

ASSESSMENT OF INTRAPERSONAL SKILLS

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Intrapersonal Skills

- talents or abilities that aid the individual in personal productivity and problem solving
- promote adaptive behavior and productivity by
 - ▣ warding off counterproductive influences by self, others, and the immediate environment
 - ▣ supporting volitional behavior
- relevant in multiple life domains
 - ▣ academic
 - ▣ health
 - ▣ social
 - ▣ work

Prototype: Self-Regulation

- examples
 - ▣ planfulness
 - ▣ self-discipline
 - ▣ delay of gratification
 - ▣ ability to overcome distractions
 - ▣ able to adjust strategy or approach as needed
- common thread: **self-regulation**

Self-regulation is the management of goal pursuit.

System 1

nonconscious
automatic
cheap

↓

impulse
habit
goal activation

System 2

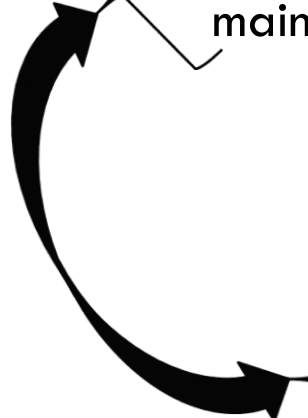
conscious
effortful
costly

judicious ↓ deployment

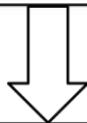
cognitive
affective
motivational
behavioral

movement toward
movement away
maintenance

initiation
pursuit
disengagement



Processes
•forethought/planning
•performance
•monitoring/self-reflection



Consequences
•normative
•domain specific
•idiosyncratic

Foundations		
<i>executive function</i>	<i>temperament</i>	<i>personality</i>
•inhibition	•effortful control	•higher order
•working memory	•reactive control	•lower order
•shifting		

Importance of Skill at Self-Regulating

- adopting appropriate goals and initiating goal pursuit
 - ▣ “getting started”
- persisting at goal pursuit
 - ▣ “staying with it”
- disengaging from goal pursuit
 - ▣ “knowing when it’s time to move on”

Exemplars: Integrity

- Can we predict the likelihood a prospective employee will engage in theft and other forms of counterproductive work behavior?
- Approaches
 - ▣ overt and direct
 - ▣ personality profile
 - ▣ indirect

Exemplars: Integrity

- Can we predict the likelihood a prospective employee will engage in theft and other forms of counterproductive work behavior?
- Effectiveness
 - ▣ account for 4%-9% of variance in relevant behaviors
 - ▣ low correlation with cognitive ability
 - ▣ comparable validity for demographic subgroups

Exemplars: Self-Regulated Learning

- Can we assess the process of self-regulation in real time in the learning context for the purpose of diagnosing and addressing academic performance problems?
- Approaches
 - ▣ traditional summary measures
 - ▣ direct observation
 - ▣ traces
 - ▣ diaries
 - ▣ verbal reports before, during, and after behaviors

Exemplars: Self-Regulated Learning

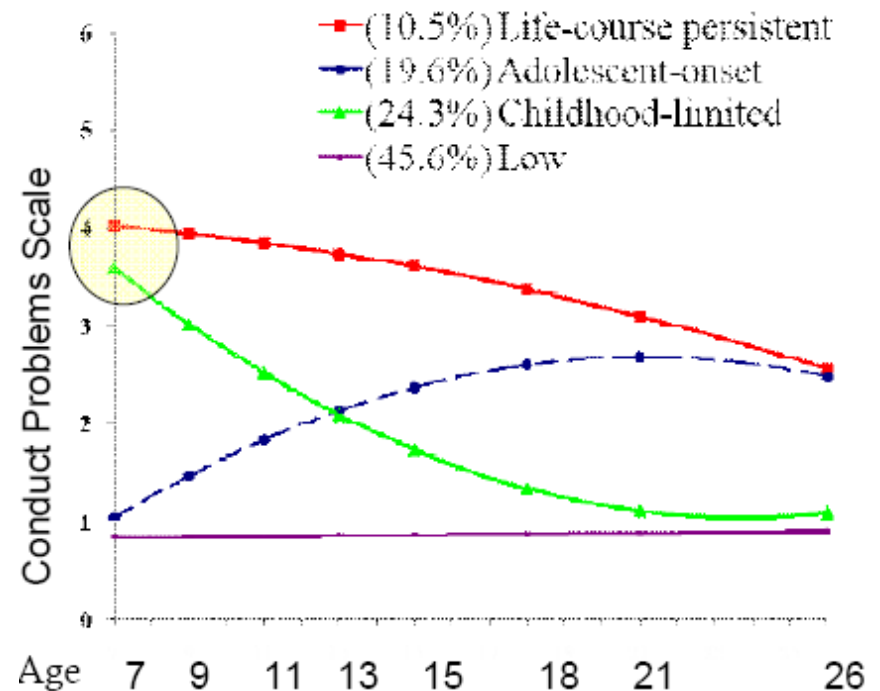
- Can we assess the process of self-regulation in real time in the learning context for the purpose of diagnosing and addressing academic performance problems?
- Effectiveness
 - ▣ rich data that correspond to theoretical model
 - ▣ highlights distinctions between experts and novices
 - ▣ accounts for 30% of variance in course grades above and beyond traditional summary measures
 - ▣ accounts for up to 90% of variance in athletic skills

Exemplars: Antisocial Behavior

- Can we measure antisocial behavior quickly and with validity beginning in childhood and continuing into young adulthood?
- Approach
 - Achenbach System of Empirically Based Assessments
 - available in 85 languages; reported in 7,000+ papers
 - three versions: self, parent, and teacher reports
 - paper and pencil; takes 15 minutes
 - age-appropriate versions: 1 ½-5, 6-18, 19-59, 60-90

Exemplars: Antisocial Behavior

- Can we measure antisocial behavior quickly and with validity beginning in childhood and continuing into young adulthood?
- Effectiveness
 - ▣ high reliability
 - ▣ multicultural norms
 - ▣ allows for tracking over time and prediction by trajectory



Exemplars: Emotional Intelligence

- Can we detect deficits in emotion recognition and control of emotions as a first step toward promoting emotional competence?
- Approaches
 - ▣ disposition (i.e., summary self-reports)
 - ▣ ability
 - correctness of response to emotional cues and situations
 - situational judgments
 - written descriptions
 - video depiction

Exemplars: Emotional Intelligence

- Can we detect deficits in emotion recognition and emotion regulation as a first step toward promoting emotional competence?
- Effectiveness
 - strong overlap (50%-80%) between dispositional scores and basic dimensions of personality
 - recognition tests knowledge but not skills
 - judgment tasks offer more insight on skill but require individual access to videos and computer rating software

Assessment Strategies: Questions

- Feasibility
- Specificity
- Validity
- Metric
- Fairness

Assessment Strategies: Feasibility

- Can the assessment strategy be used in the settings for which the skill is most relevant?
 - ▣ classroom
 - ▣ online
 - during school hours
 - proctored sessions after school hours
 - self-administered
 - ▣ observation of target behaviors in real time and typical contexts

Assessment Strategies: Specificity

- Can the skill be assessed at a general level, or must it be assessed with reference to specific outcomes or behaviors?
 - do the relevant outcomes and behaviors vary across domains (e.g., academic performance, social skill, physical health)
 - does the skill naturally transfer from one domain to another; if so, is assessment equally valid across domains

Assessment Strategies: Validity

- Does the assessment strategy produce scores that reflect variability in the skill and, if so, do scores predict important outcomes?
 - ▣ construct validity: the assessment yields scores that covary with objective or well-established demonstrations of the skill
 - ▣ predictive validity: the skill predicts concrete, consequential outcomes
 - ▣ incremental validity: the skill is relevant and predictive above and beyond other characteristics and skills

Assessment Strategies: Metric

- Can scores be expressed in a metric that allows for quick and accurate interpretation?
 - ▣ examples
 - ratio IQ = (mental age/chronological age) x 100
 - deviation IQ: normed to $M = 100$ and $SD = 15$
 - achievement: grade equivalent, percentile

Assessment Strategies: Fairness

- Does the assessment strategy, because of its format or content, advantage or disadvantage any segment of the population for which it was designed?
 - ▣ delineation of the skill
 - ▣ mode of assessment
 - ▣ level and means of communication

Assessment of Intrapersonal Skills

- Because they affect goal adoption, pursuit, and disengagement, they are critical for productivity in multiple life domains.
- Feasibility and construct validity are key concerns.
 - Is there time and a place? Are we fully capturing the skill?
- Given their relevance for adjustment, health, and productivity, they must be addressed in the school context.
 - monitoring status and progress requires valid assessment