



**The European Commission Mutual Learning Programme
for Public Employment Services**

DG Employment, Social Affairs and Inclusion

**PROFILING SYSTEMS FOR EFFECTIVE LABOUR
MARKET INTEGRATION**

New approaches to profiling and holistic assessment

Jenny Bimrose and Sally-Anne Barnes, Warwick Institute for
Employment Research

in collaboration with GHK Limited / Budapest Institute

Date: May 2011

The information contained in this publication does not necessarily reflect the position or opinion of the European Commission.

CONTENTS

1. INTRODUCTION.....	3
2. NEW AND EMERGING APPROACHES TO SOFT SKILLS PROFILING.....	4
3. IMPLICATIONS FOR PES PRACTITIONERS.....	10
4. CONCLUSIONS.....	13
ANNEX 1: REFERENCES.....	16
ANNEX 2: SUMMARY OF SKILLS REVIEWS, IDENTIFICATION, ASSESSMENT AND DIAGNOSIS TOOLS.....	21
ANNEX 3: SKILLS HEALTH CHECK: TWELVE AREAS OF THE TOOL (APRIL 2011)	26

1. INTRODUCTION

1.1 Changing labour markets

Global economic turbulence has signalled yet another set of profound structural labour market changes (Wilson, 2008), with job prospects far less definable or predictable and job transitions more frequent and difficult (Savickas, 2008). These changes require workers to develop skills and competences on an ongoing basis so that they can respond to the changing demands of employment (Savickas et al., 2009). They need to become 'lifelong learners' who embrace flexibility, maintain employability and create their own opportunities.

These new employment conditions are likely to represent particular challenges for those who are registered job-seekers and for the long-term unemployed, many of whom are vulnerable and may be the least able to help themselves. Assisting these individuals back into sustainable employment requires an integrated approach to public employment service (PES) support, which goes beyond simply a job matching approach (that is, matching a person's abilities and achievements with a job description). It will require employment support that facilitates the development of an individual's self-awareness, with a focus on skills, including soft skills.

The need to expand the focus of services to meet the demands created by the shifting global employment context is being acknowledged by PES, who are increasingly paying attention to the need to focus on skills - including soft skills.

1.2 The context for Public Employment Services (PES)

There are two categories of employment support for unemployed people - passive methods (like income support benefits, pension payments) and active interventions (like job placement, training programmes, intensive support for disadvantaged job seekers). Most European governments introduced active labour market programmes (ALMPs) in response to persistent – and now rising – long-term unemployment. 'Flexicurity'¹ is part of the broader picture of employment policy in Europe. The European Commission describes flexicurity as measures to 'help unemployed back to work through job and placement services and labour market programs, efficient job search support and good work incentives (European Commission, 2007. p. 11). ALMPs comprise a crucial element of the flexicurity system in Denmark, with ten other European countries demonstrating different degrees of flexibility, security and employability (Brown et al., 2010).

¹ Flexicurity refers to the convergence of two historically opposed positions. On the one hand, employers, who want flexible labour markets to support the agility argued to be essential for successful business; on the other hand, unions, who seek job security and decent conditions for workers (Horn, 2010).

Within the broad context of employment policies across Europe, different methodologies for allocating available resources include: a) universal provision; b) first come, first serve; c) queuing; and d) differentiation (Bimrose et al., 2007). The differentiation, or targeting, of customer / client need is increasingly necessary to optimise the positive impact of diminishing resources (Hasluck, 2008; Staghøj et al., 2010). Avoidance of the high personal and social costs associated with long-term unemployment are the most commonly cited reasons for trying to ensure that existing resources are targeted at those most in need (Bimrose, 2007). For this purpose, profiling methodologies have emerged. Statistical profiling is now well established, as part of ALMPs, though given that the evidence base for the effectiveness of this approach is inconclusive (Bimrose, 2007), other methodologies have begun to emerge. Skills profiling, including soft skills, is one of these.

1.3 Approach to the discussion paper

The brief for this paper was to focus on recent developments regarding profiling methodologies, particularly soft skills. A literature review (see Annex 1) was undertaken to develop and extend findings of a comprehensive literature review (Bimrose et al., 2007), together with the report from an EU seminar entitled 'Profiling for Better Services' (2005)². The timeframe for the literature review that underpins this paper extends over the period 2005 – 2011. (However, a small number of publications have been included that pre-date this, since they are relevant and were not previously available in the public domain).

1.4 Report structure

There are four sections to this paper, including this introduction. Section two focuses on the definitions of skill, methods of delivering and assessing skill; new and emerging approaches to soft skills profiling; and advantages and disadvantages of skills assessments. Section three focuses on some implications of soft skills assessment for PES practitioners. The conclusion examines the changing context for delivery and challenges in developing an evidence base that provides a clear indication of 'what works for whom'.

2. NEW AND EMERGING APPROACHES TO SOFT SKILLS PROFILING

2.1 Defining soft skills

An important development in PES profiling is the development of tools and methodologies that include skills assessment and appraisal, including softer skills. This has been fuelled, at least in part, by various Government imperatives to drive up skill levels to increase economic competitiveness.

² Profiling for Better Services, Report on EU profiling seminar, January 12-14 2005
<http://www.upjohninst.org/fdss/euroseminar.pdf>

Once an individual's skill profile is available, then gaps in the skills required for sustainable employment can be addressed. However, research into skills is an under-developed area, with the problematic nature of 'skill' being a recurrent theme in the literature. This is particularly obvious in the:

- different constructs used in the range of available tools;
- varied methods of measurements;
- lack of any common standards; and
- range of response formats employed.

A summary of skills appraisals and assessments identified from a recent literature review can be found in Annex 2 (Bimrose, 2007).

Because of the lack of consistency in the approach to skills for employment, there is no commonly accepted definition of skill (Bimrose et al., 2007). 'Skill' is variously described as:

- the ability to perform a task or activity consistently over a period of time. The expertise required for a particular task or occupation that may include manual dexterity and/or mental aptitude;
- a present, observable competence of a candidate to perform a learned act with ease and precision;
- an elementary action requiring manual or verbal dexterity that is necessary for performing a compound or complex set of actions in order to accomplish a particular task;
- the ability to do something well arising from training or practice;
- 'know how'.

(p.xii)

There are four broad categories of skills: academic, generic, technical and soft. Skills assessments for employment often comprise a mix of generic and soft skills, so these two terms are defined below:

Generic or key skills: assumed to be transferable across a range of different contexts³. In the UK, six skill areas have been identified:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning; and
- performance and problem-solving.

'Soft' skills or work-related attitudes: These are the most difficult groups of skills to define, since there is no generally accepted way of conceptualising them. The term can refer to motivation or disposition, and often relates to a

³ Please note: these skills can take on different meanings in different work contexts. For example, 'problem-solving' is often associated with mathematical problems, but can also be applied more generally.

combination of personal attributes and abilities that contribute to overall employability, like:

- enthusiasm;
- reliability;
- sense of humour;
- adaptability;
- ability to take initiative;
- planning and organisation.

(Bimrose et al., 2007)

2.2 Methods used to deliver and assess soft skills

Skills profiling tools can be accessed online, as paper-based versions or as a combination of the two. Many are now available for:

- self-help by the customer / client;
- use in groups; or
- with the support of a PES practitioner.

It should be noted that although the most economical option is undoubtedly the self-administration of these tools, evidence indicates that the most reliable results are obtained through facilitation – especially where an action plan to develop skills is part of the process (Bimrose et al., 2007).

Methods of assessment or appraisal of skills, including soft skills, are determined by their overall purpose, for example, whether they are being used to: support learning; increase self-confidence; measure individual achievement; or evaluate the effectiveness of training programmes. Different methods include:

- i) external, holistic judgements (e.g. by PES practitioners, trainers, etc.);
- ii) portfolio-based assessment (i.e. created by the individuals being assessed);
- iii) purpose-built instruments (i.e. standardised, instrumental assessment, often online); and
- iv) work-based assessments (e.g. carried out by employers or trainers).

Some tools have been designed for ‘one-off’ usage (e.g. those that are designed to assess technical skills in the workplace), whilst others have been designed to be part of an on-going process of development (e.g. academic skills in an educational context or soft skills development in an employment training context). The case has been made against offering skills assessments in isolation from vocational interests. Indeed, any skills tool used to support career progression needs to recognise the importance of needs, motivation, knowledge, values and interests – as well as skills. The thriving and expanding private market in employment and careers services has taken careful note of this point (Bimrose et al., 2007).

2.3 New developments: self-help tools

2.3.1 Skills Health Check

A notable development in the area of tools for the development of skills, including soft skills, is the 'Skills Health Check' diagnostic tool that has been recently commissioned by Government in the UK. It is a new computer-based skills assessment. The target group for this tool is 'all working age adults' at 'all levels of ability (from no qualifications to postgraduate)'⁴. Trials began in autumn 2008, with one evaluation report available (Adams et al., 2009). The early version of the tool formed part of the wider Integrated Employment and Skills (IES) trials and was designed originally as a gate-keeping and referral mechanism for the new 'All Age Careers Service' (recently renamed 'National Careers Service'⁵) in England, which is due to be implemented from autumn 2012. The tool is available online, both for universal use⁶ and for mediated access with a PES practitioner. The version of the tool that was evaluated in 2009 has now been revised thoroughly, through six iterations of review, modification, test and evaluation. It should be noted that development and improvement to the tool (both technological and content-related) will continue until a final version is released in autumn 2012.

The main conclusion from the first evaluation related to the nature and level of support required for the PES practitioners before they were required to use this tool with customers. Practitioners were not clear about the aims and objectives of the tool and so had been quite critical, overall, of its potential value. Both practitioners and customers were generally positive about the 'look and feel' of the instrument and the motivational potential of the skills report (an output from the process of assessment), but practitioners were critical of some aspects of the tool. Recommendations from this first evaluation, therefore, related not only to the training required by PES practitioners, but also to substantial changes that needed to be made to the structure and content of the tool itself. These criticisms have been addressed in the many revisions that have taken place since the first release, but because no evaluation reports are available, it is not possible to report on the particular changes that were made to the system as a result of the six evaluation phases, or the order in which they were made.

As a result of telephone and email discussions with the managers of the tool development (April 2011), training materials were made available, including a descriptive outline of the current structure of the Skills Health Check (see Annex 3). From this outline, it is evident that the tool that has emerged from seven iterations of testing combining generic, soft and technical skills. The same discussion also confirmed that a 'training the trainers' process is now underway, to address problems that have arisen with the first seven releases

⁴ Quotes taken from a powerpoint presentation produced by Next Step (2011), used to 'train the trainers'

⁵ For the policy announcement on the new service, go to: <http://www.bis.gov.uk/news/speeches/john-hayes-national-careers-service-for-england>

⁶ Access at: <https://nextstep.direct.gov.uk/planningyourcareer/skillshealthcheck/Pages/default.aspx>

of the tool. There is an acceptance that a thorough and staged approach to training practitioners is essential for the successful launch of this tool. This is in line with previous findings that emphasised: 'the importance of convincing both practitioners and managers of the value of the tools. Attending to the anxieties of users is another success factor in their implementation and use. Both of these potential difficulties can be mitigated, however, if a skills check is presented more as a process than a one-off event' (Bimrose, et al., 2007, p.31).

2.3.2 'Getting Ready For Your Next Job'

A second example of a new self-assessment tool that focuses on soft skills development is the 'Getting Ready for Your Next Job' inventory for unemployed individuals, developed in the United States (Wanberg et al., 2010). It was developed in response to two needs. First, it is designed to help job seekers with tangible skills, like networking, by addressing several areas related to the job search process that helps job seekers and practitioners identify issues that may cause problems. Second, it provides a self-assessment option for those wishing to take an independent route to self-help. This tool can be mailed to individuals or made available online. It was financially supported by Government so that it could be made available for universal access to any state or private agency or counsellor assisting unemployed job seekers. The inventory assesses thirteen distinct areas that are relevant to successful job outcomes for a diverse customer base. The target group is unemployed job seekers of varying educational levels and background. In contrast with the skills health check (see above), the inventory was refined in 5 stages, with multiple samples. The finished version is available to download in full⁷. Two interesting features of the tool are that it contains feedback boxes, so that general advice, job-search tips, or information about resources and specific actions to increase success can be provided to the customer and it was developed to accommodate varying levels of experience and ability (since multiple target inventories are likely to prove too wieldy to administer). Data, available so far, suggest that both practitioners and job seekers find the inventory useful. The sub-scales that are used have been identified as a potential limitation and possible improvements suggested (Wanberg et al., 2010).

The Kuder Career Search and Kuder Skills Assessment have been previously reviewed (Bimrose et al., 2007, p.15-16). Now, a tertiary education college and adult version of the Kuder Skills Assessment (KSA-CA) is available (Rottinghaus, 2009). Like other versions, this new measure integrates advances in the measurement of self-efficacy across 16 basic occupational domains (e.g. finance, information technology) and the six Kuder Clusters⁸. It includes more difficult items and more reflective tasks. Although correlations

⁷ See: <http://www.ynj.csom.umn.edu/>

⁸ Outdoor/Mechanical; Science/Technical; Arts/Communication; Social/Personal Services; Sales/Management; and Business Operations.

are all positive (with most exceeding .30), it is noted that more work needs to be undertaken to examine the validity of the tool for different adult samples.

2.3.3 Job matching assessment for people with developmental disabilities

Plenty of tools exist for those without disabilities, but few address soft skills assessment for people with developmental disabilities (Morgan, 2008). Only one attempt to develop an instrument that assesses preferences, skill levels and job requirements for job seekers with developmental disabilities was found from the literature, produced in the United States (Morgan, 2008). Here, 'developmental disability' refers to those suffering intellectual disabilities, autism spectrum disorder, etc. A web-based program has been developed for use by these individuals, supported by Government funding, which shows between two to four minutes of video for up to 120 jobs and allows the user to select a list of about five most preferred ones to guide transition or rehabilitation planning. An initial set of decisions reduces the length of the assessment to less than 60 minutes. Most of the assessment can be completed by a job seeker using a mouse at a computer terminal, although a practitioner is encouraged to assist. A narrator's voice accompanies the videos and describes the critical tasks in each job analysis. After viewing the video clips, job seekers make a sequence of decisions related to work conditions, tasks and specific jobs.

The findings from the initial evaluation of this tool indicate its value in gauging the degree of fit amongst preferences, skills and job requirements for this target group. It is argued that it could represent an important component that will assist job seekers with developmental disabilities get supported or competitive employment. A cautionary note relates to the dangers of using career matching as a 'quick fix', but as a way of establishing motivation towards a career plan, maximising aspiration and achievement.

2.4 Advantages and disadvantages of skills profiling tools

2.4.1 Advantages:

- Skills assessments are increasingly combining different types of skills (soft, generic, technical) with vocational interests, motivation, knowledge, values and needs, providing a broader and more rigorous base for future employment and career decisions. This provides a more holistic approach to individual appraisal.
- Skills assessments are increasingly available online, for self-administration by customers / clients who prefer to work alone. It also increases flexible access.
- The process of reflection required to complete a skills assessment represents a learning and self-awareness process in itself.
- Skills profiling is sympathetic to a policy context in which lifelong learning is promoted – with a tremendous richness in the type of learning activities that individuals can undertake to develop their skills.

- Skills profiling can help individuals understand how the context is important in the development of skills and how skills are transferrable across different personal and employment contexts.

2.4.2 Disadvantages:

- Since the evidence base relating to ‘what works for whom’ is under-developed for most profiling tools developed with the support of public funding, the precise value of skills assessments is unclear.
- Soft skills assessment tools for disadvantaged groups of customers / clients are sparse.
- Whilst there is a trend towards self-help, through online assessment tools, the most reliable results are obtained through facilitated tools – especially where an action plan to develop skills is an outcome from the process.
- It is essential to convince both PES practitioners and their managers of the value of these tools, before successful implementation is possible.
- The use of language around the implementation of skills assessments can be confusing and difficult for customers / clients and PES practitioners to understand.

3. IMPLICATIONS FOR PES PRACTITIONERS

3.1 The changing nature of expertise required

The policy priority related to lifelong learning across Europe, necessary to support individuals making labour market transitions in the turbulent and competitive global market place, highlights the need for a more holistic approach to employment support, including a role for greater use of skills assessments, including soft skills, in PES practice.

A central feature of up-skilling and re-skilling policies for increased economic competitiveness across Europe is the need for learning to take place throughout working life (and beyond), not just for entry to the labour market or at critical transition points. Reflected in these fundamental shifts are the changes that have occurred in relation to the nature of career and employment. No longer can career or employment choices be regarded as point-in-time ‘events’ (Osipow & Fitzgerald, 1996, p.50). Rather they should be regarded as part of a developmental ‘process’ over a longer period of time (Osipow & Fitzgerald, 1996, p.54).

These changes challenge a simplistic ‘matching approach’ to employment and career development. That is, individuals who are in transition, who are not in employment or who wish to change jobs should be ‘matched’ with the ‘right’ jobs or courses as quickly and efficiently as possible. The continued dominance of this matching approach in employment and careers practice has been criticised as having limited relevance in the current social and economic conditions (e.g. The Skills Commission, 2008). It ignores the fluidity and volatility of the labour

market, marginalises the importance of context and neglects individual emotions / motivation. Unsurprisingly, there is a move away from this type of logical, objective scientific approach towards 'a multiple perspective discourse' (Savickas, 1993, p.205), with career and employment practice now characterised by six trends:

- *Expertise*: practitioners are no longer the experts, with the solution for customers / clients. Rather they support individuals in speaking and acting for themselves.
- *Enablement*: replaces the concept of 'fit', with an affirmation and tolerance of diversity.
- *Context and culture*: a broadening of focus beyond work-role towards career adaptability and career narratives.
- *Personal and public domains*: acceptance of a greater integration of these two areas.
- *Subjective techniques*: increasingly being combined with objective techniques.
- *Measurement to meaning*: a shift away from objectifying clients by measurement to a preference for narratives and sense-making.

(Savickas, 1993)

The individual reflection required by the customer / client to complete skills assessments and the lack of any one 'right answer' at the end of the process is not only a learning process in itself, but will encourage individuals to think about their own empowerment through skill development and to cope with uncertainty. This process will place new demands on the expertise of PES practitioners, which will vary according to the context in which they are operating and the priorities of their organisations.

3.2 Increased PES practitioner discretion

PES practitioners are critical to the success or otherwise of all types of interventions (Hasluck & Green, 2007), because they are generally regarded as knowing their individual customers / clients. The increased use of soft skills profiling is likely to increase the need for practitioner discretion. For example, the new Skills Health Check (see section 2.3.1, above), when mediated by a PES practitioner, requires the practitioner to interpret the results presented in the 'Skills Health Check Full Report', provided for the customer / client by the system on completion of the assessment.

Building a relationship with the customer enables a flexible approach to be taken, accommodates a wide range of information (including qualitative) and provides a 'personal touch'. It can also help the PES practitioner to identify the real barriers to work, help motivate customers and provide access to available provision. There are, however, weaknesses with this approach. Organisational performance targets may cause resources to be diverted from some groups to others. There is a risk that clients are not treated equitably, typologies are used to make decisions that are subjective (based on a mixture of factors, like

attitudinal/behavioural responses and social class/status), with organisational performance targets encouraging practitioners to divert resources towards the customers / clients with the best chance of job placement, ('creaming' customers) and 'parking' those who are the most difficult to help (Bimrose, et al. 2007).

3.3 Integrating ICT in PES practice

Digital technology has resulted in a 'quiet revolution' over the past decade, in our lives at work, at home and at leisure (DCMS & BERR, 2009, p. 3). Technology has already influenced, and will continue to influence, both the manner in which public employment services are accessed by customers / clients in the current economic climate and how they are utilised. With increasingly scarce resources, the intelligent use of information and communications technology (ICT) can deliver a whole range of enhanced services, relevant to employment. Two obvious implications for PES practitioners relate to the support practitioners require to engage with ICT in practice and the way ICT changes their practice.

3.3.1 Workforce development

A subtle interaction of internal and external factors shapes the implementation of ICT within organisations. Whilst ICT is already used extensively by PES practitioners for research purposes (e.g. information about entry requirements to jobs, vacancies, etc.), it will be used increasingly for communication with customers / clients (through telephone and email) and for creating personalised resources to help customers / clients back into work (e.g. local labour market information combined with job profiles) (Bimrose et al., 2009). This will be particularly relevant for practitioners using soft skills assessments, since producing a skills profile is likely to be the start of a process of support that requires further and continuing interventions from practitioners. Whether this will be delivered through referral to other agencies or by the PES practitioners who provide access to the skills assessment, there are workforce development needs that will have to be met before practitioner performance is maximised. The implementation of the Skills Health Check (see 2.3.1 above) in the UK has, for example, illustrated the need for careful training support, which includes building practitioner confidence with ICT, as the medium for providing universal access to users.

PES practitioners will have assumptions, expectations and beliefs about the technology that are both informed by, and inform, ideas and assumptions toward the technology found within the organisational culture. This is of particular importance when considering the crucial issue of workforce development in this area (Bimrose, et al., 2011).

3.3.2 Changing working practices

Assessing, tracking and monitoring the activities of unemployed people through various parts of the employment service system has been made possible by developments in ICT (Caswell et al., 2010; Gray & Agllias, 2009;

Henman & Marston, 2008; Marston, 2006). This has clear implications for changing PES practice. There is nothing inherently wrong with the introduction of ICT into PES, but the context remains all important, since there is a tendency to consider knowledge embedded in computer-based technologies superior, just because it is based on 'objective calculations' (Marston, 2006, p.84). Electronic assessment profiling tools can create a regime of control around the unemployed⁹, with customers / clients wanting to see a friendly face, rather than simply interacting with a computer interface (Marston, 2006). However, many customers will undoubtedly prefer the option of self-help through the use of ICT. The final release of the Skills Health Check in the UK (due in autumn, 2012) will have a management information system underpinning the tool so that users can be tracked. A key question will be 'for what purpose will these data be used?'

Overall, some of the new technologies in PES will be welcomed, but others risk being regarded as a threat to the aims of delivering a personalised and respectful service.

4. CONCLUSIONS

4.1. Changing context for delivery of PES

The Organisation for Economic Co-operation and Development (OECD, 2010) has noted how many governments are increasingly using private and non-profit entities to provide goods and services to citizens. As a result of the changing economic and political landscapes, demand for support from a broad spectrum of individuals needing help with employment and career progression is on the increase, with the emergence of a plethora of new market players and cross-sector partnerships involving public, private and third sectors. Those operating within PES and the careers support market in the UK, for example, are experiencing considerable systems change. Decentralisation is the ideal. Trusting individuals to take control of the decisions that affect them by devolving power, increasing citizen participation, and promoting community ownership are primary policy goals (Bimrose et al., 2011; Department for Work and Pensions, 2011).

Holland, Australia and Denmark are countries that already have full-scale tendering models, with all target groups of jobseekers referred to external service providers. However, it has been found that because providers struggle to survive in the market, they have to minimise risk, so innovation becomes a low priority (Bredgaard & Larsen, 2008). Additionally, vulnerable customer / client groups can be at particular risk of neglect, since they do not represent opportunities to earn the highest profit margins for providers (Bruttel, 2004).

⁹ By being heavily automatised, the JSCI system in Australia, for example, has been criticised for de-individualising services and minimising the discretionary capacity of the PES practitioners. One consequence has been to make it harder for staff not to apply harsh new financial sanctions and penalties to the unemployed.

This newly emerging context for service delivery has clear, though slightly contradictory messages for the development and use of profiling tools by PES practitioners. On the one hand, it is conducive to increase the level of customer / client self-help, through the use of on-line profiling tools, since there is a political aspiration for online tools and services to reduce the demand (and therefore cost) for one-to-one contact. On the other hand, the economic vulnerability of private providers in the market place is acting as a break on research and innovation. Development of new tools and investment in the further development of existing tools is therefore unlikely to be seen as the responsibility of Governments.

Additionally, new private players in the employment market may require greater levels of cooperation between PES practitioners and private practitioners, like strong referral procedures.

4.2. What works for whom?

A review of the evidence of 'what works for whom' in the UK (Hasluck & Green, 2007) draws attention to the sheer diversity of PES customers / clients. This includes personal characteristics, household circumstances, neighbourhood and wider local and sub-regional contexts, barriers to employment faced, attitudes and motivation. Trying to evaluate what works for whom, therefore, requires more than reference to a broad group of service users. It is necessary to 'drill down' much further within each customer group to ascertain what their needs are and how well existing provision meets those needs. Often evaluation programmes have failed to focus on specific customer / client groups in sufficient detail and have concentrated instead on overall measures of impact, effectiveness and cost.

The needs of the users of skills assessments are also unpredictable – and will vary at different stages of their work lives. For example, users may wish to:

- Up-date their skills, knowledge and understanding in their current occupational area;
- Reflect on their current competences in order to know the type of jobs they could do immediately or in the future;
- Improve their level of expertise in a general area or proficiency in a specific competence;
- Support their learning development or formulate their learning goals;
- Bring together their achievements and learning from different fields: education, training, employment, home, community and leisure (learning from all these areas may contain aspects of both formal and informal learning);
- Get a new job;
- Find out what learning activities are available (and feasible);

- Decide upon a particular learning path;
- Undertake particular learning actions;
- Have their skills assessed;
- Formulate a personal development plan;
- Discover how and where to get support from a learning network;
- Investigate where and how they can share their learning development; and
- Find out how to get involved in learning activities.

(Bimrose, et al., 2007, p. 22)

Of the skills assessments in use in the public sector, relatively little evaluation has been undertaken of ‘what works for whom’. Funding for the development of many of tools referred to in the literature has come from public sources (e.g. the European Union; Higher Education), where typically short-term projects have been supported that address specific local, regional, educational or occupational needs. When funding ceases, the development support for the tool has also ceased, with the result that examination of effectiveness (especially over a longer time frame) is lacking. Many available tools may therefore have considerable merit, but claims to effectiveness have not been validated (see Annex 2 for an indication of which tools have been robustly evaluated).

In contrast, tool development in the private sector typically has a robust evidence base. Developing this evidence base has often been an investment decision that supports the marketing strategy of the product (Bimrose, 2007).

For the new Skills Health Check in the UK (see section 2.3.1 above), it will be some time before evidence is available that helps address this question.

4.3. Soft skills assessment – the future?

A clear consensus emerges from the literature relating to the need for more individualised, holistic approaches, especially for the most disadvantaged clients. At the heart of this type of approach are likely to be online tools that include soft skills assessments.

The inter-related nature of the components that comprise different types of ALPMs in countries across Europe requires a coherent approach to the overall design of these programmes. Indeed, overall success (however this is defined) is likely to depend not only on the robustness and relevance of such tools, but also on effective inter-agency collaboration that will support the smooth transition of the customer / client from one component of support to another. At the heart of this inter-agency collaboration will be the expertise of PES practitioners, who will need to accommodate the challenges of a dynamic and changing context for service delivery.

ANNEX 1: REFERENCES

Adams, L., Oldfield, K., Fellows, L., & P., H. (2009). Evaluation of the Skills Health Check Diagnostic Tool. Coventry: Learning and Skills Council National Office Retrieved from <http://dera.ioe.ac.uk/158/1/nat-shctoolevaluation-aug09.pdf>.

Department for Culture, Media and Sport and Department for Business, Enterprise and Regulatory Reform (2009). *Digital Britain: The Interim Report. Cm 7548*. TSO: Norwich.

Behncke, S., Frölich, M., & Lechner, M. (2007). Targeting Labour Market Programmes: Results from a Randomized Experiment. *IZA Discussion Paper No. 3085*. Germany: IZA.

Berkel, R. v. (2006). The decentralisation of social assistance in The Netherlands. *International Journal of Sociology and Social Policy*, 26(1), 20-31.

Bimrose, J., Barnes, S-A., Brown, A., Hasluck, C., & Behle, H. (2007). *Skills Diagnostics and Screening Tools: A Literature Review*. (459, research report). Leeds: Department for Work and Pensions/Corporate Document Services. Retrieved from <http://www.dwp.gov.uk/asd/asd5/rports2007-2008/rrep459.pdf>.

Bimrose, J. (2008). Guidance with Women. In J. A. Athanasou & R. V. Esbroeck (Eds.), *International Handbook of Career Guidance* (1st ed., pp. 375-404). Dordrecht: Springer.

Bimrose, J. and Barnes, S-A. (2010). *Labour market information (LMI), information communications and technologies (ICT) and information, advice and guidance (IAG): the way forward?*, London: UK Commission for Employment and Skills. Retrieved from: http://www.ukces.org.uk/upload/pdf/424721%20LMI%20report_2.pdf

Bimrose, J., Hughes, D. & Barnes, S-A. (2011). *Integrating new technologies into careers practice: Extending the knowledge base*, London: UK Commission for Employment and Skills. Retrieved from: <http://www.ukces.org.uk/upload/pdf/Integrating%20New%20Technololgies%20into%20careers%20practice.pdf>

Black, D. A., Galdo, J., & Smith, J. A. (2007). Evaluating the Worker Profiling and Reemployment Services System Using a Regression Discontinuity Approach. *The American Economic Review*, 97(2), 104-107.

Bredgaard, T., & Larsen, F. (2008). Quasi-Markets in Employment Policy: Do They Deliver on Promises? *Social Policy and Society*, 7(03), 341-352.

Brown, A., Bimrose, J., Barnes, S-A., Kirpal, S., Grønning, T. and Dæhlen, M. (2010). *Changing patterns of working, learning and career development*

across Europe: final report (EACEA/2007/07), Brussels: Education, Audiovisual & Culture Executive Agency Retrieved from: http://ec.europa.eu/education/more-information/doc/2010/warwick_en.pdf

Bruttel, O. (2004). *Contracting-out the Public Employment Service and the consequence for hard-to-place jobseekers: Experiences from Australia, the Netherlands and the UK*. Paper presented at the Second Annual ESPAnet Conference University of Oxford. Retrieved from <http://www.spsw.ox.ac.uk/fileadmin/static/Espanet/espanetconference/papers/ppr.11A.OB.pdf.pdf>.

Caswell, D., Marston, G., & Larsen, J. E. (2010). Unemployed citizen or 'at risk' client? Classification systems and employment services in Denmark and Australia. *Critical Social Policy*, 30(3), 384-404.

Coffey Communications (William F. Sullivan, L. C., Lisa Kolovich, Charles W. McGlew, Douglas Sanford and Richard Sullivan). (2007). *Worker Profiling and Reemployment Services. Evaluation of State Worker Profiling Models (Final report)*. Maryland, USA: U.S. Department of Labor Employment and Training Administration Office of Workforce Security. Retrieved from http://www.upjohninst.org/fdss/wprs_eta_op_07_15.pdf.

Curtis, D. D. (2003). *Assessing employability skills: the case of problem-solving*. Paper presented at the The changing face of VET: 6th annual conference of the Australian VET Research Association, Sydney, Australia.

Dehejia, R. H. (2005). Program evaluation as a decision problem. *Journal of Econometrics*, 125(1-2), 141-173.

Department for Work and Pensions (2010). *The Work Programme Framework*. London: DWP. Retrieved from: <http://www.dwp.gov.uk/docs/work-programme-prospectus.pdf>

Domenico, G. D., & Spattini, S. (Eds.). (2008). *New European Approaches to Long-Term Unemployment: What role for public employment services and what market for private stakeholders?* Netherlands: Kluwer Law International BV.

Ernst, E. (2008). Coping with labour shortages: How to bring outsiders back to the labour market? In OECD (Ed.), *OECD Economic Surveys: Netherlands* (Vol. 2008, pp. 69-98). Paris: Organisation for Economic Cooperation & Development.

European Commission (2007). *Towards Common Principles of Flexicurity: More and better jobs through flexicurity and security*. European Community: Luxembourg

Frölich, M. (2008). Statistical Treatment Choice: An Application to Active Labor Market Programs. *Journal of the American Statistical Association*, 103(482).

Frölich, M., Lechner, M., & Steiger, H. (2003). *Statistically Assisted Programme Selection - International Experiences and Potential Benefits for Switzerland*. Switzerland: Swiss Institute for International Economics and Applied Economic Research (SIAW), University of St. Gallen. Retrieved from [http://www.siaw.unisg.ch/org/siaw/webold.nsf/SysWebRessources/ML_2003_F_SAPS_dp/\\$FILE/saps_dp.pdf](http://www.siaw.unisg.ch/org/siaw/webold.nsf/SysWebRessources/ML_2003_F_SAPS_dp/$FILE/saps_dp.pdf).

Gray, M., & Agllias, K. (2009). Australia: Contemporary Issues and Debates on the Social Welfare System. In J. L. Powell & J. Hendricks (Eds.), *The Welfare State in Post-Industrial Society: A Global Perspective* (pp. 271-291). New York: Springer.

Hasluck, C., & Green, A. E. (2007). What Works for Whom? A Review of Evidence and Meta-analysis. (407, DWP Research Report). Leeds: Corporate Document Services Retrieved from <http://www.dwp.gov.uk/asd/asd5/rports2007-2008/rrep407.pdf>

Hasluck, C. (2008). The Use of Statistical Profiling for Targeting Employment Services: The International Experience. In G. D. Domenico & S. Spattini (Eds.), *New European Approaches to Long-Term Unemployment: What role for public employment services and what market for private stakeholders?* (pp. 39-56). Netherlands: Kluwer Law International BV.

Henman, P. (2004). Targeted! Population segmentation, electronic surveillance and governing the unemployed in Australia. *International Sociology*, 19(2), 173-191.

Henman, P., & Marston, G. (2008). The Social Division of Welfare Surveillance. *Journal of Social Policy*, 37(2), 187-205.

Horn, M. (2010). *The role of active labour market programs within a flexibility framework. A discussion paper for the Brotherhood of St Laurence Roundtable on Flexicurity*. Australia: Brotherhood of St Laurence Retrieved from http://www.bsl.org.au/pdfs/Horn_Flexicurity_role_of_active_labour_market_programs_paper_June_2010.pdf.

Jacobi, L., & Kluve, J. (2006). Before and After the Hartz Reforms: The Performance of Active Labour Market Policy in Germany. *IZA Working Paper No. 2100*. Germany: IZA.

Jacobson, L. (2009). *One Strengthening One--Stop Career Centers: Helping more Unemployed Workers Find Jobs and Build Skills*. Paper presented at the Brookings – NASWA Forum. Retrieved from http://www.brookings-tsinghua.cn/~media/Files/events/2009/0508_career_centers/0508_career_centers_jacobson_slides.pdf.

- King, Z., Burke, S., & Pemberton, J. (2005). The 'bounded' career: An empirical study of human capital, career mobility and employment outcomes in a mediated labour market. *Human Relations*, 58(8), 981-1007.
- Kluve, J. (2010). The effectiveness of European active labor market programs. *Labour Economics*, 17(6), 904-918.
- Koning, J. d. (2003). *The Reform of the Dutch Public Employment Service*. Rotterdam, Denmark: SEOR bv, Erasmus University Rotterdam. Retrieved from <http://www.seor.nl/media/publications/reform-dutch-public-employment-service.pdf>.
- Marston, G. (2006). Employment services in an age of e-government. *Information, Communication & Society*, 9(1), 83-103.
- Meyers, R., & Houssemand, C. (2010). Socioprofessional and psychological variables that predict job finding. *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, 60(3), 201-219.
- Morgan, R. L. (2008). Job matching: Development and evaluation of a web-based instrument to assess degree of match among employment preferences. *Journal of Vocational Rehabilitation*, 29(1), 29-38.
- O'Connell, P. J., McGuinness, S., Kelly, E., & Walsh, J. R. (2009). *National Profiling of the Unemployed in Ireland*. Dublin: ESRI.
- OECD (2010). *Restoring Fiscal Stability and Lessons for the Public Sector*. Paris: OECD.
- O'Leary, C. J., Gibbons, S., Atkinson, C., & Gonzalez, G. (2008). *Statistical Targeting to Support Reemployment*. Paper presented at the Statistical Targeting to Support Reemployment Services webinar, U.S. Department of Labour, Washington DC. Retrieved from [http://research.upjohn.org/cgi/viewcontent.cgi?article=1028&context=confpapers&sei-redir=1#search="job+seeker+profiling"](http://research.upjohn.org/cgi/viewcontent.cgi?article=1028&context=confpapers&sei-redir=1#search=).
- Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development* (4th ed.). Needham Heights, Massachusetts: Allyn & Bacon.
- Plesca, M., & Smith, J. (2007). Evaluating multi-treatment programs: theory and evidence from the U.S. Job Training Partnership Act experiment. *Empirical Economics*, 32(2-3), 491-528.
- Pollmann-Schult, M., & Buchel, F. (2005). Unemployment Benefits, Unemployment Duration and Subsequent Job Quality. *Acta Sociologica*, 48(1), 21-39.
- Rosholm, M., Svarer, M., & Hammer, B. (2004). *A Danish Profiling System Working Paper No. 1418*. Aarhus University Economics Department Working Paper No. 2004-13.

Rottinghaus, P. J. (2009). The Kuder Skills Assessment – College and Adult Version. *Journal of Career Assessment*, 17(1), 56-68.

Savickas, M. L. (2008) Helping people choose jobs: A history of the Guidance Profession. In J.A. Athanasou & R. V. Esbroeck (Eds.), *International Handbook of Career Guidance* (pp. 97-114). London: Springer Science + Business Media B.V.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239-250.

Sianesi, B. (2008). Differential effects of active labour market programs for the unemployed. *Labour Economics*, 15(3), 370-399.

Staghøj, J., Svarer, M., & Rosholm, M. (2010). Choosing the Best Training Programme: Is there a Case for Statistical Treatment Rules? *Oxford Bulletin of Economics & Statistics*, 72(2), 172-201.

Stromback, T. (2008). The Job Network and Underemployment. *Economic Papers: A journal of applied economics and policy*, 27(3), 286-302.

The Sesami Research & Team Practice Partnership. (2007). The SESAMI evaluation of employment support in the UK: Background and baseline data. *Journal of Mental Health*, 16(3), 375-387.

The Skills Commission. (2008) Inspiration and Aspiration – realising our potential in the 21st century. National Skills Forum, London.

Wilson, R. A. (2008) *The Future of Work: What does work mean 2025 and beyond?* London: DCSF / Futurelab. Retrieved from: http://www.beyondcurrenthorizons.org.uk/wp-content/uploads/bch_challenge_paper_work_wilson.pdf

Wanberg, C. R., Zhang, Z., & Diehn, E. W. (2010). Development of the 'Getting Ready for your Next Job' Inventory for Unemployed Individuals. *Personnel Psychology*, 63(2), 439-478.

Wandner, S. A. (1997). Early reemployment for dislocated workers in the United States. *International Social Security Review*, 50(4), 95-112.

Wandner, S. A. (2008). Employment programs for recipients of unemployment insurance. *Monthly Labor Review*, 131(10), 17-27.

Wells, W. (2001). From Restart to the New Deal in the United Kingdom. In OCED, *Labour Market Policies and the Public Employment Service* (pp. 242-262). Paris: OECD.

ANNEX 2: SUMMARY OF SKILLS REVIEWS, IDENTIFICATION, ASSESSMENT AND DIAGNOSIS TOOLS

(Bimrose et al., 2007, p.32-38)

Tools	Brief description	Delivery	Target audience	Robustly evaluated	Time to complete	Training to administer	Cost
Skills Check (1)	<ul style="list-style-type: none"> Developed in 2004 Part of a suite of initial and diagnostic assessment tools developed by the Skills for Life unit Designed to help assess the quality of Skills for Life provision (including literacy, language and numeracy provision) Informs self-assessment Assesses organisation against a series of quality statements Can be used or adapted for use in other contexts 	Paper based	colleges	<ul style="list-style-type: none"> 39 evaluation sites Majority did not see relevance of tool or understand its purpose 		Importance of training highlighted	Downloadable booklet
Skills Interest Inventory (SII) and Skills Confidence Inventory (SCI) (2)	<p>SII:</p> <ul style="list-style-type: none"> Under-development since 1927 Evolved from occupational scales to include basic interest scales and general occupational themes From 1970s, viewed interests from 3 perspectives: general; specific; and occupational groups <p>SCI:</p> <ul style="list-style-type: none"> Developed in 1996 to be used with Strong Interest Inventory (SII) Based on Bandura's self-efficacy 	Online or paper based	15 years and above	<ul style="list-style-type: none"> Sample of the 1,853 individuals (1,007 women and 846 men) composed primarily of 'Caucasians' Internal consistency of the 10-item scales reported to range from .84 for the enterprising scale to .88 for the realistic scale Three week test-retest reliability coefficients for college students ranged from .83 for the realistic scale to .87 for the social scale Evidence of the concurrent validity of the General Confidence Themes 	40-50 minutes		\$112 for 10 paper based assessments; \$9.50-\$17.60 per online assessment (dependent on number)

	<p>theory</p> <ul style="list-style-type: none"> Measures self-efficacy for tasks associated with general occupational interests <p>Combined SII/SCI:</p> <ul style="list-style-type: none"> 6 General Occupational Themes to describe personalities and preferred work environments 30 Basic Interest Scales provide information on areas of interest 244 Occupational Scales relate to interest patterns of satisfied workers 5 Personal Style Scales describe preferred style of working, learning, leading, risk taking, and team participation Perceived skills illustrating how interests compare to level of confidence in performing activities Ideal for college and high school counselling, one-to-one management coaching, and staff development programs 			<p>was based on findings that employed adults reported significantly higher confidence levels than college students</p> <ul style="list-style-type: none"> Reported that SCI can be used to help predict occupational choice Statistically significant correlations between interest and skills confidence levels was found Significant confidence-interest correlations were noted within all theme areas, ranging from .44 (enterprising) to .63 (artistic) 			purchased)
Campbell Interest and Skills Survey (3)	<ul style="list-style-type: none"> Available since 1992, dates back to 1927 Assesses degree of skill in 120 specific occupation activities and interest in 200 academic/occupational topics Answers scored with standardised scales Measures self-reported vocational interests and skills 	Paper based, computer or online	15 years and above	<ul style="list-style-type: none"> Standardised using a reference sample of 5,225 employed men and women representing a wide array of occupations and ethnic backgrounds Based on standardised items and normed responses 	25 minutes		\$18 online for individual test

Expanded Skills Confidence Inventory (4)	<ul style="list-style-type: none"> • Developed in 2003 • Based on Bandura's self-efficacy theory • Measures confidence or self-efficacy related to domains of occupational activity • Confidence scales include: interest dimensions such as writing and public speaking • Inclusion of items representing changes in the world of work 			<ul style="list-style-type: none"> • Standardised using a sample of 1,221 graduate students and employed adults • Developed by evaluating 17 scales (comprising 186 items) measuring self-efficacy related to domains of occupational activity • Sample of 496 college students retest values over a 3-week interval ranged from .77 to .89, with a median of .85 (Robinson and Betz, 2004) 			
Kuder Career Search (KCS) (5)	<ul style="list-style-type: none"> • Published in 2001 • Developed from the 1939 Kuder inventories • Combines skills appraisal with interest assessment • Part of Kuder Career Planning System¹⁰ • Matches an individual to all persons in a population of individuals, rather than all persons in an occupational group • Includes 6 career cluster scales and approximately 25,000 job sketches (description of job duties rather than job descriptions) 	Internet	students, jobseekers and career changers	<ul style="list-style-type: none"> • Assessments were re-normed in 2005 • Re-norming included people from all states and territories of the United States, all ethnicities, diverse economic backgrounds, and ages from middle school through to adult • Rank order of career clusters, skills, and work values were re-normalized to ensure results can be interpreted in current context 	each assessment takes 15-20 minutes		\$19.95 to create online Kuder career portfolio
Kuder Skills Assessment	<ul style="list-style-type: none"> • 90 item measure of self-efficacy • Six scales corresponding to 6 career cluster scales of KCS 	Internet	students, jobseekers and career	<ul style="list-style-type: none"> • Difficult to validate, because of its subjectivity • Developed with a sample of 638 	each assessment takes 15-		\$19.95 to create online

¹⁰ The Kuder Career Planning System is an Internet-based system combining research-based interest, skills, and work values assessments with portfolio development, comprehensive educational and occupational exploration resources, and administrative database management. It offers a comprehensive solution for career planners at all stages of career development. The Kuder system includes: Kuder Career Portfolio; Kuder Career Search with Person Match Interest inventory; Kuder Skills Assessment; and the Super's Work Values Inventory.

(KSA) (5)	<ul style="list-style-type: none"> Designed to be used in conjunction with Kuder Career Assessment Part of Kuder Career Planning System 		changers	<p>students from different stages of education and different geographical locations</p> <ul style="list-style-type: none"> Specialised 160 item KSA has internal consistency coefficients from .78 (arts, audio video technology and communication) to .88 (both IT and manufacturing), with a median of .85 	20 minutes		Kuder career portfolio (of which Kuder skills assessment is part of)
Task-Specific Occupational Self-Efficacy Scale (6)	<ul style="list-style-type: none"> Developed in 1989 Self-efficacy measure Transferable across national contexts Assess confidence in performing career task specific skills including: language and interpersonal skills; physical strength and agility; quantitative, scientific and business skills; and aesthetic skills 60 items (1993) 			<ul style="list-style-type: none"> Greek sample of 170 were used to examine the reliability and validity of the tool Sample of 201 students (126 females and 75 males) in psychology and journalism classes at a midwestern university supported the feasibility and utility of a task-specific measure of occupational self-efficacy (Robinson and Betz, 2004) 			
bilans de compétences (7)	<ul style="list-style-type: none"> Set up as law in 1991 in France Career development appraisal which includes a skills assessment Three phases: identification of needs; analysis of motivations, and professional and personal interests; and action planning Enables identification and assessment of professional and personal aptitudes Aims to set out plan to define next steps/outcomes Organises individuals' professional priorities Delivered through a network of 	Individual-ised, face-to-face		<ul style="list-style-type: none"> Sample of 1,460 students, employed and unemployed who had undertaken skills checks in France concluded that it had benefits and positive impacts for the individual and society 	up to 24 hours	Training required to administer	

	'Centres interinstitutionnels de bilan de compétence' (CIBC)						
Brigance Diagnostic Life Skills Inventory (8)	<ul style="list-style-type: none"> • Criterion-reference measure • In-depth skills assessments range in difficulty from grade levels 2-8 • Assesses listening, speaking, reading, writing, comprehending and computing skills within the context of everyday situations • Rating scales evaluate aptitude or attitude • Part of a range of assessments including: Brigance Diagnostic Inventory of Basic Skills; Brigance Diagnostic Inventory of Essential Skills; and Brigance Diagnostic Employability Skills Inventory 	Paper-based, CD-ROM and online	basic adult education, secondary special education, vocational education ESOL programmes Grades 2-8	<ul style="list-style-type: none"> • Norm-referenced tests 		No specialised training required to administer	\$59.95 per CD ROM

Sources:

(1) Quality Improvement Agency, 2007 (UK) [<http://excellence.qia.org.uk>]

(2) (Betz et al., 1996; Betz et al., 1998; Chatrand et al., 2002; Donnay and Borgen, 1999); Association for Assessment in Counseling and Education, 2007 [<http://aac.ncat.edu>]; CPP Inc., 2007 (USA) [<http://www.cpp.com>]

(3) (Campbell, 2002); Pearson Education Inc., 2007 (USA and Canada) [<http://www.pearsonassessments.com>]

(4) (Betz et al., 2003; Robinson and Betz, 2004)

(5) (Zytowski, 2001; Zytowski and Luzzo, 2002); National Career Assessment Services Inc., 2007 (USA) [<http://www.kuder.com>]

(6) (Koumoundourou, 2004; Rooney and Osipow, 1992)

(7) (Jackson et al., 2007; Michaud et al., 2006); Ministre du Travail, des Relations Sociales et de la Solidarité, 2007 (France) [<http://www.travail.gouv.fr>]

(8) (Bradley-Johnson, 1997); Curriculum Associates Inc., 2007 (USA) [<http://www.curriculumassociates.com>]

ANNEX 3: SKILLS HEALTH CHECK: TWELVE AREAS OF THE TOOL (APRIL 2011)

1. Skills Areas:
 - Relative strengths & development areas as seen by the individual
 - Development tips included
 - Generates job suggestions
2. Interests:
 - Activities interested in the most
 - Likely to lead to increased job satisfaction
 - Generates job suggestions if completed with skill areas
3. Personal style:
 - Natural style of behaving, what they most enjoy
 - Likely to lead to increased job satisfaction
 - Generates career guidance
4. Motivation:
 - What is most important to them, e.g. what gives them energy
 - Use to target career search around strong motivators
5. Activity – working with numbers
 - Core activity (relevant to most jobs)
 - How well the individual uses numbers to make judgements
 - Important in areas such as financial services and science and research
6. Activity – working with written information
 - Core activity (relevant to most jobs)
 - How the individual makes judgements using written information
 - Important in areas such as marketing, journalism, legal services
7. Activity – checking information
 - Practice skills in attention to detail
 - Important in areas such as administration and clerical, retail sales and customer service
8. Activity – solving mechanical problems
 - Practice working with mechanical information
 - Important in roles such as engineering, construction and maintenance
9. Activity – spatial
 - Practice working with shapes e.g. rotated or flipped over

- Important for roles such as construction, arts, manufacturing

10. Activity – abstract

- Practice working with imagers in sequence and predicting what comes next.
- Important for roles such as IT, science or medicine

11. Job suggestions

- Job families and jobs that seem suited to the individual
- Not what they should be doing, use as a discussion around jobs
- Linked to skills areas (and interests if both completed)

12. Career guidance

- What comes most naturally when looking for a job
- What comes less naturally when looking for a job – with development tips
- Based on personal styles.