

# **Educare - an Assessment Philosophy:**

When working with information from assessments, it is our belief that the individual needs to be the authority on themselves. We believe it is our responsibility as professionals to facilitate a person's discovery process through educare. Educare is the Latin root word for education and it means "to draw out." With instrumented learning we can "draw out" by using a Socratic dialogue which leads the "learner" to their own understanding.

The goal of education is not testing, but rather, discovery. Using an assessment or an instrumented learning approach to adult learning helps the learner bridge a particular theory or model to a relevant application of the information in their own world. The assessment provides a structure of information and interpretive output, but the individual is the one who makes the information meaningful in the context of their personal life goals and challenges.

Lest we as trainers, coaches and educators become seduced into taking the role of being the authority on the information in the assessment and interpreting it to the individual. Not only does that defeat the purpose of discovery learning, but for most of us, it is outside the scope of our expertise. Participants often want us to take that role and can be persistent in "hooking" us into being the authority on their information. This may come from the fact that so many of our education and therapeutic practices have modeled an authoritarian response.

Discovery and dialogue is a very respectful way to work with others using information from assessments. When tempted by an invitation to a right/wrong/ good/bad, better/best discussion, perhaps the best solution is to use the Socratic method of learning, and turn the discussion back to the individual's perception and understanding through the use of open-ended questions.

## **Our Philosophy for Using Behavioral Assessments:**

1. In using any type of behavioral instrument, proper positioning is critical if people are to feel safe in the assessment process.
2. There are no good or bad profiles – only different
3. We help people discover and dialog – we do not test and fix
4. Individuals are the very best expert on themselves. It is important to personalize and validate one's own profile.
5. Different does not equal wrong, different equals different – and often, different equals better because it adds new perspective.
6. Two people can perceive the same situation in very different ways.
7. Most of us tend to be more aware of our behavioral strengths than we are of our limitations. We call our unawareness blind spots.
8. People can begin to use non-blaming and non-judgmental language to describe their own and others behavioral needs.
9. Adaptability is a learned skill, - not a natural one. Adaptability is a key skill to learn in our change oriented environments.
10. Organizations, managers, and teams and individuals are more effective when they learn to appreciate and understand differences in other styles.

**Discover and Dialog – not test and fix**

**Different = Different, not wrong.**