Interactive and Dynamic Feedback Procedure

Best Practice Framework for Giving Feedback on Career Guidance Assessments

Welcome and information

The Welcome and Information section of the interview is a useful optional guide to what could be told to the client prior to doing the assessment. This procedure could be part of the initial guidance interview as part of the practitioner's own intervention with an aim to carry out an assessment in future.

A. Collect background information.

Identify the areas of career uncertainty (or certainty).

Talk about educational or career options that the participant has been thinking about. Discuss background information around the questions that the client has generated.

B. Inquire about past assessment experience and listen for negative experiences

Show genuine interest in hearing about the client's past experience with assessments

Demonstrate empathy for the client's possible negative experiences in the past

Clearly state shortcomings of past assessment procedures

C. Assist the participant in posing expectation to be met by the results of the assessment

Encourage the participant to generate three or four questions/goal areas that he/she feels should be addressed by the feedback session in relation to his/ her career

Write down the three or four questions verbatim.

When appropriate, reframe questions that ask about specific causes of things.

If the participant has trouble coming up with questions, try to identify and clarify the broad outlines of his / her career problems or concerns.

This is a particularly good time to empathise and reflect feeling.

D. Restate the assessment questions

Invite the client to modify the questions continually check for client's understanding and rephrase wording if necessary to suit the client's level.

E. Give realistic expectations to the client of the results

The aim of career guidance assessments is to match the person to a suitable environment. Therefore some results from the assessments may be negative and direct the client away from a desired path. The client should be given the impression that the results will be realistic and may not reinforce the client's career aspirations.

F. Informed Consent Disclosure

At the outset of the evaluation/assessment, you should spell out exactly who will get the results (e.g., the practitioner) and what roles are played by the people involved. Transparency is essential to ensure guidance ethics are met. The client should be made aware of how results are recorded and stored.

The Interactive and Dynamic feedback session

A. **Open Feedback Session**

Build rapport with the client:

Put the client at their ease, shake hands, and invite them to take a seat. Make small talk and listen attentively to their response.

B. **Indicate that you will be looking at the results of the career guidance assessments that the client carried out.**

Explaining the next steps in the process to the client is essential for their understanding.

Say something along the lines of:

"We are going to look at how you were matched to the assessment. This will help us explore options, which you might like to consider. In order for this to work effectively, we need you to let us know your thoughts throughout the feedback session"

Emphasise the interactive nature of the feedback session and encourage the client's participation in the session

Let the client know that all of the results from the test are based on their answers to the questions and that it is only another way for the client to give their information

Explain that the client will be asked to verify each finding

Describe the tool, scales and limitations of the tool/test used

Describe the purpose of the tool and ask the client to describe what they might expect to learn from this tool given its purpose. If the client generated three questions in the welcome and information section relate these questions to the purpose of the tool/assessment

Tell the client that you do not go through each question answered but that the individual questions are grouped into what are called scales and each scale is made up of groups of similar questions

Tell the client that the results from the tool is only one source of information and that only when this information is combined with the client's agreement/experiences can the tool be fully accurate

The results should only be used as an aid to decision making

C. **Set the client at ease by discussing any feelings about the testing and/or feedback session**

Ask about the client's reactions to taking the tool / assessment

Ask about the client's feelings in anticipation of the feedback and what is expected from the results.

Accept his or her reactions with interest, but explore only if there is strong negative reactions.

D. **Interpretation of the results**

Begin with something positive

Don’t tell everything, select findings carefully

Begin with findings the client will accept and then gradually move into more challenging areas

For results that are more challenging to the client, be constructive in your interpretation, for example on an ability assessment if a client scored in the 10^{th} percentile on math reasoning, ask the client if they would enjoy a career that involved working with maths 90% of the time? This is a way of ruling out career paths for the client

Tailor your language to the particular client and the level of their understanding

Avoid language such as “The test shows” or “The test says”

Instead; use language such as “The test results are not necessarily right or wrong. Rather, they provide a question for us to consider. A question to consider about you is…”

The interpretation should be easy for the client to understand. It should be reinforced that there are no right or wrong answers. Career paths should only be ruled out when multiple components of the client’s needs are not met. Sometimes using percentages for matching can be hard to visualise. Rephrasing may help, for example “would you like a career that a large part of your working day is working with figures” (rephrasing example in point E). Use of language is very important – the word assessment is sometimes preferable to “test”

E. Ensuring interaction

After each finding, get the client to verify or adjust the test findings based on their knowledge of themselves and their experience

Use open ended questions such as "How does that fit with the way you see yourself?"

Encourage the client to offer any modifications to make the interpretation more accurate

Ask the client to give one, or preferably two examples for each major finding in the interpretation

Discuss each example and its implications if it reflects an accurate understanding, or give a gentle correction plus its implications if it seems off the point in some way

Use non-verbal behaviors such as nodding and smiling to encourage the client's interpretations and examples

Maintaining interaction can increase client motivation. The client taking ownership of the process can improve the decision making process. Effective use of body language and non verbal behaviours are key to encouraging the client throughout the process.

F. Do not omit a test finding simply because it seems embarrassing to discuss.

Any result in career guidance can be made constructive

Convert negative results into constructive guidance outcomes to help clients avoid certain careers

G. Ethical Concerns

Before the session takes place you should have discussed informed consent and disclosure with the client

At the end of the feedback session you should mention it again in line with your organisation's policy

Discuss who will get the report, how and where it is stored and for how long

Although the client may have given their consent they may withdraw it at any time

Remind the client they can contact you at any time if they have any questions about the feedback or the storage of their result

H. Close the feedback of results section of the interview

Ask if the client has any questions

Ask the client to summarise the session, “We’ve talked about a lot today, can you summarise for me what specifically you learned?” Check for distortions in what the client heard or understood

Ask if there are any other questions

Wrap up the meeting

I. Document the Process and the Outcomes

After the feedback session is finished it is important to document the process and outcomes both to remind the client and you as a practitioner of what was decided during the session.

Document the key outcomes and decisions as a result of the feedback session for the client

Document that informed consent and disclosure were discussed and consent was given

Perhaps ask the client for a signature and date to document consent and disclosure were discussed and given