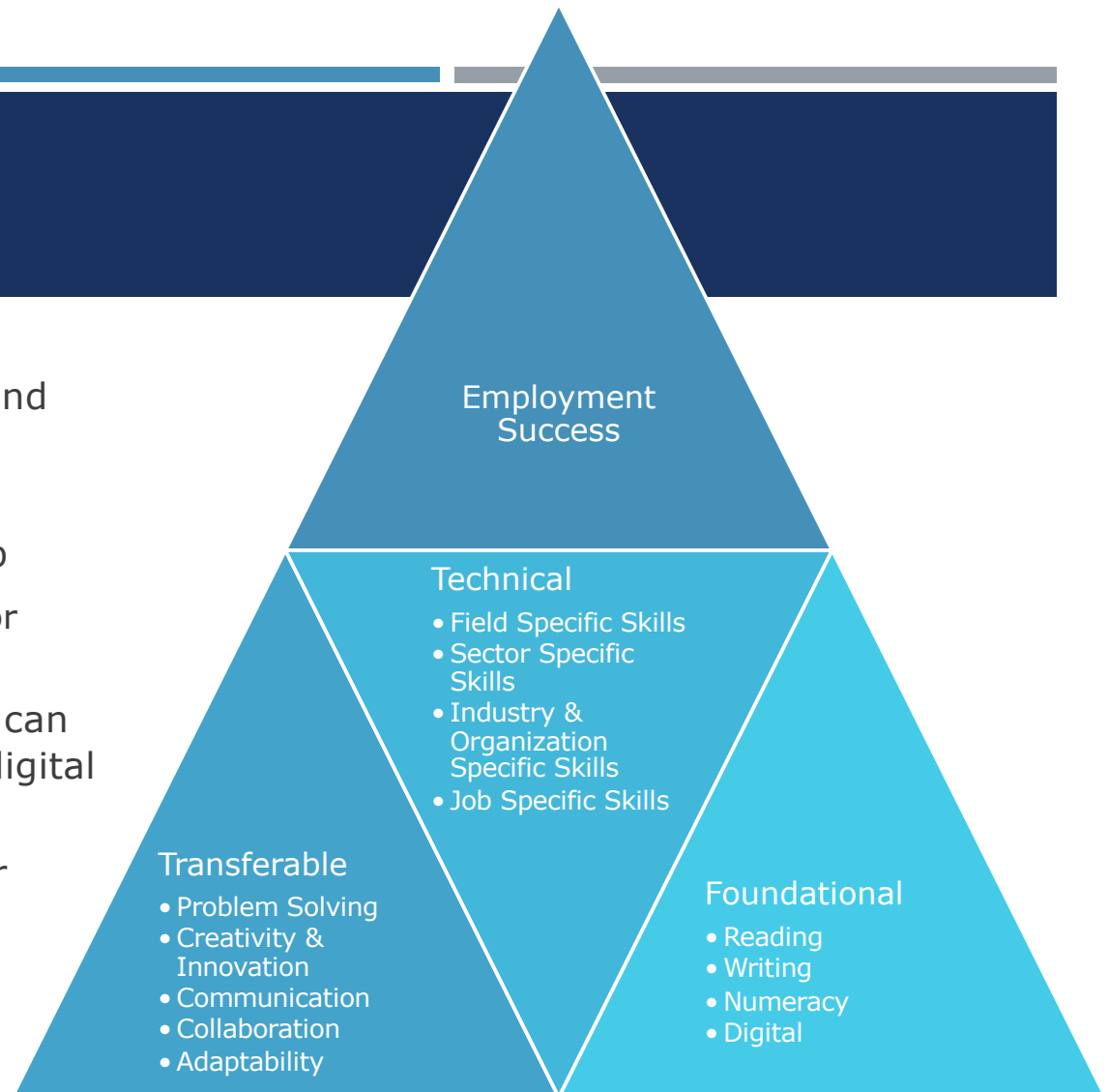


WHY SKILLS FRAMEWORKS

- Gives jobseekers a language (Pretti & Fannon, 2018) to use when explaining their skills to employers
- Enables clients to assess their skills and make a plan to improve them

TYPES OF SKILLS

- Skills as **technical, foundational, and transferable**
- Technical skills are specific to a field/sector/industry/organization/job
 - Technology, tools, common practices or procedures, documentation methods
- Foundational skills are the skills that can be thought of as literacy/numeracy/digital literacy
 - Internationally seen as fundamental or essential skills



WHY SKILL ASSESSMENT?

WIL Program Outcomes

- Confidence
- Knowledge of workplace
- Technical & transferable **skills**
- Improved academic performance and retention
- Stronger understanding of identity
- Access to industry connected communities of practice
- Transformative experiences

Career Advising Considerations

- History
- **Skills**
- Abilities
- Knowledge
- Interests
- Preferred work contexts
- Goals
- Values

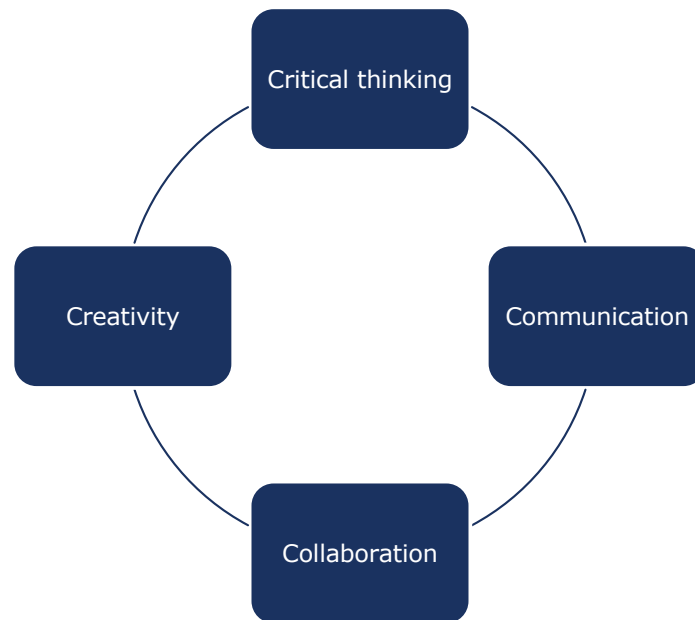
“TRANSFERABLE” SKILLS

- Essential life skills
 - Non-cognitive skills
 - Soft skills
 - 21st century skills
 - Employability skills
 - Career readiness skills
 - Social-emotional skills
 - Behavioural and social skills
 - Transversal competencies
 - Future-ready skills
 - Transferable skills
- Other skill frameworks I've worked with
 - OECD – Big Five Social-Emotional Skills
 - UNESCO – Transversal Competencies
 - NACE – Career Ready Competencies
 - Futureworx – Employability Skills Assessment Tool (ESAT)
 - University of Waterloo – Future-Ready Talent Framework

MOST LISTED SKILLS

- Critical and innovative thinking
- Interpersonal skills
- Intrapersonal skills
- Global citizenship
- Media and information literacy
- Self-management
- Lifelong learning
- Cross cultural agility
- Information & data literacy
- Physical health
- Religious values
- Psychological health

POINTS OF ALIGNMENT

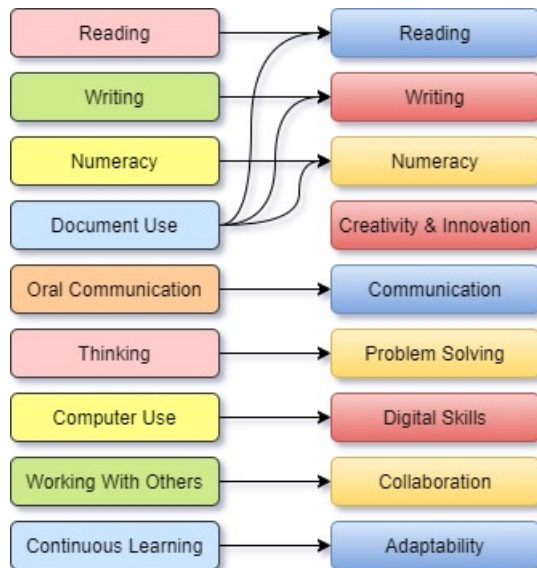




SKILLS FOR SUCCESS

- Employment and Social Development Canada
 - Replacement for the Essential Skills Framework
 - Support understanding of skills that can't be easily automated
- 2018 Futureworx national stakeholder engagement
- 2021 Skills for Success launched

ESSENTIAL SKILLS TO SKILLS FOR SUCCESS



SFS UNDER THE HOOD

- Work focused and transferable
 - Durable or enduring
 - Assessable
 - Teachable/learnable
 - Broadly recognized
 - Flexible and inclusive
- Each of the nine skills has six components which are each themselves a skill
 - I break it into two groups of skills
 - Foundational
 - Transferable
 - The first are much easier to assess than the second

Foundational

Transferable

Reading

Writing

Numeracy

Digital

Problem Solving

Creativity & Innovation

Communication

Collaboration

Adaptability

Identify the task

Identify the task

Identify the task

Use digital devices

Identify the issue to be addressed

Use your imagination and curiosity

Listen with intention

Work well with others

Demonstrate Responsibility

Identify the information

Plan the writing

Identify the information

Use digital tools

Gather information

Identify opportunities for you to innovate

Listen to understand

Value diversity and inclusion

Persist and persevere

Make connections within document

Technical writing skills

Make connections within information

Use digital information/content

Analyze the issue

Generate ideas that are new to you and others

Speak with clarity

Manage difficult interactions with others

Regulate emotions

Understand and apply information in document

Language choice

Apply mathematical operations and tools

Use online tools and platforms

Create multiple options

Develop your ideas

Speak with purpose

Facilitate and environment of collaboration

Set or adjust goals and expectations

Evaluate the document

Format choice

Interpret and evaluate information

Apply safe and responsible practices online

Address the issue

Apply your ideas

Adapt to your audience and contexts

Achieve a common goal with others

Plan and prioritize

Reflect on the purpose and intent of document

Review and revise

Communicate information, results, and implications

Learn new digital skills

Evaluate effectiveness of solution

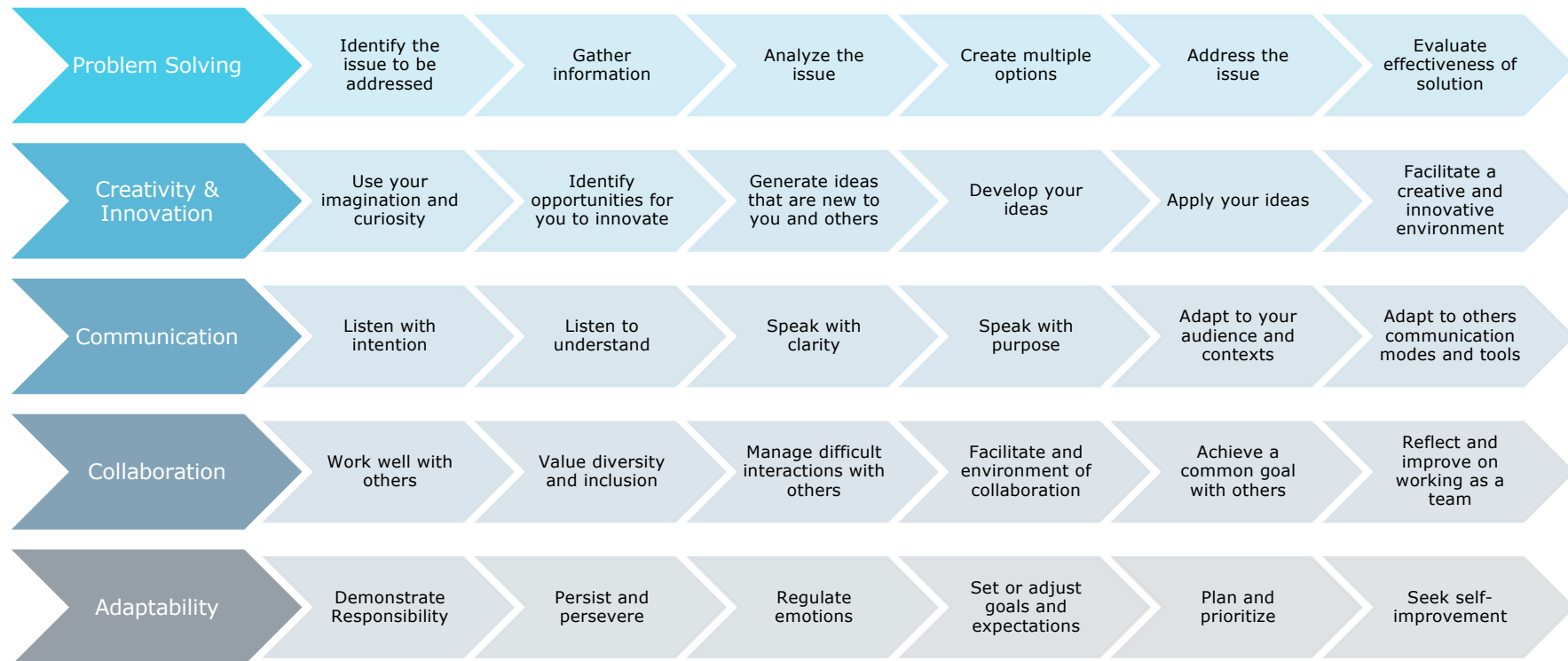
Facilitate a creative and innovative environment

Adapt to others communication modes and tools

Reflect and improve on working as a team

Seek self-improvement

TRANSFERABLE SKILLS IN DEPTH



ASSESSING SKILLS

- Many of the old assessments from the Essential Skills Framework can still be used, but most of these are for Reading, Writing, Numeracy, and Digital
- Some assessments based off of other frameworks for social-emotional or employability skills have been adapted to these new skills (ESAT)
 - Shout-out to ESAT for being a fantastic tool for ongoing assessment
- Communication, Creativity & Innovation, Problem Solving, Collaboration, and Adaptability are much easier to display in practice than in an assessment environment



SUBJECTIVE REPORTS TRANSFERABLE SKILLS ASSESSMENT



UNDERLYING ASSUMPTIONS

- If the skill is easier to display in context than in isolation, then it should be assessed in context
- All assessment, including skill assessment, should be a way for the individual to develop, grow, and improve
 - Provide a place for self improvement and development in the one being assessed
 - Formative assessment, not judgement of completion or competency for external use
- Support qualitative assessment
 - “a structured qualitative instrument, technique or process that facilitates participant reflection” (McMahon et al, 2019)

CAREER DEVELOPMENT AND ASSESSMENT

- “As a result, it is not so much the individual ability, value, or belief that is targeted but rather the meaning that clients ascribe to them because of a connection with other elements of their system of influences.” “Thus, individuals or individual traits are not assessed in isolation but rather systemically.”
 - Developing Qualitative Career Assessment Processes, Mary McMahon, Wendy Patton, & Mark Watson, 2003

ASSESSING

Subjective Reports Assessment

- Recognize that the person attempting to display a skill has an understanding of why they are trying to display it in the way they do
- The client's personal experiences are valid
- The perception of a transferable skill is in many ways the actual skill
- Provide a concrete

Self and Peer Assessment

- Seeing the difference between their own perception and an outside observers
- Self and peer perception provides two or more points for comparison
- Provides a place for reflection on the experience (skill)
- The client is able to better understand themselves and their perceptions
- Leads to development and growth, not grading and ranking

REFLECTING

- The core of the assessment is the reflection
- Reflection on why the person selects a level and a time they displayed it
- Reflection on the differences between self and peer/supervisor
- Reflection on what can be done to improve and on how to display the skill better
 - Poorly displaying a skill doesn't mean you don't have it



WORK-INTEGRATED LEARNING

- The audience of this tool is those engaged in WIL experiences
- Prepare them to return to learning and guide their future development

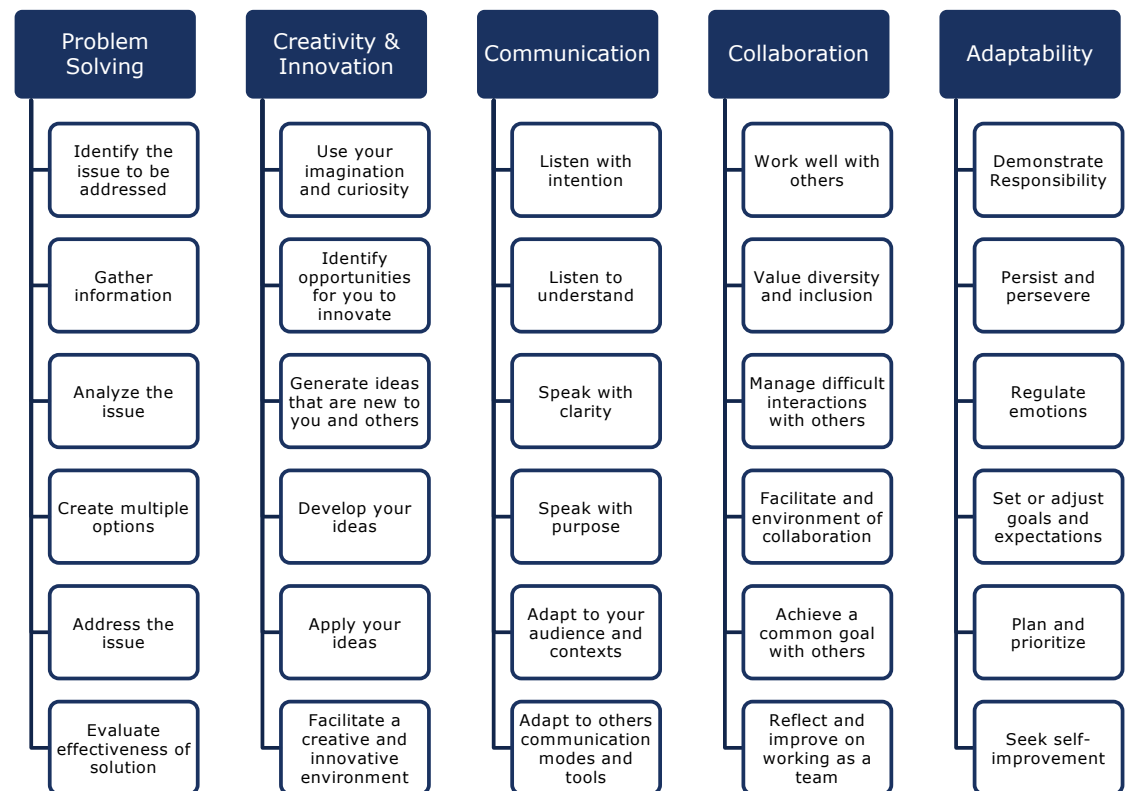
SUBJECTIVE REPORTS TRANSFERABLE SKILLS ASSESSMENT

- Each **skill** (Problem Solving, Creativity & Innovation, Communication, Collaboration, Adaptability, Reflection) has been broken down into 6 **components**.
- Each **component** has three **actions** attached to them under the levels Building, Enhancing, and Proficient.
- For each **component** circle or place a check mark beside the **action** you feel you can consistently do in a professional or student role.

Components	Building	Enhancing	Proficient
Identify the issue to be addressed	Recognize familiar problems and the common issues and variables within them.	Identify common variables in new issues and problems, connecting past experience to the problem.	Identify complex and contradictory variables within new and unfamiliar problems and the specific issues at play within them.

ACTIVITY

- Which of the skills had the **most** components marked as “proficient”?
 - Write down one example story (situation, task, action, result)
- Which of the skills had the **fewest** components marked as “proficient”?
 - Write down a specific task you are going to do to improve it in the next 8 weeks



ALREADY IDENTIFIED LIMITATIONS

- The language is aimed at those with at least one year of university in Canada
 - Difficult to use with clients lacking strong English literacy
- Focus is on self improvement, development, and growth
 - Difficult to report on a group of clients or for use in comparing people as it's an individualistic qualitative practice
- The Rubric includes substantial amounts of information at each level
 - This type of rubric is hard to reproduce electronically and most commonly available survey tools don't enable the type of assessment this is aimed at

NEXT STEPS: RESEARCH PROJECT

- Project will replace the self and employer post work-term evaluation with the SRTSA.
- Those who use it will then assess the assessment based on the recommendations in McMahon et al, 2019.
- Currently waiting on ethics approval before moving forward
- The results of the study will validate whether the assessment is an effective way of formatively guiding continuing development and lifelong learning in relation to key transferable skills.

NEXT STEPS: WIDE AVAILABILITY

- After the research project it will be available widely and for free
- Expected to be under a Creative Commons Attribution-ShareAlike license (CC By-SA)
- Added as an appendix to the University to Career textbook for Career Management classes
<https://universitytocareer.pressbooks.tru.ca/>



QUESTIONS?

FOR MORE INFORMATION, PLEASE EMAIL ME AT
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