

How can psychometrics support outplacement programmes?

OPP webinar event
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Technical alerts:

If you intend to ask a question during the live audio Q&A session, please be sure dial in using your “audio pin”
You may type in a question at any time via the question window and we will follow up via email after the session.



Welcome & objectives



- Be aware of considerations and issues when using psychometrics in outplacement
- Be able to use psychometrics to assist with outplacement programmes
- Gain confidence - know which tool is best for each situation and how to use them effectively

POLL

What kind of work are you currently doing related to outplacement and career development?

POLL

In your outplacement or career development work, are you using psychometrics?

Agenda



- 10:00 – 10:45**
- What is outplacement?
 - Why use psychometrics in outplacement?
 - Which tools could we use?
 - How to use the MBTI Step I, MBTI Step II, 16PF and FIRO-B instruments in outplacement
- 10:45 – 11:00** Audio Q & A session

What is outplacement?



CIPD defines career and outplacement services as

Activities designed to enable individuals to develop a greater awareness of their capacities, potential, skills and limitations, to help them to pursue the career opportunities open to them and to manage the transition through a career change or into re-employment following the loss of a job



Where do psychometrics fit within existing HR processes?



Considerations

- What is already in use
- How psychometrics selected for outplacement programme differ from those in use
- Ensuring confidentiality
- Maintaining standards of access to questionnaires and ensuring coaches are appropriately qualified



POLL

When you joined your organisation, were psychometrics used in selection processes?

Issues to consider when using psychometric questionnaires in outplacement



- General attitude towards psychometric instruments
- Confidentiality
- Is there a climate of openness and trust?
- They are independent of a selection or redundancy decision
- Is it seen as a 'quick fix'?



Why use psychometrics in outplacement and career development?



- Increase self confidence
- Make sense of and learn from past experience
- Enhance reflection
- Extend ideas for career opportunities
- Understand potential strengths and challenges in job search process
- Use learning from this process to benefit new role
- To provide a perspective to help the career coach understand their client
- Develop self awareness



Develop self awareness of...



- Leadership style
- Stressors and stress reactions
- Motivation
- Impact of organisational culture
- Organisational fit (past and future)
- Recognising impact of role on self
- How others may potentially view behaviour



Psychometrics and career choice



- Recognise how personality may influence career choice
- Explore alternative career options
- Understand how typical or atypical client may be in specific role
- Recognise potential importance of organisational culture



Understand potential strengths and challenges in job search process

- Recognise which elements of job search process may be challenging
- Develop strategies to increase effectiveness
- Use information from psychometrics to enhance CV
- Use feedback information to enhance interview performance
- Provide useful vocabulary to describe self on CV and at interview



Possible ways to enhance career coaching



Psychometrics can help the career coach to...

- Have a perspective on the client's goal
- Consider client's current needs in terms of longer term development
- Recognise approaches that may be most effective in engaging the client
- Consider own coaching style when working with the client



POLL

Which instruments are you currently using in outplacement programmes?

Issues to consider

- The stage in outplacement programme to use psychometrics
- Impact psychometric feedback can have on the career coach/client relationship
- The effectiveness of psychometric questionnaires is dependent on:
 - The skill of the coach
 - Appropriateness to the situation
 - Client attitude
- Psychometrics can be fallible



Which tools could we use?



MBTI: Non judgemental, many resources available, enhances self esteem, facilitates learning from past experience

MBTI Step II: Appreciate differences within personality type, facilitate client's understanding of how they may have learnt to use their non preferred functions, give a perspective on how they might be perceived by others



16PF: Career coaching report, understanding of strengths and development areas, experience of trait based tool that may encounter in selection process



FIRO-B: Provide an alternative perspective, help understand what an individual needs, facilitate understanding of organisational culture

MBTI can be used in different ways



- Awareness of own type
- Awareness of others' type
- Type dynamics
- Grip response and inferior function
- Type development
- Appropriate use of functions
- Broaden career choice
- Facilitate understanding of organisational culture and fit

MBTI career report



Introduction

This report applies your results from the *Myers-Briggs Type Indicator*® (MBTI®) assessment to help you identify job families and occupations that are a good fit for your reported MBTI type. The MBTI tool was developed by Isabel Briggs Myers and Katharine Briggs and is based on Carl Jung's theory of psychological types. It has been used for more than 60 years to help people become more satisfied and successful in their careers.

This Report Can Help You

- Identify job families, or broad occupational categories, to help get you started in your career search
- Choose a specific job or career
- Select a college major or course of study
- Identify strengths and potential weaknesses of your type for the career search process
- Increase your job satisfaction
- Make a career transition or shift
- Plan your career development strategy and action steps



How Your Type Affects Your Career Choice

The kinds of tasks and work environment that tend to be preferred by ENFPs are shown in the charts below. Working at these kinds of tasks and in this kind of environment will help you feel more comfortable and satisfied in your day-to-day work because you will have opportunities to express your natural preferences.

Preferred Work Tasks

- Helping others develop or learn
- Developing multiple solutions to problems
- Seeing the possibilities in any situation or person
- Creating new products or services
- Motivating others by conveying enthusiasm and energy
- Moving quickly from one project to another

Preferred Work Environment

- Offers opportunities to work with a variety of people
- Provides opportunities to travel or to work with people in other countries
- Encourages and rewards creativity
- Has people who get excited by new possibilities
- Has people with a high level of energy
- Fosters teamwork

Action Steps

- ▶ Identify a specific job you are considering.
- ▶ Using an occupational library or online source such as the O*NET database (<http://online.onetcenter.org>), investigate the kinds of tasks you would be doing and the kind of environment you would be working in for this job.
- ▶ Compare these tasks and work environment to those identified for your type in the charts above.
- ▶ If there is considerable overlap, you may want to pursue this opportunity.
- ▶ If there is little overlap, you may want to rethink your plan. However, before you exclude any potential job, see the tips found on the last page of this report.



MBTI Step II



- Frequently builds on existing knowledge
- Facilitates the understanding of uniqueness of type
- Helps to understand and contextualise learnt behaviour
- Provides insight into how someone behaves according to type and where behaviour doesn't fit
- Develop strategies for behaviour in new role



MBTI Step II report

MBTI® STEP II INTERPRETIVE REPORT 21 **INTJ-Manager X**

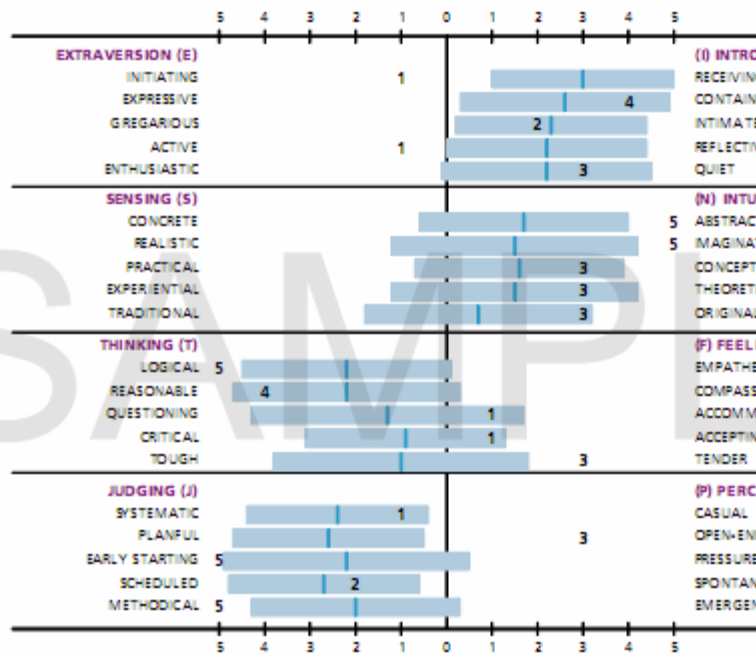
Interpreter's Summary

PREFERENCE CLARITY INDEXES FOR REPORTED TYPE: INTJ

Introversion: Slight (9)	Intuition: Very Clear (51)	Thinking: Clear (33)	Judging: Moderate (19)
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FACET SCORES AND THE AVERAGE RANGE OF SCORES FOR OTHER INTJs

The bars on the graphs below show the average range of scores that occurred for the INTJs in the European sample. The bars show scores that are -1 to +1 standard deviations from the mean. The vertical line shows INTJs' mean score. The bold numbers show the respondent's scores.



Applying Step II to Making Decisions

Effective decisions require gathering information from a variety of perspectives and applying sound methods of evaluating that information. The Step II facets give us specific ways to enhance our decision making, especially those facets related to Sensing, Intuition, Thinking, and Feeling. Below are general questions associated with those facets. The facet poles you prefer are in bold italics. If you are in the Midzone, neither pole is italicised.

SENSING	INTUITION
Concrete: What do we know and how do we know it? Realistic: What are the real costs? Practical: Will it work? Experiential: Can you show me how it works? Traditional: Does anything really need changing?	Abstract: What else could this mean? Imaginative: What else can we come up with? Conceptual: What other interesting ideas are there? Theoretical: How is it all interconnected? Original: What is a new way to do this?
THINKING	FEELING
Logical: What are the pros and cons? Reasonable: What are the logical consequences? Questioning: But what about? Critical: What is wrong with this? Tough: Why aren't we following through now?	Empathetic: What do we like and dislike? Compassionate: What impact will this have on people? Accommodating: How can we make everyone happy? Accepting: What is beneficial in this? Tender: What about the people who will be hurt?

16PF report

Career Interest scores

The Career Interest scores reported on this and the following pages use 16PF Fifth Edition personality scores to predict these well-known and researched career activity, career field and occupational interest scores. As such, all predicted interest scores only reflect the similarity of one's personality patterns to people who actually express interest in them. The research projects basic to these predicted Career Interest Scores are explained in The Manual for the 16PF Career Development Report.

Career Interest scores should be reviewed for explorative counsel to help Mr Engineer learn whether he actually has interests related to his predicted scores. **These scores DO NOT PREDICT his ability, experience or suitability for making career choices. These scores are also inappropriate for making personnel selection decisions or for predicting performance on any job duties.**

Career Activity and Career Field Interest scores

Career Activity Interest scores reflect the broad areas of career/avocational interests found throughout the world of work. **Career Field scores** reflect interests in broad categories of work fields which are subscales of the Career Activity Interests. Again, Mr Engineer's 16PF personality scores were used to predict his similarity to people who express interest in them.

Influencing Interest	5.6
Advertising/Marketing	3.5
Law/Politics	7.7
Management	6.6
Public Speaking	6.1
Sales	1.0

Organising Interest	5.7
Office Practice	4.1
Supervision	3.7

Creating Interest	4.2
Art	4.5
Arts/Design	4.7
Fashion	1.0
Music/Dramatics	5.7
Performing Arts	3.2
Writing	7.7

Helping Interest	3.9
Child Development	2.6
Counselling	4.6
Religious Activities	10.0
Social Service	4.9
Teaching	7.6

Analysing Interest	10.0
Data Management	10.0
Mathematics	10.0
Science	10.0

Producing Interest	10.0
Agriculture	10.0
Mechanical Activities	10.0
Mechanical Crafts	9.8
Woodworking	10.0

Venturing Interest	8.8
Athletics	7.6
Military/Law Enforcement	9.3

Problem-Solving Resources

This section describes Mr Engineer's unique problem-solving resources: What are his overall strengths for solving most problems? How does he usually approach resolving problems which confront him?

Mr Engineer functions quite comfortably with problems and situations that involve abstract reasoning and conceptual thinking. Mr Engineer is quite able to integrate detail and specifics into meaningful, logical wholes. He is very alert mentally. He can see quickly how ideas fit together and is likely to be a fast learner. He seems to be quite curious about the events of the world around him. Being probing intellectually, and having interest in learning from lectures and books, he usually likes to learn about many things. He also strives to seek knowledge for its own sake. Mr Engineer appears to be quite able to learn well from his experiences. He can usually be counted on to use his experience to advantage in solving most problems. Within the areas of Mr Engineer's interests, and if he feels like doing it, he should be quite able to learn much from formal academic training.

Mr Engineer's approach to tasks is usually balanced between getting things done fairly efficiently and having an awareness of the impact of what's done on others involved with him. Usually when Mr Engineer is given or takes sufficient time to resolve problem situations, he tries to be careful and to look ahead in what he does to keep himself from making mistakes that come from acting before he thinks. He normally believes he has control over most of the decisions he makes. Mr Engineer's decisions, in a good number of instances, are likely to be based upon thoughtful considerations in order to get the results he believes to be most important to him. He likes to experiment with and test new ideas and approaches to problem situations. He is usually open to new ways of doing things and tends to welcome changes. He generally likes to put his own ideas into action. However, he may at times be cautious about accepting changes suggested by others.

Patterns for Coping with Stressful Conditions

The personal patterns Mr Engineer presently reflects in efforts to cope with stress and pressure in life are described in this section: Depending on the situation, how does he tend to react to emotionally charged events? What is he likely to do when faced with conflict or opposition on the part of others?

The kind of tension that Mr Engineer seems to be going through at this time is normal for the most part. He is likely to react to worry or pressure much the same as other people. He usually strives to take most situations in his stride and to manage them in a balanced and adaptive way. He rarely allows his emotional reactions to get in the way of what he does or tries to do in situations and relationships. He feels strongly about his reputation and his concerns about how things should be done. He tends, therefore, to act in ways that fit his beliefs about the need for orderliness and having things 'just so'. Mr Engineer tends to be quite controlled emotionally. As a result, he may find it hard to flexibly and comfortably bend with the events happening at the time.

Interpersonal Interaction Styles

This section covers Mr Engineer's styles for relating and communicating with others: How does Mr Engineer usually react in dealing with others? What are his major sources of gratification and satisfaction when building relationships with others?

16PF



- Comprehensive career development report provides insightful information to inform job search process, career choice and ongoing career management strategies
- Provides measure of trait based behaviour
- Gives profile of behavioural traits and how that might be perceived by others

FIRO-B



- Can help to understand what an individual needs from working relationships and their role
- Provides a way of understanding how organisational culture may or not meet a client's needs
- Puts past working relationships into context

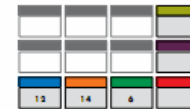


FIRO-B report

YOUR FIRO-B® RESULTS

	INCLUSION	CONTROL	AFFECTION	
EXPRESSED	Expressed Inclusion [eI]	Expressed Control [eC]	Expressed Affection [eA]	TOTAL EXPRESSED BEHAVIOUR
	7	8	2	17
	Wanted Inclusion [wI]	Wanted Control [wC]	Wanted Affection [wA]	TOTAL WANTED BEHAVIOUR
WANTED	5	6	4	15
	TOTAL NEED FOR INCLUSION	TOTAL NEED FOR CONTROL	TOTAL NEED FOR AFFECTION	OVERALL INTERPERSONAL NEED
	12	14	6	32

YOUR CAREER DEVELOPMENT



Knowing your interpersonal needs can help you evaluate career opportunities, whether you are considering a new career or are seeking to improve your satisfaction with your current position. You can evaluate any opportunity by considering how well it matches your interpersonal needs.

Your Total Need for Inclusion (12) falls in the mid range; this suggests that you will be more satisfied with jobs in which:

- You have a regular team or people to work with, and contact with others is easy to regulate
- Recognition and status are afforded on a limited basis; only the best work and outstanding contributions to the organisation are acknowledged
- You are not routinely required to become involved with decisions or issues that do not directly impact on your work

Your Total Need for Control (14) falls in the high range; this suggests that you will be more satisfied with jobs in which:

- There is clear ownership of tasks and processes
- Advancement is based on skill and competency
- The goals and strategies of the work unit are clearly defined
- Meeting standards and maintaining consistency are rewarded

Your Total Need for Affection (6) falls in the mid range; this suggests that you will be more satisfied with jobs in which:

- Employees recognise when they need to be businesslike and when they can just 'let their hair down'
- There is tolerance for personal problems, but people usually leave such issues at home
- Daily work problems are usually kept to yourself, but everyone comes together when faced with a big challenge
- Constructive criticism is preferred over conflict and debate

Special offer



If you would like to find out what the 16PF career development report is all about, why not take one for yourself?

Contact your account manager or marketing@opp.eu.com for more information.

Career Development Report
Career Interest scores

Ian Engineer
19 December 2008

Career Interest scores

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Management	6.6	Religious Activities	10.0
Public Speaking	6.1	Social Service	4.9
Sales	1.0	Teaching	7.6

Q & A session



- We have time for about three or four questions.
- Please use the “raise your hand” function, and the meeting facilitator will unmute your audio line.



Thank you

for attending the OPP webinar

We look forward to your feedback and suggestions for future webinar topics. Please send to: marketing@opp.eu.com

Your **Account Manager** will contact you with these slides and sample reports, as well as responses to your questions and other questions that have been raised.

For more information about training programmes and using the psychometric instruments in your organisation, please contact our **Customer Services** team on **0845 603 9958** or by email at: enquiry@opp.eu.com

www.opp.eu.com

