



Higher Education institutions use Team Focus's Profiling for Success assessments in a wide variety of ways. Below are examples of how they may be used.

Practice materials

Helping students to prepare for taking aptitude tests as part of job applications is one of the most frequent uses of aptitude tests. The flexibility of the Team Focus assessments has made use of the Reasoning Skills Tests (RST) for practise even more popular. Further, as more companies use online screening as part of their initial selection, the 'validity' of this approach increases. Review, either individual or in groups, can be conducted after students have completed the online tests.

The Type Dynamics Indicator (TDI[®]) can also be used as preparation for taking personality assessments as part of a selection process. Although Type-based tools are not frequently used in this way, the experience of taking an online assessment of personality provides sufficient familiarity for most students.

Understanding learning

The Learning Styles Indicator (LSI) can be used to help new students appreciate that not everyone learns in the same way, help them understand why some learning environments may be difficult for them and to encourage them to think about how they can work flexibly to maximise learning. Some institutions have seen this as particularly appropriate for PDP at level 1.

The LSI can be used for self-reflection on learning generally or, through being 'championed' by individual schools/lecturers, used to consider learning and practise in relation to a specific subject. Taken by lecturers, the LSI can also prompt consideration of teaching styles and different ways of delivering course material.

Personal development

Although a general term for many activities that can be based around the Team Focus assessments, this can also be used for looking at the self to gain an understanding of 'who I am' without a particular agenda (e.g. learning, career development). Examples of workshops around personal development have included exercises where each of the Type dimensions have been looked at in turn, with practical exercises to illustrate, as a way of getting people to validate their reported Type. The implications of preferred Type for areas such as motivations, interpersonal relationships and careers can then be explored and students encouraged to continue their personal exploration. This type of work has been seen as particularly relevant to PDP level 2 and is also linked to employability.

Career development / careers workshop

Using assessment results to understand preferences and skills and how these apply to the world of work through, for example, exploring type preferences (as above) and then applying these to work motivation, work environment preferences, role preferences, interpersonal preferences, team working, management and leadership styles. Outcomes from these activities lead clearly into CV / application development (see below), PDP and employability.

CV / application development

Using the information from all assessments, though primarily the TDI[®], to encourage reflection / exploration to determine their validity. Taking the knowledge gained from the assessments and then reframing skills and preferences (in conjunction with other self-knowledge) to enhance CVs and applications forms – to help students to say something concrete about work-related skills and differentiate their applications from those of others.

Embedding the assessments in a supportive online environment

Team Focus have recently completed a series of webpages suggesting how the assessments can be embedded in a broader self-development framework (a 'live' example of these webpages can be seen at <http://www.derby.ac.uk/careers/planning-your-career/psychometric-tests-for-careers-planning>). Universities are encouraged to explore these webpages, and to use and adapt them in conjunction with their own ideas to support use of the assessments.

The benefits of providing support material include:

- helping students to understand how they can use the assessments and what they can expect to get out of them;
- providing a common core (self-awareness) to link the different assessments and activities;
- encouraging students to 'engage' and work with their reports – helping them to see reports as a starting point rather than an end in themselves;
- managing expectations, so ensuring self-managed assessment is conducted in a proper and ethically responsible framework and in accordance with best practice;
- enabling students to have the benefit of some support around the assessments, even if the numbers accessing the tools limit the ability of Careers Services and related departments to provide individual follow-up;
- providing further resources to support interpretation and exploration of assessment outcomes.

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