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## Lecture 7

# THE MULTIPLE POTENTIALS APPROACH TO ASSESSMENT FOR CAREER GUIDANCE

### A culturally grounded career guidance assessment tool

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#### 1. INTRODUCTION

The Multiple Potentials Profile is a tool that has been developed to support career guidance as a part of the Self-Understanding component of the key elements of career guidance. Taking a methodologically integrated approach that blends qualitative and quantitative techniques, the tool offers a comprehensive, culturally grounded framework that could help the career chooser make informed career decisions. The tool rests upon the contemporary understanding that human abilities are multidimensional and that the deepest insights are obtained when **Interests**, **Aptitudes** and **Opportunities** are examined conjointly in consonance with the cultural context in which the assessment is conducted. This multidimensional, culturally mediated view of the person emphasises that **all individuals have the talents and abilities** to forge a successful career trajectory. Therefore, this approach sets the person as his/her own norm, since the objective of assessment is not a norm-based comparison with external standards, but rather a person-centred profiling of Potentials. With this in view, the overarching intention of the Multiple Potentials Profile is to help the individual gain knowledge about his/her Potentials such that he/she can self-mediate career development successfully.

The following are the main concepts on which the Multiple Potentials Profile is based:

- The Multiple Potentials Framework.
- Interests.
- Aptitudes.
- The Interest-Aptitude Overlap.
- The Mixed Methods Approach.

Please refer to earlier lectures for details pertaining to the concepts on which the Multiple Potentials Profile is based.

The Multiple Potentials Profile comprises two questionnaires: the Multiple Potential Interest Inventory (MPII) and the Strengths and Accomplishments Questionnaire (SAQ). These questionnaires are designed to work together to build the individual's Potential Profile.

Given below is an overview of the system.

#### 2. MULTIPLE POTENTIALS INTEREST INVENTORY (MPII)

This is an interest inventory that taps the five factors of the multiple potentials framework described above. It was initially, standardized for the Indian context on a randomly drawn, stratified sample of close to 9,000 Indian adolescents-young adults in the age range of 14-to-21 years. The MPII was constructed from an item pool of about 250 items per Potential through a process of item and factor analyses. Items reflect occupational tasks associated within a particular Potential area. For example, the item, "Present information to people in a written form" is linked to the Linguistic factor. Similarly, the item, "Use data to make predictions" is linked to the Analytical-Logical factor, and so on for the other factors of the Multiple Potentials Framework. A

rating scale is used by the participant to rate each activity for how much he/she would like to engage with it as a part of his/her work life. Response choices are anchored to 5 scale points where 1 indicates the lowest and 5, the highest level of interest. The maximum obtainable score per factor is 60 and respondents' scores are summed separately for each factor. The score obtained on each factor yields an *Interest Profile* across the five factors.

In order to help students develop a sharper focus regarding their interests, the MPII requires them to indicate their *priority interests*. After complete their ratings of the main questionnaire students are asked to go over items for which they have given a high rating (usually ratings of 4 or 5). From here are asked to choose a minimum of 1 and maximum 6 activities from each potential area.

This initial version of the MPII has subsequently been used in 32 other countries and the item pool has been substantially expanded to give it a much more international character. It is today used as a base template for adaptation and re-standardisation as per the lived realities in a given culture.

The Indian version of the MPII is provided in the next pages.

### **3. THE STRENGTHS AND ACCOMPLISHMENTS QUESTIONNAIRE (SAQ)**

This is a tool for based on the Mixed Methods approach, that can be used to help a career chooser develop deeper insights into his/her talents, abilities and aptitudes. Blending qualitative and quantitative techniques, the tool offers a comprehensive, culturally grounded framework that could help the career chooser make informed career decisions. The tool rests upon the understanding that human abilities are multidimensional and interpreted in a specific cultural context. The main concepts on which the SAQ is based are as follows:

#### **3.1. Key concepts:**

##### **A. Cultural grounding**

The aim is to ensure that the testing method is contextually grounded at the same time able to offer the assessor a framework within which objective measurements can be made. Therefore, the questions that make up the test must be such that they fall within the *lived experience* of the test-user. A question about mountains to a test-user who lives in the plains would be irrelevant to that person's lived experience. Similarly a question about sandy beaches would fall outside the lived experience of a person who lives in the mountains. If test results are to be reliable, it is critical that the test's items lie within the test-taker's *sphere of experience*. Given the fact that the material that composes an SAQ is drawn exclusively from the cultural context for which it is intended, an SAQ developed for one context will have poor relevance to another context.

##### **B. Accomplishments as indicators of talent and aptitude**

The SAQ method rests on the assumption that a person's *accomplishments* in real life reflect his/her talents and potentials. Accomplishment is defined as any activity in which the person has been consistently involved and which has been noticed by others. Items therefore comprise a list of activities through which a person could have registered accomplishments. Response categories reflect opportunities that *actually exist* in the person's life situation through which he/she can register various levels of accomplishment. Clients are required to select Activities they have experienced and indicate the levels at which they have registered accomplishments for those Activities. Levels of accomplishment carry increasing numeric values. Accordingly, accomplishment Level 1 is given 1 mark, while accomplishment Level 5 is given 5 marks, because a Level 5 accomplishment reveals a higher level of capability than Level 1. The SAQ is scored by totalling the number of Accomplishments a person registers for a given Potential area.

Each Potential area is scored separately. More detailed examples are given in the sections below.

### C. Accommodating variations in opportunity structures

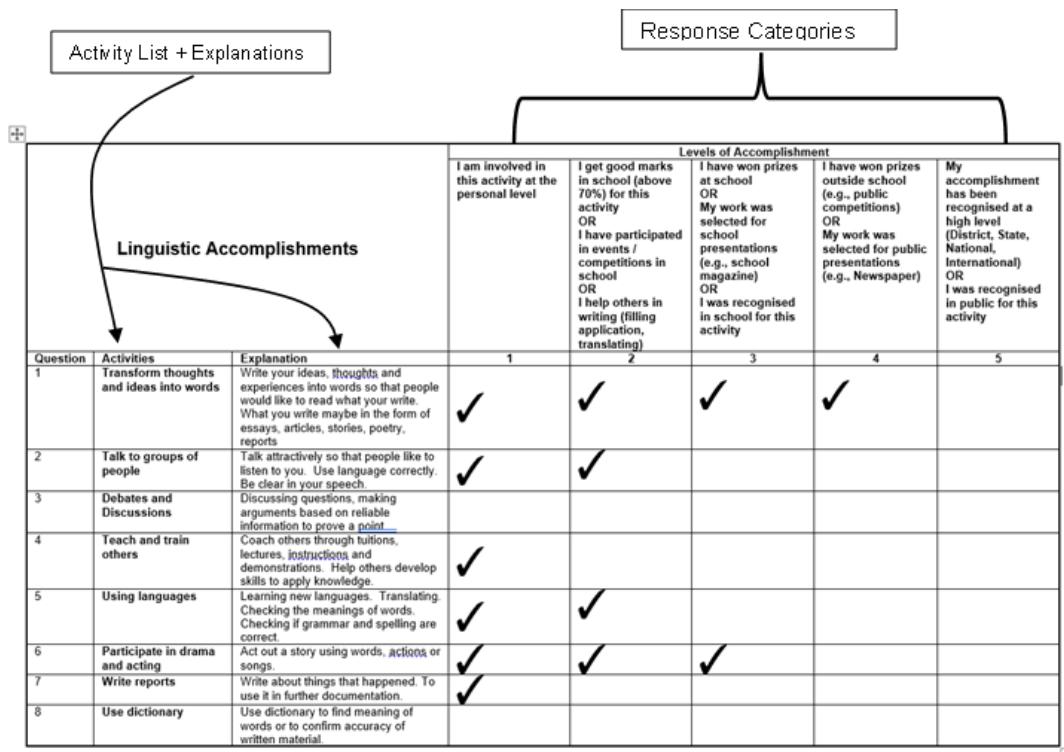
Keeping in mind that *opportunity structures vary* from one context to another, the SAQ provides the student the possibility of choosing the activities for which he/she has the highest number of accomplishments. The Indian version of the SAQ has been structured to have a total of 8 Activity areas per potential area. Out of the 8 activities given, the client is required to only choose *any 6* based on the frequency of the occurrence of that activity in his/her life.

### D. Person-centered profiling

It must be noted that within this model of assessment, the aim is not to identify how high a person's score is. Instead, the objective is to identify the *pattern of scores* across the five factors. Therefore, the SAQ lays greater emphasis on the *shape rather than the height* of the individual's Potential Profile. Interpretation of scores is not based upon norms. Instead, the SAQ uses the person as his/her own norm. The objective of an SAQ based assessment is not norm-based comparison but rather a person-centred profiling.

### E. Activities and Response Categories

The Strengths and Accomplishments Questionnaire (SAQ) is an approach to aptitude assessment that attempts to blend qualitative and quantitative methods. The structure of the instrument is based on the logic of the *rating scale*. To illustrate, the figure below shows an extract from the Linguistic section of the Tunisian SAQ. As seen in the figure below, the instrument comprises two parts: Activities and Response Categories (referred to as "levels of accomplishment"). The Activities are anchored to this continuum of Response Categories, with increasing numeric values assigned to each category: Level 1 = 1 mark, Level 2 = 2 marks and so on until Level 5.



### **3.2. Item Generation: A Blended Approach**

The SAQ blends the qualitative with the quantitative and attempts to ensure that the instrument is culturally and contextually grounded and at the same time able to offer the assessor a framework within which *objective* measurements can be made. Each Activity in the SAQ is supported by Explanations and Examples. These Explanations and Examples are drawn entirely from the cultural context in which a given SAQ is going to be applied.

In order to arrive at such a scale, the manner in which the scale's items are generated is crucial. Given below is a description of how SAQ items are generated for specific cultural contexts.

The Activity List, the *Response Categories* as well as the *Explanations* and *Examples* are all drawn from the lived experience of the clients for whom the SAQ is intended. This material is generated through quantitative methods such as frequency analyses and qualitative methods such as systematic observations, focus group discussions, checklists and open ended questions. Participants for item generation include representative samples of the target group, and other significant adults such as community elders, teachers, parents, related government officials, NGO and other welfare workers. Desk review of text books, reports and other relevant materials is also conducted. The information collected is then composed into items and iteratively presented to an informed local group that is qualified to comment on selection of items for the final scale. *Universality of relevance* of the Activity and Response Category to the target group is an important criterion for item selection. It is critical that the Activities, Response Categories, Explanations and Examples finally selected lie within the test-taker's sphere of experience.

When constructing such a device, it is also important to clearly indicate its limitations. Given the fact that the material that composes an SAQ is drawn exclusively from the cultural context for which it is intended, an SAQ developed for one context will have poor relevance to another context.

In summary the SAQ is *qualitative* in the manner in which it allows the assessor to construct an assessment protocol that is in tune with the opportunities offered to the test-taker by his/her socioeconomic environment, schooling, and cultural background. As mentioned previously, it does not expect the individual to respond to items that may not be relevant to his or her situation. Instead the SAQ endeavours to tie in with the person's lived experience. On the *quantitative* side, the SAQ rests upon the psychometric logic of a rating scale. Also, an SAQ assessment yields a score for each of the Potential areas. To this extent, the SAQ draws from the quantitative methodology. Resting as it does upon both the qualitative and quantitative paradigms, the SAQ follows the mixed methods approach to assessment.

## **4. ADMINISTRATION OF THE MULTIPLE POTENTIALS PROFILE**

Review the earlier activities conducted with students and go over the following points with them once again:

- What are interests?
- What are aptitudes?
- Potential as the interest-aptitude overlap.
- The Multiple Potentials framework.

Once students have been oriented and the concepts have been clarified, begin the assessment with the Multiple Potentials Interest Inventory.

## **4.1. The Multiple Potentials Interest Inventory (MPII)**

### **A. Intended Learning Outcomes**

At the end of this activity the participant should be able to:

- articulate that all of us have a number of interests.
- articulate that only some of these interests are related to one's work life.
- build an interest profile.

### **B. Duration**

This is not a timed test and there is no time limit. Given below is a guideline you can follow as an indication of how long the MPII usually takes to administer.

- Introduction and instructions: 15 minutes.
- Interest inventory: 60 minutes.
- Scoring and Interpretations: 15 minutes.
- *TOTAL:* 90 minutes

### **C. Material Required**

Ensure that each student has a complete set of the Multiple Potentials Profile booklet and that they have opened the booklet to the MPII section.

### **D. Method**

Give a brief introduction to the activity taking care to distinguish between interests in *Personal Life* and *Work Life*. Provide illustrations to differentiate between work and personal interests as follows:

- 'Personal' interests are activities that a person would like to pursue outside the world of work. These are activities from which the person does not expect remuneration and could be hobbies or leisure time activities.
- 'Work' interests on the other hand are activities that the person wants as part of his or her career. These are activities in which the person would like to specialise and activities from which the person would expect to gain remuneration.
- Highlight for example that many of us are interested in 'spending a lot of time outdoors'. But only some of us may want to *work* outdoors.

Next, remind students of the difference between interest and aptitude:

- Interests are activities we enjoy.
- Aptitudes are activities we are good at.
- This is a questionnaire that focuses only on interests.

Now explain the 5-point rating scale clearly. Do one or two trials to ensure that all have understood how the rating scale works. Read through a selection of the interest items (or all if time permits). Discuss what each item means.

Now instruct the participants as follows:

"As you know interests can be influenced by outside forces. Your friend's response may affect your response. So it is important that you work entirely by yourself. In case you do not understand any item raise your hand and I will come to explain it to you. Read through each item. Think carefully about how much you would like to practice this activity in your *work* life. Use the 5-point rating scale to mark your level of interest. Enter your ratings for

each interest area. Remember you are marking the level of your interest – not your aptitude.”

Once the instructions are clear, students can begin marking their responses for each activity. Provide clarifications in case students ask.

#### **E. Scoring**

Once all students have completed the inventory, ask them to total up their ratings *separately* for each potential. Participants can then enter their scores into the box: “My Interest Profile” at the bottom of the worksheet.

#### **F. Interpretation**

The maximum score for each Potential area is 60 ( $5 \times 12$ ). Higher scores indicate higher levels of interest in each category. Discuss the meaning of these scores. Check particularly on participants who do not agree that their profile truly reflects their interests. Such individuals may go through the checklist again to ‘fine tune’ their interest orientations.

#### **G. Selection of Priority Interests**

Next the students are to select “priority interests”. Ask them to go over items they have rated as 4 or 5 and choose a minimum of 1 and maximum 6 more activities from each potential area.

#### **Conclusion**

Draw the activity to a close by reminding participants that interests are only one part of one’s Potential and that the next activity will focus on their aptitudes.

A demonstration copy of the MPII is given on the following pages.

# MY INTEREST PROFILE

YOUR  
NAME:



GIVEN BELOW IS  
A LIST OF ACTIVITIES THAT PEOPLE  
ARE INTERESTED IN  
  
THIS IS YOUR  
OPPORTUNITY TO DISCOVER  
YOUR INTEREST PROFILE



READ EACH ITEM.  
  
RATE HOW MUCH YOU WOULD LIKE  
TO BE INVOLVED IN THAT ACTIVITY IN  
YOUR WORK LIFE.  
  
ENTER YOUR RATING IN THE COLUMN BESIDE THE  
ITEM USING THE FOLLOWING RATING SCALE.  
  
FIND YOUR TOTAL FOR  
EACH SECTION.

1=BIT INTERESTED; 2=SOMEWHAT INTERESTED; 3=INTERESTED; 4=QUITE INTERESTED; 5=HIGHLY INTERESTED

FACTOR L	INTERESTS	RATING
1	WRITE ESSAYS AND ARTICLES	
2	WORK WITH DOCUMENTS AND PAPERS	
3	PRESENT INFORMATION TO PEOPLE IN A WRITTEN FORM	
4	USE LANGUAGE AS A TOOL FOR COMMUNICATION	
5	TEACH AND TRAIN OTHERS	
6	TALK TO GROUPS OF PEOPLE	
7	TRANSFORM THOUGHTS AND IDEAS INTO WORDS	
8	WRITE REPORTS	
9	READ AND UNDERSTAND REPORTS	
10	CAREFULLY LISTEN AND UNDERSTAND WHAT IS BEING SAID	
11	USE DICTIONARIES AND WORD LISTS	
12	CHECK WRITTEN MATERIAL FOR ACCURACY AND MEANING	
	TOTAL SCORE	

FACTOR AL	INTERESTS	RATING
1	USE MATHEMATICAL SKILLS	
2	MAKE CALCULATIONS	
3	USE DATA TO MAKE PREDICTIONS	
4	SOLVE NUMERICAL PROBLEMS	
5	CONDUCT RESEARCH RELATED TO BUSINESS	
6	ANALYSE DATA	
7	WORK WITH FACTS AND FIGURES	
8	COLLECT AND ORGANISE INFORMATION	
9	APPLY REASONING AND LOGIC TO SOLVE PROBLEMS	
10	PLAN EVENTS AND ACTIVITIES	
11	UNDERSTAND INFORMATION AND MAKE QUICK DECISIONS	
12	APPLY DIFFERENT FORMULAE	
	TOTAL SCORE	

FACTOR S	INTERESTS	RATING
1	INVENT NEW PRODUCTS FROM MY IDEAS	
2	USE SKILLS RELATED TO DRAWING AND SKETCHING	
3	CONVERT IDEAS INTO CONCRETE FORMS	
4	MAKE THINGS WITH MY HANDS	
5	DESIGN THINGS FROM IDEAS	
6	USE VISUALS TO EXPRESS MY IDEAS	
7	IMPROVE THE APPEARANCE OF PEOPLE OR THINGS	
8	MAKE MODELS OF THINGS	
9	USE SKILLS RELATED TO PAINTING	
10	WORK WITH COLOURS AND DESIGNS	
11	USE ART MATERIALS: BRUSHES, PENCILS, SET SQUARES	
12	APPLY PRINCIPLES FROM GEOMETRY	
	TOTAL SCORE	

NEXT PAGE

1=BIT INTERESTED; 2=SOMEWHAT INTERESTED; 3=INTERESTED; 4=QUITE INTERESTED; 5=HIGHLY INTERESTED

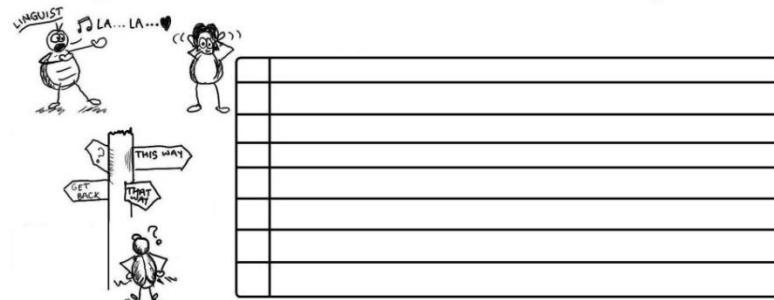
FACTOR P	INTERESTS	RATING
1	HELP PEOPLE SOLVE INTERPERSONAL PROBLEMS	
2	HELP AN ORGANISATION FUNCTION EFFICIENTLY	
3	UNDERSTAND AND WORK WITH GROUPS OF PEOPLE	
4	UNDERSTAND PEOPLE'S FEELINGS AND BEHAVIOUR	
5	GUIDE PEOPLE TO HELP THEM MAKE DECISIONS	
6	SOCIALIZE AND MEET LOTS OF PEOPLE	
7	HELP PEOPLE DO BETTER AT THEIR WORK	
8	TALK TO PEOPLE AND COMFORT THEM	
9	WORK WITH A BUSINESS TEAM	
10	MAKE PRESENTATIONS TO GROUPS OF PEOPLE	
11	WORK FOR THOSE WHO ARE SICK OR DISTURBED (PHYSICAL OR EMOTIONAL)	
12	PROVIDE LEADERSHIP TO A GROUP OF WORKERS	
	TOTAL SCORE	

FACTOR PM	INTERESTS	RATING
1	WORK WITH MACHINES AND EQUIPMENT	
2	BE INVOLVED IN PHYSICALLY DEMANDING WORK	
3	USE TOOLS AND IMPLEMENTS	
4	APPLY PHYSICS TO UNDERSTAND HOW MACHINES WORK	
5	ACTIVITIES THAT REQUIRE HIGH STAMINA AND PHYSICAL EXERTION	
6	MAINTAIN AND SERVICE MACHINES	
7	WORK IN A FACTORY ENVIRONMENT	
8	DIAGNOSE WHY A MACHINE IS NOT WORKING	
9	ACTIVITIES THAT REQUIRE GOOD PHYSICAL CO-ORDINATION	
10	REPAIR THINGS	
11	BE INVOLVED IN PHYSICALLY DEMANDING ACTIVITIES	
12	WORK VERY ACCURATELY WITH YOUR HANDS	
	TOTAL SCORE	

### WHAT IS YOUR INTEREST PROFILE?

ENTER YOUR INTEREST SCORES FOR EACH CATEGORY INTO THE BOXES BELOW

INTEREST CATEGORY	INTEREST SCORE
LINGUISTIC INTERESTS	
ANALYTICAL LOGICAL INTERESTS	
SPATIAL INTERESTS	
PERSONAL INTERESTS	
PHYSICAL-MECHANICAL INTERESTS	



MY PRIORITY  
INTERESTS



## **4.2. The Strengths and Accomplishments Questionnaire (SAQ)**

Aptitude Tests are standardised psychometric devices designed to identify an individual's talents. It is essential that certain statistical criteria (development of the test, method of administration, norms for interpretation) are met if the results of an aptitude test are to be valid and reliable. Given these difficulties with aptitude tests, the Multiple Potentials approach does not focus on tests and other psychometric instruments. Instead, the activity draws from a technique for self-observation that focuses on the person's accomplishments in real life. This instrument is called the Strengths and Accomplishments Questionnaire (SAQ). It is based on the Multiple Potentials format.

### **A. Intended Learning Outcomes**

At the end of this activity the participant should be able to:

- use his or her real life experiences and accomplishments to identify areas of strength
- describe personal strengths in the Multiple Potentials format

### **B. Duration**

This is not a timed test and there is no time limit. Given below is a guideline you can follow and an indication of how long the SAQ usually takes to administer.

- Introduction and instructions: 15 minutes.
- SAQ: 60 minutes.
- Scoring and Interpretation: 30 minutes.
- **TOTAL:** 105 minutes.

### **C. Material Required**

Ensure that each student has a complete set of the Multiple Potentials Profile booklet and that they have opened the booklet to the SAQ section.

### **D. Method**

Introduce the activity covering the following points:

- Point out that each potential area has been given 8 activities. Beside each activity is an explanation of the activity. Remind students that very similar activities were seen in the My Interest Profile worksheet.
- Go through the activities and explain the activities to the students.
- Ensure that your examples link very closely with the potential you are describing. For example, I have been the leader in the Analytical-Logical section should be linked to finance, timetabling, and planning. However, I am a leader in the Personal section should be linked to interpersonal skills, motivation and so on.
- Point out that each activity has been given 5 levels of accomplishment. Each level is higher than the previous one. Carefully explain each level of accomplishment with examples.
- Ask the students to go over the 8 activities. They are to select 6 activities out of the 8. They should select activities based on the following:
  - Activities which are most familiar and common to their personal life.
  - Activities for which he/she can fill up the most number of accomplishment levels.
- Each student is to circle the 6 activities that he/she has selected.
- Only 6 activities are to be selected. Not more. Not less.

- Ask the students to read the first activity selected and look at the first level of accomplishment (I am involved in this activity at the personal level). Instruct the students that if this is true for him/her, a tick mark is to be placed in the box below level 1. Read the second level of accomplishment. If this is true for the student, a tick mark is to be placed in the box below level 2. Students are to go on this way for all 5 levels.
- Inform students that they can mark as many or all levels of accomplishment if they are true for him/her. The box is to be left blank if it is not true for him/her.
- Inform students that if he/she marks an accomplishment level that is not true, the final calculations will be wrong and the guidance he/she receives will not be correct.

## E. Scoring the SAQ

- The levels of accomplishment have values ranging from 1 to 5. The first column (I am involved in this activity at the personal level) is taken as the lowest level of accomplishment and given a value of 1 mark. The last column (My expertise has been used professionally) is taken as the highest level of accomplishment and given a value of 5 marks. The marks therefore are as follows:
  - Column 1 = 1 mark. Column 2 = 2 marks. Column 3 = 3 marks. Column 4 = 4 marks. Column 5 = 5 marks.

Given below is an illustration from the Linguistic Section of the SAQ.

Linguistic Accomplishments			Levels of Accomplishment				
Question	Activities	Explanation	1	2	3	4	5
1	Transform thoughts and ideas into words	Write your ideas, thoughts and experiences into words so that people would like to read what you write. What you write maybe in the form of essays, articles, stories, poetry, reports	✓	✓	✓	✓	
2	Talk to groups of people	Talk attractively so that people like to listen to you. Use language correctly. Be clear in your speech.	✓	✓			
3	Debates and Discussions	Discussing questions, making arguments based on reliable information to prove a point..					
4	Teach and train others	Coach others through tutorials, lectures, instructions and demonstrations. Help others develop skills to apply knowledge.	✓				
5	Using languages	Learning new languages. Translating. Checking the meanings of words. Checking if grammar and spelling are correct.	✓	✓			
6	Participate in drama and acting	Act out a story using words, actions or songs.	✓	✓	✓		
7	Write reports	Write about things that happened. To use it in further documentation.	✓				
8	Use dictionary	Use dictionary to find meaning of words or to confirm accuracy of written material.					

$$\text{Linguistic Total} = (1 \times 6) + (2 \times 4) + (3 \times 2) + (4 \times 1) + (5 \times 0) = 6 + 8 + 6 + 4 + 0 = 24$$

- The maximum possible score for one item = 15 marks ( $1 + 2 + 3 + 4 + 5$ ).
- The maximum possible score for one potential area is = 90 ( $15 \times 6$ ).
- Find the total scores for each potential area by totalling the tick marks placed by the participant.
- Each potential area is to be totalled separately.
- Find the total scores for each potential area in this way. Each potential area is to be totalled separately.

Practice copies of the SAQ are given below.

# Strengths and accomplishments questionnaire

In the table below 8 activities are listed for each of the potential areas. Each activity has an explanation. Choose any SIX activities that you are most familiar with and circle that activity. Each activity can have 5 levels of accomplishment. Put a Tick Mark ✓ to show your level of accomplishment for each of the six activities you have chosen. You can mark more than one level of accomplishment for each activity. You can mark ALL the levels if you have such achievements.

			Levels of Accomplishment					
			I am involved in this activity at the personal level	I get good marks in school (above 70%) for this activity OR I have participated in events / competitions in school OR I help others in writing (filling application, translating)	I have won prizes at school OR My work was selected for school presentations (e.g., school magazine) OR I was recognised in school for this activity	I have won prizes outside school (e.g., public competitions) OR My work was selected for public presentations (e.g., Newspaper)	My accomplishment has been recognised at a high level (District, State, National, International) OR I was recognised in public for this activity	
Question	Activities	Explanation	1	2	3	4	5	
1	<b>Transform thoughts and ideas into words</b>	Write your ideas, thoughts and experiences into words so that people would like to read what you write. What you write maybe in the form of essays, articles, stories, poetry, reports						
2	<b>Talk to groups of people</b>	Talk attractively so that people like to listen to you. Use language correctly. Be clear in your speech.						
3	<b>Debates and Discussions</b>	Discussing questions, making arguments based on reliable information to prove a point. .						
4	<b>Teach and train others</b>	Coach others through tuitions, lectures, instructions and demonstrations. Help others develop skills to apply knowledge.						
5	<b>Using languages</b>	Learning new languages. Translating. Checking the meanings of words. Checking if grammar and spelling are correct.						
6	<b>Participate in drama and acting</b>	Act out a story using words, actions or songs.						
7	<b>Write reports</b>	Write about things that happened. To use it in further documentation.						
8	<b>Use dictionary</b>	Use dictionary to find meaning of words or to confirm accuracy of written material.						

**For Training Purpose only**

			Levels of Accomplishment				
Question	Activities	Explanation	1	2	3	4	5
1	<b>Use mathematical skills</b>	Apply principles related to arithmetic and algebra to understand something or do a task. Use numbers. Make and check calculations. Apply mathematical formulae.					
2	<b>Use Scientific skills</b>	Apply principles from Physics, Chemistry or Biology to understand something or to do a task. Build models. Solve puzzles and problems of different types by using accurate information. Apply scientific formulae.					
3	<b>Manage resources</b>	Plan the best way to use resources such as materials, effort, services of others so that the maximum outcome is achieved.					
4	<b>Make plans and arrangements</b>	Organise activities so that tasks are achieved easily. Prepare schedules and time tables.					
5	<b>Conduct business and/or manage finances</b>	Participate in activities that involve buying and selling of items. Plan the best way to use money so that the maximum outcome is achieved.					
6	<b>Collect and organise information</b>	Collect information about a problem or job to be done. Analyse the information to understand more. Put information in order, so that others can use easily.					
7	<b>Understand information and take decisions</b>	Inform people about the causes and effects by analysing facts.					
8	<b>Apply scientific formula in daily life</b>	Apply theories from Maths, Physics, Chemistry to understand daily events (e.g., rain, farming, saving environment)					

## Spatial Accomplishments

			Levels of Accomplishment					
Question	Activities	Explanation	1	2	3	4	5	
1	Use visuals to express my ideas and convert ideas into forms	Draw your ideas, thoughts and experiences so that people would like to see/ use what you create. May be in the form of painting, craft, carvings, embroidery, lacquer work and such activities.						
2	Work with patterns and shapes, colours and designs	Arrange objects so that they are nice to see. Mix colours, give colour to something to make it look nice.						
3	Invent new products from my ideas	Use your own thinking to make something new.						
4	Apply principles from geometry	Use the laws of geometry to build, create, strengthen products. Calculate areas. Work with different shapes.						
5	Make things with my hands	Bend, fold, join, stick or attach materials to make something.						
6	Improve the appearance of people or things	Decorate objects to make them look better. Use different techniques, cosmetics, clothing, jewellery, to make people look nice and also improve their health.						
7	Use materials related to art and craft	Use of brush, pencils, etc., adequately while drawing and sculpting.						
8	Make models	Create products from different kinds of material (wood, cloth, clay). This may be clothes, furniture, jewellery, footwear and similar items.						

For Training Purpose only

## Personal Accomplishments

			Levels of Accomplishment				
Question	Activities	Explanation	1	2	3	4	5
1	<b>Make contributions to society through social service activities</b>	Help the community, through activities such as visit orphanages /old age homes, participate in charity events, help others study, help those who are sick.					
2	<b>Provide leadership</b>	Be the leader of a group (e.g., among friends, group leader, class leader, house captain/prefect, school leader). Help a group to solve its problems.					
3	<b>Persuade people</b>	Present ideas to people in such a way that they agree. This could be to sell something, convince people to do something and motivate people to agree with an idea.					
4	<b>Organise events and activities</b>	Arrange and coordinate functions, meetings and programmes.					
5	<b>Organise people so that they work effectively as a group</b>	Guide a group by creating methods for them to work together, help them achieve goals and work as a team. Hold school activities, group meeting, class meeting.					
6	<b>Know about people from other places</b>	Make friends with strangers. Get to know strangers. Have conversations with people you don't know very well and help them. Exchange experiences					
7	<b>Console people in grief</b>	Listen to people's problem. Provide relief to people who are in grief.					
8	<b>Gaining people's confidence</b>	Maintain good relationship with people by winning their trust and gaining confidence.					

**For Training Purpose only**

			Levels of Accomplishment				
Question	Activities	Explanation	1	2	3	4	5
1	<b>Activities that require flexibility and balance</b>	Stretch and move your body to unusual positions without falling down. Good eye and hand coordination. Activities such as yoga, sport and dance.					
2	<b>Spend a lot of time outdoors</b>	Work outside a building on locations such as farms, forests, fields, playgrounds, camps, swimming pool or other water bodies.					
3	<b>Work with machines and tools</b>	Use machines to achieve a task. This may be lifting, cutting, bending, rolling, joining or drilling different materials such as metals, cloth, stone, artificial material or earth.					
4	<b>Repair things</b>	Take up a machine that is not working and make it work again by cleaning it, changing a part, re-joining something or adding something new.					
5	<b>Take up physically demanding activities</b>	Be involved in activities that require you to spend a lot of physical energy without getting tired, such as working with machines or professional sport.					
6	<b>Apply physics to understand how machines work</b>	Understand machines in a scientific way. Use principles from physics related to levers, wheels, heat, temperature, friction to understand machines in a scientific way.					
7	<b>Work continuously with hands</b>	Use hands to work continuously. To balance objects carefully using hands.					
8	<b>Work with tools and equipment</b>	Use tools and equipment to carry weight, to cut, plough, bend, attach, roll, drill.					

### **4.3. Self-Rating**

The Multiple Potentials Profile makes a provision for students to include their personal opinion on their abilities and talents. When students come to the Self-Rating row in the final Potential Profile Table, they are to enter a self-rating for how high they think their potential for each potential area is. This is a self-rating on a scale of 1 to 8, where: 1 = I'm not good at this, 2 = very low, 3 = low, 4 = average, 5 = above average, 6 = good, 7 = very good and 8 = Excellent – I am really good at this.

## **5. BUILDING THE POTENTIAL PROFILE**

Data from the SAQ, MPII, Priority Interests and Self-Rating are to be brought together as per a system of weightages in order to build the student's potential profile.

A sample Potential Profile Table is shown below.

The Potential Profile Table

Assessment Method	Weightage	L	AL	S	P	PM
SAQ	90	46	63	29	32	38
Interest Profile	60	24	51	18	22	24
Priority Interests	42	14	28	7	7	14
Self Rating	8	3	7	3	4	5
Total Marks (TM)	200	87	149	57	65	82
Final Score (TM/2)	100	(44)	(75)	29	33	(41)

The Potentials on which the student obtained the three highest percentages are to be selected for building the Career Overview and generation of Career Alternatives. In the example shown above, the Analytical-Logical, Linguistic and Physical Mechanical potentials have emerged as the highest potentials.

Ask students to circle three potential areas with the highest scores. Give them an opportunity to reflect and comment on their profile.

## **6. BUILDING THE CAREER OVERVIEW**

During this step, participants briefly explore the world of work and link their potentials to career options. The participants are required to have their Career Alternatives worksheet and the Career Dictionary before them. Ask participants to look at their Career Dictionaries (hard copy or online) and instruct them as follows:

"Look at the Potential Profile Table and write the names of your 3 highest potentials under Potential 1, Potential 2 and Potential 3 in the Career Overview section of the worksheet. As we have discussed earlier, you are most likely to succeed at careers that are linked to your potentials. So look at your Careers Dictionary. This is a book of career names and career definitions. Careers have been classified according the main potential required. Therefore, the Dictionary has 5 sections: Linguistic, Analytical-Logical, Spatial, Personal and Physical-Mechanical. Go to the sections that are *your* high potentials. Select 4 careers under each potential and write the Career Name into your Career Overview. You should have 12 career names (4 x 3) in your Career Overview."

Participants could then start on their Career Overview. Make yourself available to answer any questions that individuals might have.

### **Identifying Career Alternatives**

Once the Career Overview is completed, participants are to encircle any five careers which they would want to explore further in order to finalise their Career Alternatives. Instruct them to choose at least one and maximum 3 careers from each potential.

## MY CAREER ALTERNATIVES

### POTENTIAL PROFILE



Assessment Method	Weightage	L	AL	S	P	PM
Accomplishments	90					
Interest Profile	60					
Priority Interests	42					
Self Rating	8					
Total Marks (TM)	200					
Final Score (TM/2)	100					

### CAREER OVERVIEW

POTENTIAL 1: ..... POTENTIAL 2: ..... POTENTIAL 3: .....

.....

.....

.....

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### CAREER ALTERNATIVES

OPTION 1: .....

OPTION 2: .....

OPTION 3: .....

OPTION 4: .....

OPTION 5: .....



## 7. CONCLUSION

In conclusion it is asserted once again that within the multiple potentials approach to assessment, the aim is not to identify how high a person's score is. Instead the objective is to identify the *pattern* of scores. Therefore, the multiple potentials approach lays greater emphasis on the shape rather than the height of the individual's potential profile, where the person is his/her own norm. With this in view, the multiple potentials approach lays a strong emphasis on tying the content and method of assessment to the cultural and lived realities of the test-taker.

A final point to be noted is that the outcomes of assessment are sometimes accorded (both by the counsellor and the client) a status of infallibility. This is a danger that must be guarded against. An assessment device, whatever its form, is merely a tool used to gather information. It is vital that career counselling is not reduced to a variety of test taking and assessment exercises and that the career aspirant is not limited by the results of these exercises. Career counselling ought to go beyond, placing the individual and not the test at the center of the process of career development.

## **SELF-LEARNING EXERCISES**

### **The Strengths and Accomplishments Questionnaire (SAQ)**

**1. Write a brief note (50 words each) on the following:**

- A. What is the meaning of the phrase “lived experience”? Why does the SAQ lay such a strong emphasis on connecting test items to the person’s lived experience?
- B. What is the meaning of “accomplishments”, according to the SAQ?
- C. What is meant by “person-centered profiling” according to the SAQ?

**2. What is meant by (a) Activities and (b) Response Categories in the SAQ? Give 1 example for each from the SAQ demonstration copy given to you.**

## **SKILLS FOR PRACTICE**

Read the instructions on the Multiple Potentials Profile. Print out the Multiple Potentials Profile Worksheets: MPII and SAQ. Administer the Multiple Potentials Profile on a student (High School or Higher Secondary). Fill in the data you obtain into the Potential Profile table in the My Career Alternatives worksheet (Page 17 above). Bring the data to the next session.