The TOOLS Of Vocational Evaluation

Prepared by Task Force #2

Chairman Harold Kulman
Co-Chairman David Stephens
Cheryl Armstrong
John May
Bernard Rosenberg
Arnold Sax
Joe Spoonster, Jr.
Kent Thurgood

The Task Force gratefully acknowledges the following groups and expresses thanks for their work which led to the preparation of this final report.

Year 1 Task Force

Chairman	Gordon Krantz	Harold Kulman*
Co-Chairman	Frances Mercer	John May
	Tom Brandon*	Arnold Sax*
	Dennis Dunn *	Charles Scheps
	Jack Genskow*	Joe Spoonster, Jr.
	Elroy Kelle	David Stephens

Analyzing Editor Joe Moriarity

* Forum Coordinators (yr. one)

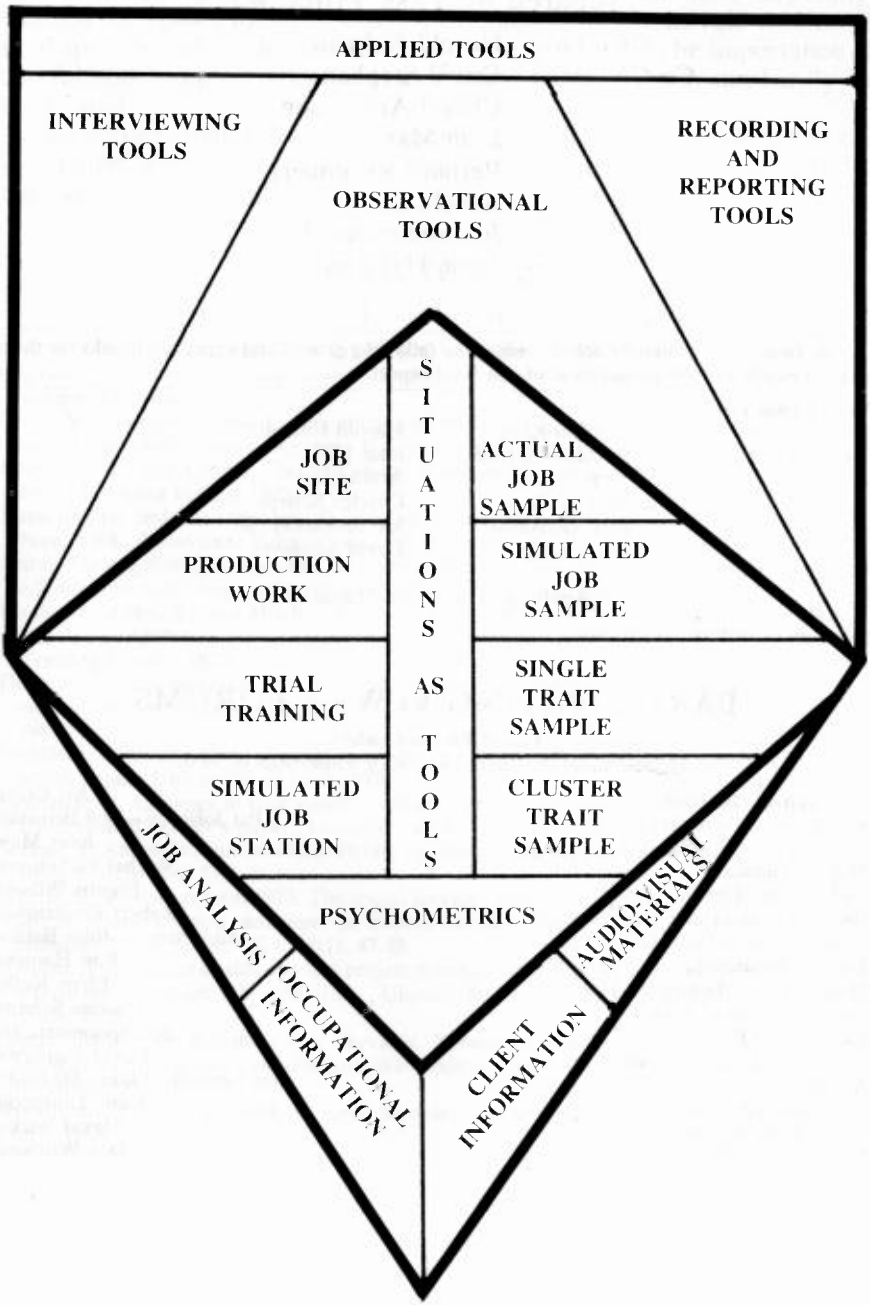
PARTICIPATING VEWAA FORUMS

List of Forum Leaders

(Second name indicates change of leadership yr. two)

Birmingham, Alabama:	Art Crott
District of Columbia:	Pat Johnson—Ted Brosnan
Jacksonville, Florida:	John May
Miami, Florida:	Rachel Eichelman
Tallahassee, Florida:	Prentis Wilson
Baltimore, Maryland:	Robert Gnidziejko
Boston, Massachusetts:	Paul Power—John Banks
Duluth, Minnesota:	Ron Hanson
Minneapolis, Minnesota:	Elroy Kelle
New York, New York:	Charles Scheps
Cleveland, Ohio:	Joe Spoonster, Jr.
Philadelphia, Pennsylvania:	David Stephens
Austin, Texas:	Jim Fennell—Elaine Mc Dade
Salt Lake City, Utah:	Kent Thurgood
Green Bay, Wisconsin:	David Burke
University of Wisconsin:	Don Wilmore

THE TOOLS OF VOCATIONAL EVALUATION



The Tools of Vocational Evaluation

The tools of vocational evaluation include all means and media with which the evaluator and the client carry out vocational evaluation. "Tool" is used in its conventional English sense of "an instrument or apparatus used in performing an operation or necessary in the practice of a . . . profession (a scholar's books are tools)." These tools extend or enhance the capabilities of people as they conduct vocational evaluation.

The array of tools, formal and informal, is heterogeneous. Specific classes of tools have been difficult to define, mostly because their development has taken place in response to need and opportunity, rather than as a result of a preconceptualized scheme. The tools are presented here, insofar as possible, without reference to any particular theory of vocational evaluation.

In this paper the tools of vocational evaluation are categorized as **situations as tools, resource tools,** and **applied tools.** The important issue of accountability is dealt with in a separate section.

Finally, there is a list of proposals on action to be taken by professionals in the field.

SITUATIONS AS TOOLS

The basic goal of vocational evaluation is to serve the client, providing him with insights, self-understanding, and additional information that will enable him to make his own vocational and other life decisions more realistically. The uniqueness of vocational evaluation lies in its use of work related activities and situations to assess human potential as it relates to the world of work. In this context, the term "situational assessment" is applied in the broadest sense, cutting across all activities and situations utilized for evaluative purposes.

Historically, the term "situational assessment" has been used to denote only those evaluative functions operating within facility sub-contract settings. In fact, vocational evaluators assess their clients' potential and capacities for work through many and varied realistic work activities and situations.

In this section, situations as tools, three basic classes of situations will be discussed: **On-the-Job Evaluation, Work Samples, Psychometrics.**

These situations are the media for assessing a client's vocational potential. Many variations of these situations are in practice in the field, and differences in methodology and technique depend on population variables and facility goals and purposes. The evaluator and client select any combination of available tools which will best suit their needs.

While situational tools are used to evaluate the client's abilities, work habits, skills, and interests, there are many more variables which must also be considered to determine employability. Situational tools can reveal motivation, self-concept, supervisory and co-worker relationships, initiative, acceptance of criticism, attention span, retention of instructions, physical and emotional stamina, maturity, and the potential for change in any of these attributes.

It is recognized that the environmental differences of a particular situation may bias evaluation results. However, evaluator objectivity is crucial to the total process.

ON-THE-JOB EVALUATIONS

On-the-job evaluations are set apart from other procedures and provide the most realistic assessment framework. The use of actual and simulated work settings within and outside of a facility provides a wide range of evaluation situations. Facilities have created many effective partnerships with local industries to provide evaluation and training opportunities for clients. Large facilities with diverse types of work and numerous training programs can evaluate client capacities within their centers.

In this category of tools, job site, production work, trial training and simulated job station situations will be discussed. The reader should be cautioned that only subtle differences exist between the methods and arrangements of these types of on-the-job evaluations. However, these differences are significant, reflecting innovations and fine tuning of evaluation procedures.

Of the sites used in evaluating work potential, the most realistic would be assessing clients in an actual work situation, since the closer the testing method is to the real situation being measured, the better. In such a setting all the working conditions and the environment would be actual, and the client's functioning in a real job could be readily assessed. However, using the on-the-job approach without some form of prevocational evaluation would be a hit and miss effort, and would be time consuming and frustrating for the client, employer, and evaluator. It is most efficient when it follows some preliminary period of screening.

Although the literature states that job sites are difficult to find and that this practice is expensive, programs using on-the-job evaluation have reported excellent results. The appraisal of a client doing an actual job in industry also offers validation of the effectiveness of other assessment techniques and judgements.

Job Site Situation

Job site situations have at least these characteristics:

- The client is not necessarily paid

- Placement on the job is primarily for the client's benefit
- The placement will not necessarily result in employment in that job
- The employer may not experience any immediate gain
- The client does not displace another worker or fill a vacant worker slot
- The client's performance is supervised and evaluated by the employer or evaluation staff.

Job site evaluation usually means evaluation that takes place in an actual job setting outside of the rehabilitation facility. The evaluation is performed by the employer in the industry or business. However, it can also mean the use of actual jobs, within the rehabilitation facility, which should conform to the Wage and Hour Regulations of the Department of Labor.

The client is given the opportunity to fulfill the specific requirements of a particular job. He receives direction from a supervisor, as if he were an employee of that industry. In most cases the evaluator is not directly responsible for supervision but may be involved indirectly.

Whether or not wages are paid, the client remains the responsibility of the facility or agency that referred him to the job site. Though the employer's insurance may cover the client, the facility or agency may also be responsible for providing his insurance coverage.

Neither the employer nor the client receives any commitment or promise for providing a job to the client after evaluation is completed. However, a client could be hired by the employer, especially if he performs well during the evaluation.

Production Work Situation

The production work (subcontract/prime) approach is the practice of evaluating clients through the use of actual industrial work brought into the facility. Some facilities may use prime manufacturing for the same purpose. By observing the client in this wage earning situation, the evaluator can gain insight into the former's potential for work.

The main difference between the on-the-job and production work approaches is the option in the production situation to vary all the customary conditions of the real job in an effort to discover difficulties that prevent the client from working effectively. Some sheltered workshop personnel can be criticized for being too permissive, not establishing an industrial environment, and not setting up the contracts in a structured manner. One drawback to the production method is the scarcity of some types of contracts available to workshops.

Trial Training Evaluation

Trial training evaluation situations have at least the following characteristics:

- The client is not paid
- There is an established training program
- Placement is made primarily for the benefit of the client
- Supervision and evaluation are done by training staff

- It does not necessarily result in entry by the client into that training program.

The client is placed in a training setting in order to assess his ability to relate to the training environment and demands, and his ability to learn and retain specific program content of the program. Initial screening has usually been done by the vocational evaluator in a prevocational setting.

Trial training programs may be located either within the rehabilitation facilities or in the community, and may include adjustment, activities of daily living, remediation, vocational, or other established training programs. Specific vocational training may be in any area, such as drafting or maintenance, and would encompass the full range of knowledge required for that area. After the client's trial exposure, determination of his probable success in the training program is made by the instructional staff, based upon its knowledge and experience.

Simulated Job Stations

Simulated job stations have the following characteristics:

- They replicate all aspects of a job or a work process as realistically as possible
- They do not necessarily require payment to the client
- They are controlled by the evaluator
- They are located within the evaluation facility.

The key elements of the simulation include not only all the job tasks, but also the important environmental, physical, and social characteristics of the job. It is in the latter aspect that job simulation differs from work samples. Work samples generally focus on the job task, but are used within the context of a vocational evaluation unit. The simulated job station expands upon the work sample by adding the simulation of working conditions typically associated with the job.

Simulated job stations have not had widespread usage in vocational evaluation. However, the military and some segments of industry have used simulated job stations, particularly as a means of assessing proficiency after training. (The Army has developed simulated tanks in which an entire tank crew can be placed to assess the proficiency of the crew functioning as a "working system." Certain common situations, requiring the coordination of activities of the separate crew members, are then presented to the crew. Airline flight crews and individual crew members are required to have periodic checkouts in flight-deck simulators. Within this simulated job, they can be exposed to emergency situations that would be both hazardous and costly to replicate in the actual job situation.)

Work sample evaluation may have indicated that an individual could successfully perform a particular task in the evaluation unit. However, when environmental characteristics typical to the job, such as fumes, heat, and noise are simulated, it may be noted that he no longer is able to perform successfully.

Simulated job stations afford a means of assessing groups on jobs where sustained work and coordination of activities are important elements in

overall job success. They are a means of exposing clients to common situations that may arise in employment, but which seldom occur during the usual vocational evaluation procedure.

For example, a simulated assembly line could be used for assessing three or four individuals. Within this simulation the evaluator could then manipulate certain variables (e.g., he could place a slow worker on the assembly line operation just ahead of a fast one) and observe the effects of this manipulation upon them. Because of this increased flexibility and the fact that the significant characteristics of the job setting are directly under the control of the evaluator, simulated job stations seem to be a promising tool for vocational evaluation.

There is increasing interest in developing simulated job stations. In part, this reflects the growing awareness of the role of situational and environmental factors in the behavior and performance of persons within job settings. Simulated job stations offer a means of assessing the influence of these factors on the performance and behavior of the client.

On the negative side, simulated job stations are costly to develop and operate, and require a high degree of monitoring. It is likely that over the next few years simulated job stations will be developed and located primarily in larger facilities and institutions.

WORK SAMPLES

A work sample is a well-defined work activity involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. It is used to assess an individual's vocational aptitude, worker characteristics, and vocational interests. As a sample of work based upon a job analysis, the work sample approximates real life jobs more closely than does psychological testing. The work sample should simulate the complete range of work activities (motions, mental functioning, performance demands, operations, and use of materials and equipment) of which a particular job or occupational group is comprised.

The objective in using work samples is assessment of job skill potentials and work related behaviors. This assessment can be accomplished to the extent that the work sample does not differ in its essentials from the kinds of activities a worker would be required to perform in an actual job. The work sample can be:

- an actual job itself moved into the evaluation unit
- a simulation of an actual operation
- a trait sample, which assesses a single factor such as finger dexterity
- a cluster trait sample, which measures a group of traits.

To determine the suitability of a given job area for work sample development, one should consider whether a labor market exists for the skills which the sample assesses, and whether the skills required for the job area are possessed by the intended client group.

Each work sample should represent the complete range of activities and components abstracted from an actual job. The developer of a work sample should start with a detailed job analysis of all the industrial operations, conditions, and activities of a particular job. In developing the work sam-

ple, one should be careful to see that all the work activities, materials, tools, layout, and physical conditions resemble those of actual jobs as closely as possible. It is important that the work sample involve reading and other cognitive skills only to the extent that such skills are called for during on-the-job performance.

Rather than being designed and used to assess abilities for a single job, work samples should be developed for maximal applicability by extending validation efforts to a multitude of job situations sharing a common basis of similar activities.

Work samples can be classified as: actual job samples, simulated job samples, cluster trait samples, and simple trait samples.

Actual Job Samples

An actual job sample is a sample of work that has been taken in entirety from an occupation and brought into the evaluation unit for the purpose of determining the client's interests and potential to perform that particular job. The job sample should contain the complete range of work activities (motions, mental functioning, performance and quality demands, operations, materials, equipment, tools, etc.) that comprise the job.

An advantage of this type of sample is that it is a replication of the actual job. If industrial standards for this job are known, the client's performance can be compared directly to the performance of workers in that occupation.

A disadvantage of the actual job sample is that it relates to only one occupation. The cost of producing sufficient numbers of job samples to cover a targeted labor market is prohibitive. The trend in work sample development is construction of samples that relate to numerous occupations or work families.

Another drawback in the development of job samples is that because of rapid changes in technology, the occupation from which the sample was derived may become obsolete. Also, certain environmental elements of the working conditions (supervision, co-workers, hearing, noise, etc.) are difficult to duplicate.

Simulated Job Samples

A simulated job sample is a representation of the common critical factors of a job. It differs from an actual job sample in that all the factors affecting the job cannot be replicated. For example, a service station could be built within a facility, but the pressure and environmental factors (such as customer annoyances, rain, or traffic flow) could not be duplicated. However, in some cases enough information might be derived from a client's performance to predict success on the job.

Single Trait Samples

A single trait sample assesses a single worker trait or characteristic. It may have relevance to a specific job or to many jobs, but it is intended to assess a single isolated factor. Such samples are being developed, but not without considerable difficulty. Inherent in trait sample construction is

the insidious inclusion of additional traits which contaminate the measurement of the target trait. Moreover, because some trait samples tend to look more like tests than actual work they sometimes cause the client to react negatively.

Cluster Trait Samples

A cluster trait sample contains a number of traits inherent in a job or a variety of jobs. Based upon an analysis of an occupational grouping and the traits necessary for successful performance therein, it is intended to assess the client's potential to perform various jobs.

Advantages and Disadvantages of Work Samples

The major advantages of the work sample method include:

- The work sample is the closest approximation of the reality of work that can be achieved within the rehabilitation facility
- It provides exposure to, and experience in, a wide range of jobs
- Performance identical to work is required
- It not only assesses skills, but also reveals aspects of the client's personality, interest, and attitudes towards the job
- Clients respond more naturally to work related rather than abstract tasks
- It can eliminate cultural, educational and language barriers in the assessment of vocational potential
- Many prospective employers are more receptive to reports of work sample performance than to predictions based on other sources.

Disadvantages of the work sample method are:

- Developing specific work samples for all the jobs in the labor market is not feasible.
- There sometimes is limited comparison between the environment in industry and the work sample setting
- Technological change is so rapid that work samples may become inapplicable
- Work sample researchers have rarely used statistical methods to develop reliability and validity information.

Standards

Some forum papers indicate a trend of rigid adherence to standard instructions for administration of work samples, and seek even further standardization. This trend raises certain critical issues. Some clients may be unable to respond to the standardized directional statements; others may find lower level forms of instruction demeaning. If, in fact, a client's performance on a sample is impeded by standard instruction, the full purpose of the evaluation process cannot be served. For example, an evaluator may be assessing the direction following skills of a particular client when he wishes to assess performance.

To ameliorate this problem new standards for instruction are being developed at lower reading levels. Many evaluators recognize the value of standardized administration of work samples, but do not want to restrict

themselves to this methodology. They resist the restrictions imposed by such a detail-conscious approach to work evaluation and prefer instead to pursue their task in a more individualized and humanistic way. However, this technique does not lend itself to the gathering of valid statistical data.

Work Sample Norms

There is dissatisfaction in the field with the usefulness of existing work sample norms. Efforts are being made to develop work sample norms that will enable the evaluator to assess a client's performance in terms of meaningful criteria. The need to compare a client's performance with industrial performance has created a demand for industrial normalization of work samples. Some researchers are trying to do this with industrial engineering techniques. Others are refining and validating existing work samples by administering them to employees on the job.

Some work sample batteries have been graded from simple to complex; however, there are individuals in the field of vocational evaluation who question the desirability of administering the battery in a predetermined order. These persons want the evaluator to have the freedom to designate the order of presentation. There are also those who believe that the client should determine the course and direction of his own evaluation. Again, however, these latter techniques of administration do not lend themselves to statistical analysis.

If the work sample is based on existing work in industry, it should be relatively easy to obtain both quality and quantity norms from the job itself. These norms can then be used in comparing the client's productivity with that of workers in industry.

When comparing a client's performance with industrial norms, it should be noted that the industrial norms are based on the performance of persons who have had experience doing the task. One way to compensate for this is to allow the client to practice the work sample (as many times as necessary) until it can be determined whether or not he can achieve a level competitive with industry.

Instructions

In recent years a number of evaluators have begun to give their clients a period of time to grasp the essentials of a work sample. This learning period is distinctly separate from the actual performance period. Clients are given ample time to practice using tools and apparatus and have full knowledge of what is expected of them prior to the timed performance. The evaluator assists them until it is agreed that the clients understand the work sample well enough to be timed.

In many settings, however, work samples are administered to clients without adequate time for them to become acquainted with the specific tools and apparatus required to perform satisfactorily. As an example, an evaluator may give clients just the written instructions and expect them to understand completely how to perform the task. Consequently, many clients who may be skilled at specific work sample tasks are given poor ratings. If a given occupation does not require reading ability, the work

sample task should not penalize clients for their inability to comprehend the written instructions.

Instructions given to clients prior to beginning a work sample serve two major purposes:

- To explain what is being assessed. This orientation should enable the clients to perceive the relationship between the task they are to perform and the occupational area it represents. A presentation using videotapes, slides, film strips, or photographs can be effective in accomplishing this. It would be helpful to have in this presentation information on salaries, working conditions, and the future employment market for the job to which the work sample relates.
- To learn if the clients can perform a task if they are given the same instructions they would be given by industrial supervisors. These instructions could be standardized and easily lend themselves to an audiovisual presentation. It might be even more effective and realistic if a foreman in the appropriate industry taped the standardized instructions.

If a client does not perform adequately following standardized industrial instructions, it is necessary to determine what type(s) of instruction will facilitate his understanding of the task. Some clients may need repeated instructions with a great deal of demonstration, while others learn by imitating the evaluator's example after he completes each step of the process. This kind of instruction can convey to clients what they are to do and how to do it, while allowing the instructor to assess their learning abilities.

The evaluation of the clients' ability to learn, their retention and most efficient means of acquiring information are integral parts of the total assessment process. Successful performance on a work sample is a clear indication that the client understands the instructions.

Professionals in the field differ as to how many times clients should be allowed to take the sample before being evaluated.

Repetition of Samples

There is growing concern in the field of vocational evaluation about the need for repetition of work samples. The Equal Employment Opportunity Commission's (E.E.O.C.) guidelines stipulate that every individual should have the chance to be re-tested an unspecified number of times.

Because existing industrial norms are based on experienced rather than entry-level workers, many evaluators feel that their clients need the opportunity to repeat the work samples. The basic premise is the need to evaluate positive and negative changes in the client's functioning which have occurred since the initial administration of work samples. Examples of areas that may be assessed through the repetition of work samples include:

- retention, recall, and/or transfer of skills
- changes in speed, accuracy, quantity, etc.
- reactions to new situations, including initial testing and re-testing
- changes in a client's adjustment to his environment

- potential for further improvement
- job readiness
- client interest.

PSYCHOMETRICS

Psychometric tests are measurement tools which utilize abstracted tasks, usually paper-and-pencil, of some cognitive, psychomotor, or affective trait or correlate purported to be important in general or specific job performance.

The psychometric test is used as a work evaluation tool to supplement and complement work samples and other evaluation techniques. Often work sample evaluation concentrates its efforts on psychomotor abilities and does not assess in an adequate manner the more abstract and cognitive aspects of abilities. Psychometric testing is especially useful in determining if a client has the academic background necessary to complete a formal academic or vocational training program successfully. Psychometric tests, as well as work evaluation techniques, can be used to assess interest and aptitude for a particular vocational area.

There is a trend today to discount the usefulness of psychometric testing in vocational evaluation. This is apparently based upon the concept that work evaluation was formulated as an alternative to psychometric testing.

Psychometrics has evoked more criticism than any other vocational evaluation procedure. Of all the evaluation methods, this type of testing is the least likely to assess the vocational ability of rehabilitation clients.

Inasmuch as psychometric devices have not, to date, been related to specific work factors, there is a continuing danger that their unenlightened use may violate client rights to employment or vocational rehabilitation services. Psychometric devices need not be discarded, but should be viewed in "job related" terms and as an integral part of the total evaluation process. It should be remembered, that no part of a psychometric test should be substituted for the entire test because it invalidates the results.

RESOURCE TOOLS

Resource Tools comprise any information that can be drawn upon to provide assistance and clarification in the evaluation process. Now being used increasingly by vocational evaluators, resource tools may be divided into the categories of occupational information, client information, job analysis, and audio-visual materials. Much material, of tremendously varying value, is being marketed, and facilities are becoming more adequately equipped to evaluate and use it. There is an increasing emphasis on the utilization of such information in a way that permits the client to evaluate the appropriateness of jobs for him.

Occupational Information

Occupational information is data that describes the work environment. It can be general information derived from sources such as:

- The Dictionary of Occupational Titles and other Department of Labor publications, job banks, commercial media, and job exploration systems, and publications of occupational, professional, and interest groups
- Tours of job sites by the client and/or evaluator
- Local labor market surveys concerning the availability and requirements of specific jobs, and job trends within the community.

Client Information

Client information (often referred to as referral data) is data concerning the client. It can be derived from professionals, (such as physicians, psychologists, counselors, and social workers) and laymen (such as parents, former employers, secretaries, custodians, house parents, and other persons) who are in a position to provide meaningful information.

Job Analysis

Job analysis is the systematic study of an occupation in terms of: what the worker does in relation to data, people and things; the methodology and techniques employed; the machines, tools, equipment, and work aids used; the materials, products, subject matter, or services which result; and the traits required of the worker.

Job analysis is a necessary tool in developing meaningful and valid job descriptions which, in turn, lead to more suitable job and training placements.

Audio-Visual Materials

Audio-visual materials are written, printed, visual, or auditory media, such as videotapes, films, slides, photographs, transparencies, diagrams, charts, posters, etc., which can be used in the evaluation setting to enhance client self-evaluation and encourage vocational exploration.

Problems

There are several major problems in the current use of resource tools:

- Most occupational information is not readily understood by clients
- Multi-media material is too expensive for many facilities
- In most facilities, evaluators and other appropriate staff members do not have sufficient time, nor is there staff to systematically visit job sites in the community
- The status of persons supplying client information may obscure the fact that they are unable to provide vocationally relevant data. Caution must be taken in interpreting medical, psychiatric, and psychological reports prepared by persons unfamiliar with job requirements and job demands.

APPLIED TOOLS

Applied tools are activities in which the evaluator engages directly during the evaluation process. They include interviewing, observing, and reporting procedures.

There is increased emphasis upon the consistent use of interviewing techniques as an ongoing tool during evaluation. More emphasis is being placed on the behaviorist viewpoint that psychosocial dynamics of the client play a more vital role in the evaluation process than skills assessment. It must be noted that all activities manifest behavior which reflects certain skill levels, intellectual processes, and behavior patterns which can be observed, isolated, and quantified.

Interviewing Procedures

Interviewing procedures are structured or informal goal-directed evaluation tools of extended evaluator-client interaction. Interviewing procedures facilitate client understanding of the vocational evaluation program, the evaluator's understanding of the client's needs, and mutual goal orientation. However, the usefulness of the interview as an interaction and evaluative tool is doubted by some evaluators, who consider it the domain of the counselor, social worker, and psychologist.

Observational Procedures

Observational procedures are ways of purposefully watching client activity. They usually focus upon productivity, behavior patterns, expressed interests, worker interaction, etc., assisting the evaluator in gaining valuable information concerning the client's overall level of functioning. Observational information may also be based on non-work activities outside of the evaluation unit, such as lunch, coffee breaks, and recreation.

There is a lack of operational definitions in the use of observational procedures. As a result, observational reports are often fragmented and dependent upon subjective value judging.

Reporting Procedures

Reporting procedures are recording, organizing, integrating, and communicating data and observations of the results of client evaluation. They include written reports to referring and other professional agencies, verbal communications to others concerned with the client's progress, and communications at staff conferences.

It is important that evaluation units have standards of report writing that have been mutually agreed upon by the referral source and the facility providing the service.

ACCOUNTABILITY

The tools of vocational evaluation are under close scrutiny by professionals in the field as well as government regulatory bodies. Basic issues concerning what is being measured, how to measure it, and the validity of these measurements are presently unresolved.

On the precedent established by the recent U.S. Supreme Court decision on Griggs vs. Duke Power Company and other related lower court decisions, the Equal Employment Opportunity Commission (E.E.O.C.)

is in the process of establishing *Uniform Guidelines on Employee Selection Procedures*.

Implementation of these *Guidelines* will affect not only the hiring procedures in state, local, and federal governments, but also the way that tests are developed and used. Tests are defined in the proposed *Guidelines* in the broadest sense, as the basis for employment decisions. Content validity, i.e., actual job relatedness of devices, is a central issue. Inasmuch as the field of vocational evaluation, to date, has failed to develop its own standards and regulatory practices, the *Guidelines* may prove to be the impetus required to upgrade vocational evaluation tools.

PROPOSALS

In order to upgrade the process of vocational evaluation, it is recommended that professionals and professional institutions in the field recognize their responsibilities and implement procedures which will accomplish this. The committee selected to write this chapter suggests the following proposals for immediate action.

- Professional training programs in interviewing and observational procedures should be developed for evaluators, including inservice training and seminars by representatives of V.E.W.A.A.-affiliated institutions.
- V.E.W.A.A. should stress that in vocational evaluation tasks there is a distinct separation between the period of learning the essentials of the task, and the period of assessment. When the client is assessed after he has learned and practiced a task, he has the opportunity to function optimally on the timed work sample.
- In presenting any information on newly developed work samples, V.E.W.A.A.-affiliated publications should insist on a preliminary learning and practice period prior to the timed performance period. This can be demonstrated in audio-visual tapes.
- A study should be conducted to compare a work sample developed on a one-trial, test-structured base, with the same work sample organized and modified within a learning component. The latter organization would involve sample repetition, learning curves, practice effects, and various types of evaluative assistance. Clients would be given either one of the approaches and their performances would be compared.
- There is a need to develop a hierarchy of learning in relation to work sample administration, such as is demonstrated in Maslow's and Havighurst's Educational Modes. V.E.W.A.A. should organize a task force which would approach various facilities, educational institutions, and special educators for their cooperation in developing a procedural manual.
- A two-part study should focus on repetitive work sample results compared with industrial norms of trained employees, and the effect of repetitive work sample administration on learning, client interest level, and behavioral change. This study would involve: development of basic entry-level industrial standards for each specific work

sample; definition of expected levels of performance for a specific work sample after repeated administration, based on existing industrial norms; and utilization of industrial techniques to determine optimum learning and repetition levels (e.g., when does the "law of diminishing returns" make repetition unfeasible?)

- A V.E.W.A.A. task force should prepare a position paper on the proposed E.E.O.C. *Guidelines*. The same task force, in cooperation with the Equal Employment Opportunity Commission and the American Psychological Association, should develop procedures for implementation of the E.E.O.C. *Guidelines*, suggesting a realistic schedule. The V.E.W.A.A.-approved *Guidelines* should be referred to the Commission on the Accreditation of Rehabilitation Facilities for implementation.
- Research and training centers, university rehabilitation and training programs, and regional rehabilitation research institutes should develop and conduct regional training seminars to implement the V.E.W.A.A. *Guidelines*, and disseminate pertinent information to the field.
- A prototype work sample based on the V.E.W.A.A. *Guidelines* should be disseminated to the field through audio-visual techniques that would describe step-by-step procedures utilized to develop it. Extensive training programs should be organized throughout the country to stress the V.E.W.A.A. *Guidelines,* using the completed work sample as a training mode.
- It is recommended that universities involved in the training of vocational evaluators be encouraged to form occupational information review committees. These committees would review available occupational information literature and alter the language so that it would be readily understood by most clients, and encourage producers of new information materials to develop materials geared to the client's level of understanding.

SUMMARY

In this chapter, the tools of vocational evaluation have been categorized into Situations as Tools, Resources, and Applied Tools. Accountability has been assigned a separate section and there are proposals recommended to upgrade the field. Assignment of these sections was an arbitrary action taken by the committee responsible for this chapter after reviewing forum papers. Specific sections could be expanded or shortened depending upon the group assigned to the task. Nevertheless, the committee feels that many important facts about the tools of vocational evaluation have been spelled out, and this is critical, since previously no organized body of writings has been formulated which the evaluator could utilize to update his knowledge of the field.

The statements in this chapter are meant to be revised. They are a beginning with many elaborations, additions, subtractions, and modifications forthcoming in the future.

VOCATIONAL EVALUATION AND WORK ADJUSTMENT BULLETIN

VOLUME 8 AUGUST, 1975 SPECIAL EDITION

This project supported, in part,
by SRS Grant #12-P-55958/3-02 from
the Social and Rehabilitation Service,
Rehabilitation Services Administration.

Published Quarterly U.S. Subscription Price $5.00 a Year

EDITORIAL OFFICE
1814 Lake Avenue, The University of Tennessee, Knoxville, Tennessee 37916

BUSINESS OFFICE
1522 K Street, N.W., Washington, D.C. 20005

Summary and Index
of the Vocational Evaluation Project
Final Report

VOCATIONAL EVALUATION SERVICES AND THE HUMAN SERVICES DELIVERY SYSTEM
(Task Force 1)

In this keystone section, the task force has described vocational evaluation as an alternative assessment service which is a specialized form of clinical assessment. They propose that vocational evaluation is, rightly so, an assessment of last resorts. Proposed is a three phase vocational evaluation model in which an individual would participate in the assessment process—at the first level, through an interview type screening; at the second level, the client would participate in in-depth vocational counseling; and finally, only where necessary, a client would receive vocational evaluation. The report then deals with barriers of agency fiscal structure, personnel, philosophy, communication, and referral barriers.

THE TOOLS OF VOCATIONAL EVALUATION
(Task Force 2)

Beginning with the premise that all vocational evaluation is based upon the observation of individuals in work or work related situations, the task force has set about describing the tools of vocational evaluation as situations which are used as tools for vocational evaluation, the resource tools available to evaluation personnel, and the applied tools, i.e., interviewing, observing, and reporting procedures. Situations which might be used as tools are job sites, production work, trial training, simulated job stations, actual job samples, simulated job samples, single trait samples, cluster trait samples, and psychometric tests.

This task force is proposing a series of projects which put emphasis upon the development of more reliable criteria upon which to base observational judgments.

THE VOCATIONAL EVALUATOR
(Task Force 3)

The title "vocational evaluator" is impossible to define. Individuals who are called vocational evaluators do many different types of things in many different types of agencies and facilities. The role of the vocational evaluator is determined by the setting in which he works, his individual training, his background, the type of clients served, the presence or lack of presence of another agency which pays for the services, and the philosophy of the organization providing the vocational evaluation services. Task Force 3 looks at the desire of practicing vocational evaluators, to be recognized as "professional clinicians", as opposed to "skilled technicians". At issue are the different types of roles required of the professional evaluator, the necessary knowledge and skills, and training which might be required to fulfill them. The task force proposes a series of studies which might culminate in a definitive career ladder for the field of vocational evaluation.

THE TEAM APPROACH TO VOCATIONAL EVALUATION
(Task Force 4)

Task Force 4 struggled with the present dilemma in which many vocational evaluators find themselves—trying to communicate with other professionals, and

at the same time being limited in this communication through policy barriers, professional image, limited knowledge of other professions, and lack of a common language. They propose to reinstitute (and in the process redesign) the team approach to vocational evaluation through a nine point model which describes the multiple roles an evaluator or an evaluator team must play in the process of providing a vocational evaluation.

The team suggests approaches which might be taken in order to develop the acceptance of the evaluator team, and ways in which evaluator teams could be trained.

STANDARDS FOR VOCATIONAL EVALUATION (Task Force 5)

Toward the beginning of the Vocational Evaluation Project, there were conversations between VEWAA and the Commission on the Accreditation of Rehabilitation Facilities (CARF). During those talks, it was discovered that CARF was open to suggestions from the field regarding acceptable standards upon which vocational evaluation programs in rehabilitation facilities might be judged.

In addition, it is obvious that vocational evaluation programs are developing in places other than vocational rehabilitation facilities, and it has become clear to the VEWAA executive council and the Project task force that a set of self standing standards is also needed for non-rehabilitation facility programs.

This report contains final recommendations to CARF as well as a major portion of the draft of the free-standing document. A committee within the association will continue to work to finish, and then continually upgrade, these national standards which will be applicable to rehabilitation facilities as well as the myriad of new organizational programs which are employing vocational evaluation methods to evaluate their harder to assess clients or students.

THE RELATIONSHIP OF VOCATIONAL EVALUATION TO ORGANIZATIONS AND EDUCATIONAL INSTITUTIONS (Task Force 6)

Task Force 6 has examined the depth and breadth of recognition of the field of vocational evaluation by national organizations and federal agencies which might benefit from the inclusion or provision of vocational evaluation services, and the training organizations which could potentially train the number of qualified masters degreed graduate vocational evaluators which would appear necessary to upgrade the field. Included in their report is a summary of the National Organizations Forum on Basic Questions Relevant to Vocational Evaluation and a survey of the willingness of graduate programs in vocational rehabilitation counseling to consider the addition of courses in vocational evaluation.

GLOSSARY (Task Force 7)

During the second year of the project, task force members who had been working in each of the other 6 task forces were pulled aside to create a special task force on a vocational evaluation glossary. Basing their work upon the work of the other task forces, they have collected a series of 73 definitions used throughout the vocational evaluation project. They have called for an ongoing national committee to continue to examine and expand this present glossary.