

The Holistic Framework as the Backbone of HR Practices

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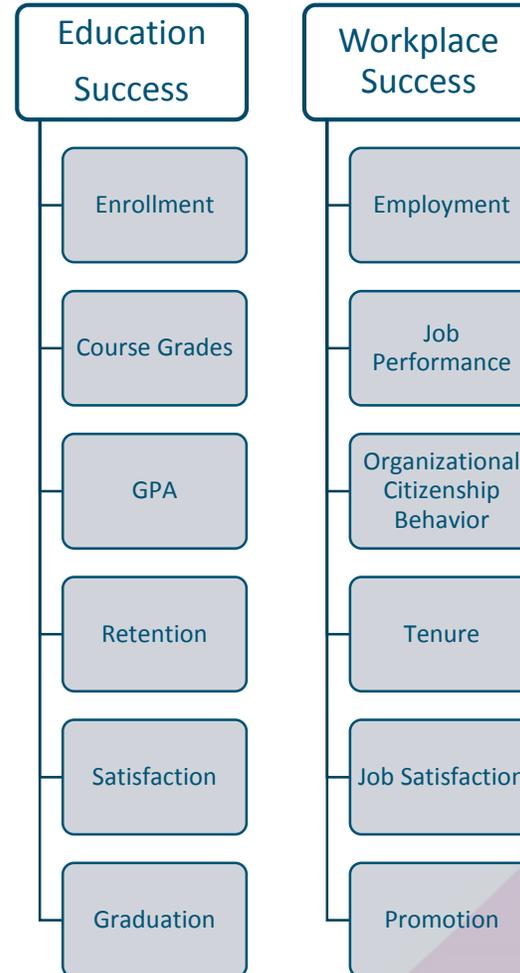
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The Holistic Framework

- Remedy limitations of current conceptions of College and Career Readiness
- Unify ACT's product ecosystem
- Align solutions to valued outcomes
- Map important developmental stages and milestones from K—career

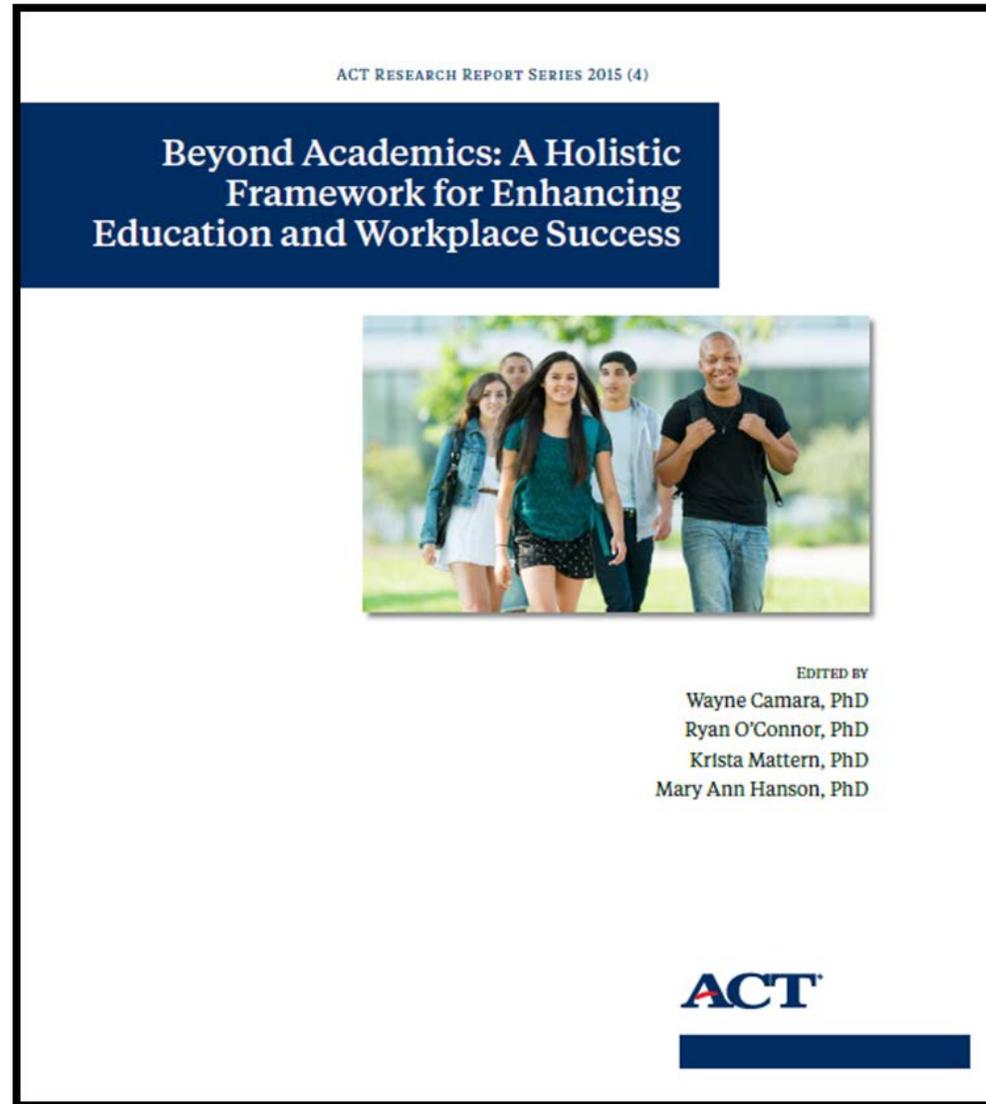
Limitations of Current Conceptions of College and Career Readiness

- Focus exclusively on academic preparation
 - Particularly mathematics and reading
- Empirical research indicates that success in school and at work is multidimensional
- Readiness should similarly be focused on a broad and diverse set of personal characteristics

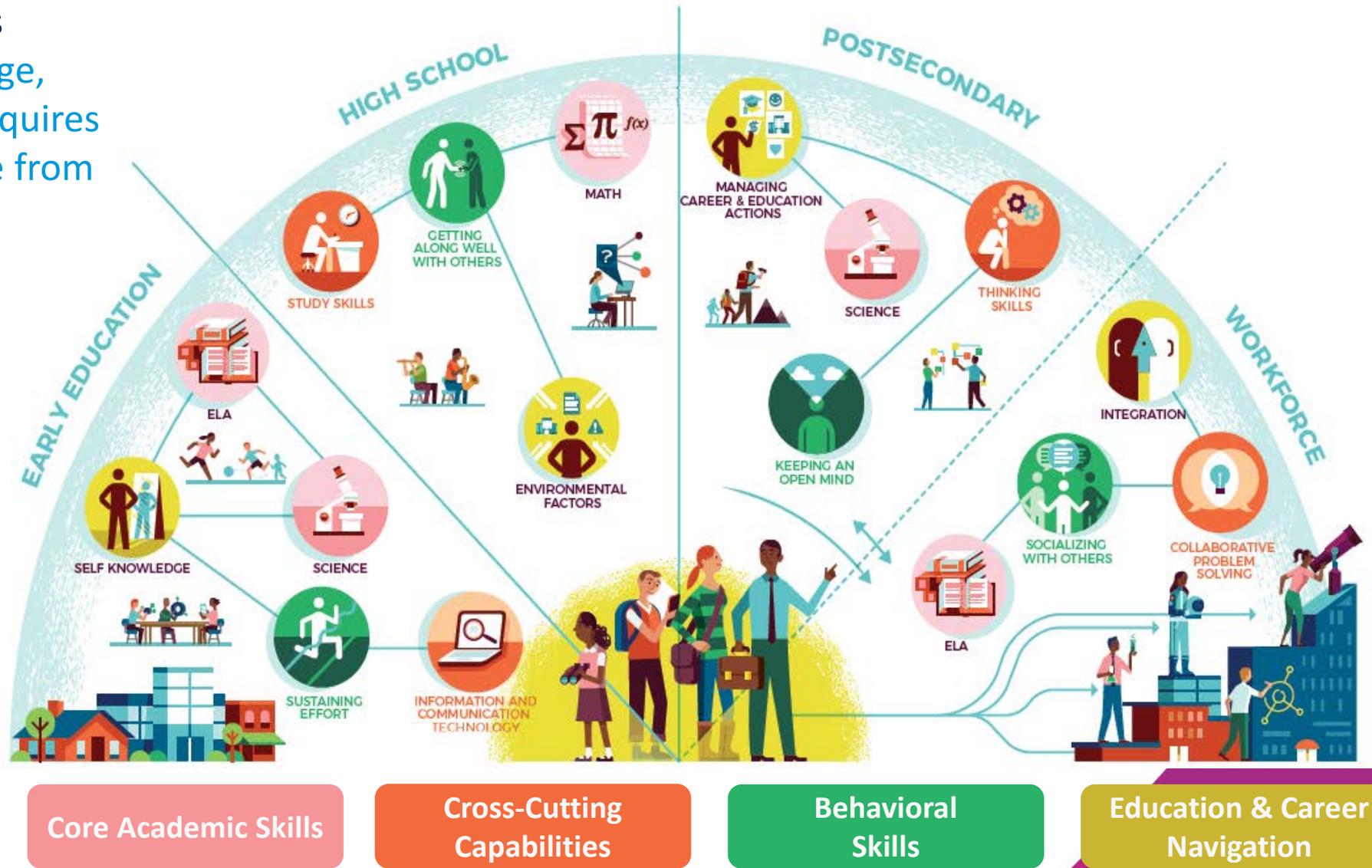


The ACT Multi- Dimensional Holistic Framework

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Beyond Academics
 Preparing for college,
 careers, and life requires
 skills and expertise from
 many sources



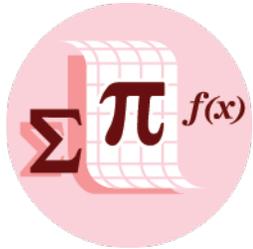
ACT's Holistic Framework

Core Academic Skills

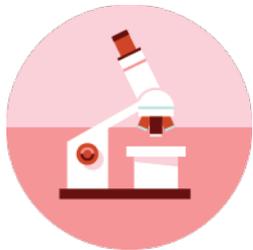
Core Academic Skills: knowledge and skills necessary to perform essential tasks in core academic content.



English Language Arts: Literacy skills related to comprehension and capacity for use of written and oral language.



Mathematics: Relating and transforming numeric and symbolic quantities, including applications to data sets, patterns, space, and change.



Science: Gathering and interpreting observations, experimental data, and disciplinary content knowledge in order to predict and explain phenomena.



ACT's Holistic Framework

Cross-Cutting Capabilities

Cross-Cutting Capabilities:
general knowledge and skills
necessary to perform essential
tasks *across* academic content
areas.



Collaborative Problem Solving:
Contributing to group problem solving processes.



Studying and Learning: Using learning strategies to enhance comprehension, integration, and retention of learning.



Technology and Information Literacy:
Using technology to acquire, evaluate, transform, and share information.



Thinking and Metacognition: Mastering modes of thinking that apply to broad classes of problems.

ACT's Holistic Framework

Education & Career
Navigation

Education & Career Navigation

Skills: personal characteristics, processes, and knowledge that influence individuals as they navigate their educational and career paths.



Self-knowledge: Perceptions of one's own abilities, interests, skills, values, etc. that contribute to understanding the self.



Environmental Factors: Information, conditions, and experiences related to education and work acquired from external sources and surroundings.



Integration: Ongoing process of combining self-knowledge and environmental factors to form personally-relevant knowledge to evaluate information and plan courses of action.



Managing Career & Education Actions: Ongoing process of implementing plans and enacting purposeful behaviors to facilitate education and occupation progress.

ACT's Holistic Framework

Behavioral Skills

Behavioral Skills: interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.



Acting Honestly: valuing and adhering to ethical and moral standards of behavior, as well as personal level of humility.



Getting Along Well with Others: interacting positively and cooperating with others; generally kind, friendly, and tactful.



Keeping an Open Mind: open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.



Maintaining Composure: working on staying calm, serene, and able to manage emotions effectively.



Socializing with Others: preferred level of social interaction, behavior in interpersonal situations, and optimism.



Sustaining Effort: developing diligence, effort, organization, self-control, and compliance.

Behavioral Knowledge and Skill Meets commitments and works on tasks until they are complete.
Statement

Behavioral Examples of Follow Through

Highly Effective	<ul style="list-style-type: none">• Consistently follows through with commitments without reminders.• Independently completes the work that he/she committed to in group settings.• Often agrees to too many project commitments such that some projects are not completed effectively and on time.
Effective	<ul style="list-style-type: none">• Generally follows through with commitments without reminders.• Completes the work that he/she committed to in group settings with regular check-ins from a supervisor.• Limits project commitments to ensure they are completed effectively and on time.
Somewhat Effective	<ul style="list-style-type: none">• Usually needs reminders to follow through with commitments.• <i>Often needs to be asked about project status to ensure it gets completed.</i>• Occasionally agrees to too many project commitments such that some projects are not completed effectively and on time.
Not Effective	<ul style="list-style-type: none">• Makes commitments but often does not follow through with them.• Needs multiple prompts or reminders to complete the work that he/she committed to in group settings.• Almost always commits to too many projects, so they are rarely completed effectively and on time.• Must always be asked about project status to ensure it gets completed.

Potential Applications

- Provide workers, and organizations with better descriptions of effective behaviors that are important for success
- Use to benchmark behavior and identify strengths and areas for development
- Serve as basis for assessments and interventions to improve behavioral skills

Using the Holistic Framework at ACT

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360 Survey



360 Feedback Survey

Modesty - Avoids boasting or acting superior to others and is humble about achievements.

How important is this behavior for effectively leading at ACT?

1 = extremely unimportant 6 = extremely important

1 2 3 4 5 6

Move slider to indicate 1 - 6



Click on the box of statements below that best describes

- Does not exaggerate his/her achievements
- Consistently recognizes strengths and areas he/she needs to improve even when others do not point them out
- Reacts positively and listens to constructive feedback regardless of how the feedback is given
- Graciously accepts praise and gives praise to others for their accomplishments
- Returns compliments to others when receiving praise

- Usually recognizes strengths and areas he/she needs to improve even when others do not point them out
- Rarely exaggerates his/her achievements
- Usually receptive to constructive feedback when it is framed positively

- Reacts negatively and does not listen to constructive feedback
- Boasts about accomplishments when receiving praise
- Greatly exaggerates achievements to appear more accomplished than others
- Does not acknowledge areas he/she needs to improve even when pointed out by others

- Makes no attempt to make sure the thoughts and opinions of others are heard
- Generally treats coworkers unfairly due to personal differences or favoritism
- Ignores situations when others are being treated unfairly, unless it impacts him/her

Please use this space to:

1. Elaborate on a statement in the box you selected; and/or
2. Describe how a statement from a box not selected applies



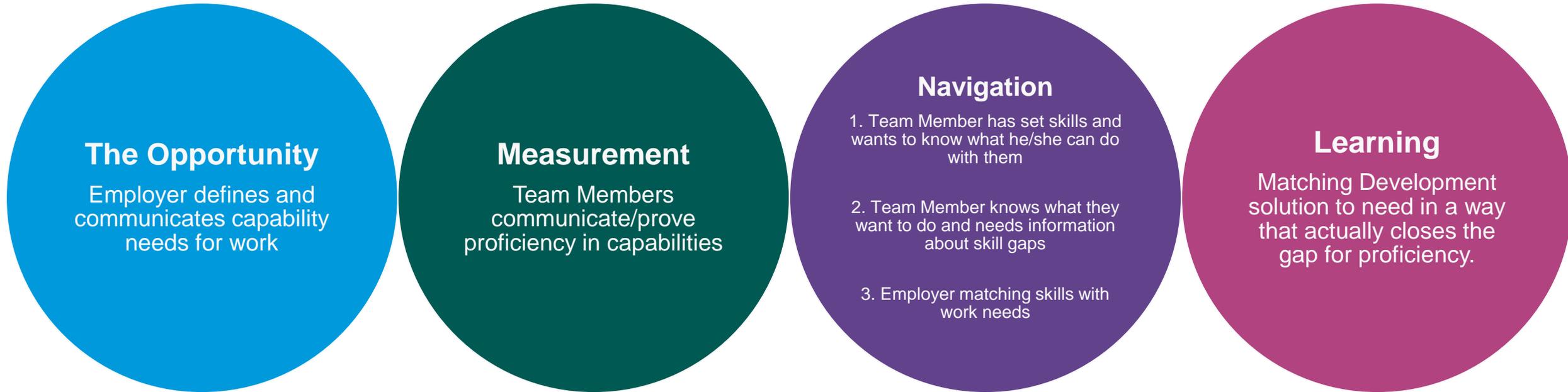
Please share the degree to which you agree or disagree with the statement, "The following take my perspectives and feelings into consideration at ACT."

- *Organizationally* refers to within the entire company
- *Direct Manager* refers to the individual to whom you directly report
- *Cross-Functionally* refers to team members in other departments
- *Team* refers to the team members in your department

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	I Prefer Not to Respond
Organizationally	<input type="radio"/>						
My Direct Manager	<input type="radio"/>						
Cross-Functionally	<input type="radio"/>						
My Team	<input type="radio"/>						

Engagement Survey

Internal Gig Economy



Holistic Framework

Personas & Employer Branding

Align and Invest

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