



MAPP Student Workbook

Motivational Appraisal of Personal Potential

This workbook belongs to:

This workbook is designed to correspond to the Student Career Appraisal.

This is not a stand-alone workbook.

To obtain your Student Career Appraisal, visit <http://Student.Assessment.com>

To obtain access to the assessment contact your Guidance Counselor

Or

email: StudentInfo@Assessment.com



MAPP Student Workbook

Top Ten Vocational Areas – 3.0.0	4
Introduction On-The-Job-Tasks.....	7
Interest in Job Content – 2.1.1	9
Temperament for the Job – 2.1.2	11
Aptitude for the Job – 2.1.3	13
MAPP Student Workbook Part I.....	15
People – 2.1.4.....	17
Things – 2.1.5.....	19
Data – 2.1.6	21
Reasoning – 2.1.7	23
Mathematics – 2.1.8	25
Language – 2.1.9	27
Worker Trait Code System Summary Exercise.....	29
MAPP Student Workbook Part II.....	30
Coping with Classroom Environments– 4.1.5.....	31
Coping with Learning Environments – 4.1.4	32
Skills for Testing Procedures – 4.1.6	33
Perceptual Orientation – 4.1.2	34
Mental Orientation – 4.1.1.....	35
Conclusion	36

MAPP Student Workbook

Thank you for taking the MAPP!

MAPP stands for **Motivational Appraisal of Personal Potential**.

Motivations may or may not reflect skills and abilities. If you have a low preference or motivation for a trait, you may still be able to perform it well.



Try this!

Write your name on a piece of paper. Now write your name with your other hand. Writing with your preferred hand feels great. Writing with the other hand can feel awkward, frustrating, uncomfortable and just hard work. While you could still perform the task with both hands, if you had the choice, you probably would choose the hand that was easiest for you to write with. This is your preference.

That is how your job feels when your career doesn't fit. **MAPP** helps you find your natural fit — and the job you will love. This is what the MAPP helps you understand about yourself.

The *MAPP Student Workbook* will help you understand your MAPP results. You can use the *MAPP Student Workbook* in class with your teacher's help or you can use it on your own.

The **MAPP Student Workbook** explains the three subsections:

- **Worker Trait Code System**
- **Top Ten Vocational Areas**
- **Educational Analysis**

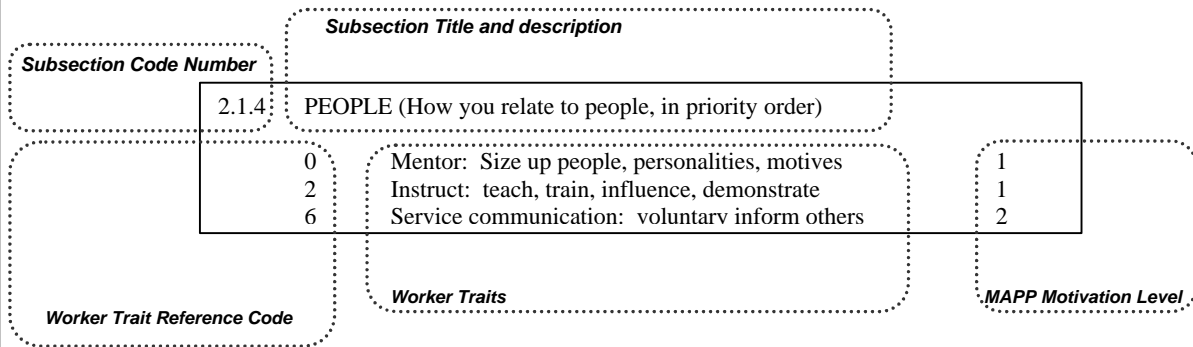
The **Narrative Interpretation** is a written summary of worker Trait Codes.

Worker Trait Code System and Top Ten Vocational Area sections help you connect your motivations to job options. These sections are covered in Part I of the MAPP Student Workbook.

The Educational Analysis section helps you understand how you prefer to learn. This section is reviewed in Part II of the MAPP Student Workbook.

Each of these subsections has two sets of numbers. Please review the example at the top of the next page to understand how to use these numbers as you complete the workbook.

What the numbers and descriptions are in your Student MAPP:



As you review your MAPP Student Career Appraisal you will see many items rated using the numbers 1, 2, 3, 4, 5. These numbers represent your Motivation level toward each Worker Trait. They appear to the right of a descriptive word or phrase. These numbers are the keys to understanding your MAPP.

MAPP Motivation Level Definitions

The **MAPP** Motivation Levels represent your personal and unique ratings for each of the traits in the list. Here is what the numbers mean.

- 1 – These traits are absolutely essential for you to express in a job
- 2 – These traits are very important for you to express in a job
- 3 – Traits that are somewhat important to you
- 4 – Traits that have little or no importance to you
- 5 – Traits that you tend to avoid

Look for your MAPP Motivation Levels in the following areas:

- **Worker Trait System**
- **Top Ten (10) Vocational Areas**
- **Educational Analysis**

Think of these as “energy” traits that are on a line, from strong to not so strong. You will have the most energy for traits with 1’s and 2’s. You will have the least energy for traits with 4’s and 5’s. Keep in mind that because a trait is at level 4 or 5 **does not** mean you **cannot do** those activities. It just means you **do not desire** to do those tasks regularly. In fact 5’s may make you a better candidate for some jobs than 1’s.

When reading the appraisal remember, **all traits and talents are related; no one trait stands alone.**

Before beginning the workbook, please take a few minutes to read your MAPP Assessment including the introduction and narrative.

Vocational Areas



Top Ten Vocational Areas – 3.0.0

Connecting Interest in Job Content, Temperament for the Job, and Aptitude for the Job to your

Top Ten Vocational Areas.

In your MAPP, review the three sections titled:

- **Interest in Job Content**
- **Temperament for the Job**
- **Aptitude for the Job**

In the areas below, write the top one or two from each area. In the next column fill in three of your Top Ten Vocational Areas.

	MAPP Says . . .	My Top Vocational Areas:
Interest in Job Content	<hr/> <hr/> <hr/> <hr/>	
Temperament for the job	<hr/> <hr/> <hr/> <hr/>	
Aptitude for the job	<hr/> <hr/> <hr/> <hr/>	

How can your interest, temperament, and aptitude help you be successful in these vocational areas? Write your thoughts below:



Activity from your Student MAPP

Action Step

Building Your Career Plan



Take a good look at yourself and identify your strengths and non-strengths. Think about where you could use your strengths. Write a plan to get you where you want to be. Remember if you don't know where you are going, any destination will do. So think hard about who you are and what you want. Make a career plan and then take action.

Your career action plan can help you:

- Identify who you are.
- Discover what you want.
- Determine what you value.
- Find a job or career that fits.
- Prepare for the job.
- Get the job.
- Keep the job.

Get out a separate sheet of paper to complete this Action Step.



Use these steps as a tool to build your career plan.



Begin to develop your career plan by following the instructions below.

Step 1, **Where am I going?**

On your piece of paper, answer this question in Step 1 using a complete sentence.

Now that you know your vocational areas, you can decide where you want to go and what type of job you would like. For example, you may want to be a network administrator.

Step 2, **Setting the goals.**

On your separate piece of paper, write down three (3) goals to help you reach your destination.

For example, you could have selected three goals to help you reach your destination of becoming a network administrator. They include (1) taking all high school technology classes, (2) completing a network certification program, and (3) doing an internship in this area.

Step 3, **Writing the plan.**

Write down each step you must take to meet your goals. Be very specific and be sure to include a date when you think you can complete each step.

Continued on next page . . .

Step 4, Taking Action.

Now, do what you wrote in your plan. Check off each step when done. Your plan should be in order according to dates . . .

Step 5, Putting it all together.

Think about how family members, friends, and activities are helping you or keeping you from these goals. What can you do differently?

Remember to keep your goals in mind.

For additional information about careers, go to <http://Student.Assessment.com>

A number of different sites are available to help you explore these careers. Just click the one you want to visit first.

For additional assistance with this activity, talk to your parents, teachers or a person in your community that will help you. The last page of this workbook lists additional resources available to you.

Introduction*On-The-Job-Tasks***Introduction****On-The-Job-Tasks**

The following pages cover these three subsections in the Worker Trait Code System. They are:

- 2.1.1 Interest in job Contents
- 2.1.2 Temperament for the Job
- 2.1.3 Aptitude for the Job

In your MAPP, these are the first three subsections under the Worker Trait Code System. They help you understand your habits.

Take a few minutes and read the story about the frog and the scorpion. Marcus Buckingham and Curt Coffman used this in their book, *First Break All the Rules*, to explain habits or talents.

The Story of the Scorpion and the Frog

There once lived a scorpion and a frog.

The scorpion wanted to cross the pond, but, being a scorpion, he couldn't swim. So he scuttled up to the frog and asked: "Please, Mr. Frog, can you carry me across the pond on your back?"

"I would," replied the frog, "but, under the circumstances, I must refuse. You might sting me as I swim across."

"But why would I do that?" asked the scorpion. "It is not in my interest to sting you, because you will die and then I will drown."

Although the frog knew how lethal scorpions were, the logic proved quite persuasive. Perhaps, felt the frog, in this one instance the scorpion would keep his tail in check. So the frog agreed. The scorpion climbed onto his back, and together they set off across the pond. Just as they reached the middle of the pond, the scorpion twitched his tail and stung the frog. Mortally wounded, the frog cried out: "Why did you sting me? It is not in your interest to sting me, because now I will die and you will drown."

"I know," replied the scorpion as he sank into the pond. "But I am a scorpion. I have to sting you. It's in my nature."

NOTE:

Conventional wisdom encourages you to think like the frog. Remember what the frog forgot: that each individual, like the scorpion, is true to his/her unique nature. Try to recognize that each person is motivated differently, that each person has his own way of thinking and his own style of relating to others. Then try to become *more* and *more* of who you already are.

(First Break All The Rules pp. 56 - 57)

Before you go on . . .

Looking at the scorpion in the story. What are some things you always do, or you consider to be your “nature?”


Can you find any patterns?

Now you can go on . . .

As you explore the next three sections of your MAPP, think about the following questions:

✎ How do these patterns or habits match your **MAPP** ?

✎ How do these patterns or habits match the jobs you have thought about?

	<p>REMEMBER. There are no right or wrong answers to these summary questions. No answer is better than another. We all have preferences and use them differently in how we think and approach our daily lives.</p> <p>MAPP describes our preferences . . .</p>
---	---

Interest in Job Content – 2.1.1

Worker Trait Code System
 2.1.1 Interest in Job Content



The first three sections of the MAPP under the Worker Trait Code System help you understand what your habits will be. Now, lets take a look at the MAPP sections 2.1.1 Interest, 2.1.2 Temperament, and 2.1.3 Aptitude. These three relate to tasks that you would perform on a job.

If under Interest 2.1.1, **Work for Personal Gain, Recognition, Status** is at the top of your list, this means you will do things in your job that attract attention to you. The top two or three on your list are your items of highest motivation.

They are your talents. When you find a career that encourages this, you will be able to use your natural talent to benefit the organization and yourself.

Here is an explanation of what the tasks mean in relation to job content:

Output Drive: production, goals, efficiency
0 <i>This means completing the job or task you have been given is very important</i>
Physical work with materials, tools, equipment
1 <i>This means working with tools and other tangible objects is preferred</i>
Direct business contact and interaction with others
2 <i>This means being with people</i>
Routine, Organized, Methodical procedures
3 <i>This means knowing what needs to be done each day is preferred</i>
Management of social or organizational activities
4 <i>This means helping people</i>
Work for personal gain, recognition, status
5 <i>This means needing to be in the spotlight</i>
Concerned with people, communication of Ideas
6 <i>This means doing things that help everyone</i>
Technical, scientific interests and skills
7 <i>This means understanding how things work</i>
Abstract, innovative, creative activities
8 <i>This means working with ideas and theories</i>
Nonsocial procedures, operations or functions
9 <i>This means working on your own</i>



Activity from your Student MAPP

Action Step

2.1.1 Interest in Job Content



Go to your **MAPP** and find **Worker Trait Scores** section **2.1.1 Interest in Job Content**

Follow the guide on the right . . .

Write down the first three traits on the list.

These are the tasks you want to perform.

1. _____

2. _____

3. _____

What do you think about this list from your MAPP?

Do this:

- 1) Write down the first three traits from the list in this section of your MAPP.

Use the area to the left to complete your answers.

- 2) Consider all the parts of a job to see if this is accurate for what you prefer in your daily activities – or for future career choices.

You can use additional sheets of paper or the back of this page if you need to.

You may want to make some notes here:

Right
Wrong

You have concluded the activity for subsection 2.1.1 Interest in Job Content. Your interest for the job needs to match the day-to-day activities in that job. You can use this section when researching possible careers to see how well the job matches your interests.

Please go on to the next subsection – 2.1.2 Temperament for the Job.

Temperament for the Job – 2.1.2

Worker Trait Code System

2.1.2 Temperament for the Job



Temperament for the Job can help you understand how you prefer to contribute to the department or organization you work in. The italicized definitions might be words others would use to describe how you like to work on the job.

Read the following statements and ‘Check’ the three you think represents your temperament.

Evaluation: Logical Study, Analysis

0 *I like to solve problems*

Change and Variety: Accept, Utilize, Cause Change

1 *I like to do many different things*

Routine Activity Set by Schedule or Operations

2 *I like to know what needs to be done each day*

Work Under Management or Supervision by Others

3 *I like someone to tell me what to do*

Plan, Control, Direct Activities of Others

4 *I like to tell people what to do*

Organizational Involvement, Teamwork, Roles

5 *I like to work with others on a team*

Independent, Self-Planned, Self-Performed Activity

6 *I like to work on my own*

Aggressively Influence, Persuade, Get Agreement

7 *I like to get people to do things*

Handle Responsibility, Choices, Decisions

8 *I can be counted on*

Intuition, Creativity: Ideas, Concepts, Options

9 *I use “hunches” to make decisions or make gut decisions*

Provide Service Dedicated to Interest of Others

X *I like to help or sacrifice self for others*

Work With Detail, Data, Records, Inventory

Y *I like to work with specific information that is connected*



Activity from your Student MAPP

Go to your **MAPP** and find **Worker Trait Scores** section **2.1.2 Temperament for the Job**

Follow the guide on the right . . .

Write down the first three traits on the list.

These are the tasks you want to perform on a job.

1. _____

2. _____

3. _____

How do they compare to what you chose on the previous page?

Is there a big difference? If yes, why?

Action Step
 2.1.2 Temperament for the Job

Do this:

1) Write down the first three sets from the list from this section of your MAPP.

Use the area to the left to complete your answers

2) Look at the previous 2 pages and compare your choices to what the MAPP says about you.

3) Complete the rest of the activity on the left.

You can use additional sheets of paper or the back of this page if you need to.

You may want to make some notes here:

<p>Right Wrong</p>	<p>You have concluded the activity for subsection 2.1.2 Temperament for the Job. Now that you better understand your temperament for the job, you can select a career that allows you to use your temperament preferences in a positive way.</p> <p>Please go to the next subsection 2.1.3 Aptitude for the Job.</p>
--	---

Aptitude for the Job – 2.1.3**Worker Trait Code System***2.1.3 Aptitude for the Job*

Your **MAPP** assessment. **2.1.3. Aptitude for the Job** section tells you how you prefer to use your mind, senses, or body in work. Some people strongly prefer one over the other. Some people use all three in different combinations.

The MAPP uses 11 codes, and they fall into the following categories and combinations:

- **Mind**

G *Intellectual and/or Analytical Orientation*
V *Literary and/or Communicative Orientation*
N *Computational or Analytical Use of Numbers*

- **Senses/Mind**

S *Mental/Sensory Awareness of The Big Picture*
Q *Sensory/Mental Awareness of Detail Per Se*
P *Sensory/Mental Awareness of Pieces of the Picture*

- **Body**

E *Simultaneous Skills in Complex Physical Tasks*
M *Manual Dexterity in Routine “Workbench” Activities*

- **Body/Senses**

K *Mental/Sensory Coordination of Physical Action*

- **Senses/Mind/Body**

C *See and Sense Colors, Shades, Patterns, Texture*
F *Mental/Sensory Skills in Handling Fine Detail*



Activity from your Student MAPP

Go to your **MAPP** and find **Worker Trait Scores section 2.1.3 Aptitude for the Job**

Follow the guide on the right . . .

- | | |
|-----------------------|---|
| <input type="radio"/> | G Intellectual and/or Analytical Orientation |
| <input type="radio"/> | V Literary and/or Communicative Orientation |
| <input type="radio"/> | N Computational or Analytical Use of Numbers |
| <input type="radio"/> | S Mental/Sensory Awareness of The Big Picture |
| <input type="radio"/> | Q Sensory/Mental Awareness of Detail Per Se |
| <input type="radio"/> | P Sensory/Mental Awareness of Pieces of A Picture |
| <input type="radio"/> | E Simultaneous Skills in Complex Physical Tasks |
| <input type="radio"/> | M Manual Dexterity in Routine "Workbench" Activities |
| <input type="radio"/> | K Mental/Sensory Coordination of Physical Action |
| <input type="radio"/> | C See and Sense Colors, Shades, Patterns, Texture |
| <input type="radio"/> | F Mental/Sensory Skills in Handling Fine Detail |

Do you agree or disagree with any of the top three as the ways you most prefer to work?

Why or why not?

Action Step

2.1.3 Aptitude for the Job



Do this:

1) Fill in the circle on the left for the top THREE letters your MAPP lists for you.

2) These are most important ways for you to work according to your MAPP.

Consider the entire list, especially your top three.

3) Complete the rest of the activity on the left.

You can use additional sheets of paper or the back of this page if you need to.



REMEMBER. There are no right or wrong answers. No answer is better than another. We all have preferences and use them differently in how we think and approach our daily lives.

MAPP describes our preferences . . .

MAPP Student Workbook Part I

Part I will help you understand two subsections:

1. Worker Trait Code System
2. Vocational Analysis

Using the MAPP to plan your career

Cheshire Puss, 'Would you tell me, please, which way I ought to go from here?'
 'That depends a good deal on where you want to get to,' said the Cat.
 'I don't much care where—' said Alice.
 'Then it doesn't matter which way you go,' said the Cat.
 '—so long as I get *somewhere*,' Alice added as an explanation.
 'Oh, you're sure to do that,' said the Cat, 'if you only walk long enough.'

The above quote is from the story about Alice in Wonderland. In the story, Alice asks the Cheshire Cat which way she should go. The Cheshire Cat said that it all depends on where you are going? But Alice didn't care where she was going. She didn't have any goals. The Cheshire Cat then advised that it didn't make any difference what path she took if she didn't care where she was going.

MAPP helps you have a destination in mind. It can help you make career and educational choices that will prepare you for many diverse opportunities.

MAPP does three things.

- measures what you like to do (your motivation).
- describes how you like to do things (natural ability, and job interest).
- gives information in narrative and numeric format.

You will complete a Career Action Plan to conclude PART I of this workbook before you go on to PART II

MAPP Student Workbook Part II

Part II is your educational analysis. It is much shorter and has fewer activities. This part of your workbook was designed to help you understand some very important Learning Styles that you prefer and most likely motivate your learning both at school and in future career choices.

Finding Out Who You Are**Introduction Part I**
Finding Out Who You Are

It's time to begin finding out 'who' you are. There are nine subsections to the Worker Trait Code System. You will begin in the workbook with the six subsections that cover people, things, data, reasoning, math, and language. The last activity in this part is a summary exercise. It should help you begin to see a picture of yourself. You may want to refer to this summary page as you complete the workbook.

You complete the workbook referring to the MAPP Motivation Levels. Definitions on page 2 may help you.

2.0.0 Worker Trait Code System

This part of the workbook covers the following subsections of the **Work Trait Code System** portion of your **MAPP** interpretation:

- ❑ **2.1.4 People**
This section helps you understand how you like to relate to people.
- ❑ **2.1.5 Things**
This section helps you understand how you like to relate to things.
- ❑ **2.1.6 Data**
This section helps you understand how you like to relate to data.
- ❑ **2.1.7 Reasoning**
This section helps you understand how you like to solve problems.
- ❑ **2.1.8 Math**
This section helps you understand how you like to use math.
- ❑ **2.1.9 Language**
This section helps you understand how you like to communicate ideas.

The next few pages are about discovering yourself. You are going to be using three parts of the MAPP interpretation – PEOPLE, THINGS, and DATA.

Worker Trait Code System

2.1.4 People



People – 2.1.4

This section helps you understand how you like to relate to people. On your **MAPP**, they are listed from the one you like the best to the one you like the least.

There are many ways to relate to people. You can **help** people; **teach** people, **manage** people, **negotiate** with people. You can **entertain** people, **persuade** people, or you can **serve** people.

This is how the **MAPP** describes how you work with people. Use the numbers on the left to find the trait statements in section 2.1.4 of your **MAPP**. The statements in bold help explain their meaning.



Mentor: size up people, personalities, motives

0 *When you size up people, their personality, and their motives*



Negotiate: confront, communicate to achieve goal

1 *When you negotiate with people you get people to agree.*



Instruct: teach, train, influence, demonstrate

2 *When you teach, train, or influence others.*



Supervise: plan, manage work activity of others

3 *When you manage people you do something to them..*



Entertain: to deliberately influence others

4 *When you entertain people you persuade through pleasure*



Persuade: assertively influence, convince others

5 *When you persuade people you win them over.*



Service Communication: voluntarily inform others

6 *When you talk to people you do it to help them.*



Social service: directly benefiting others

7 *When you serve people you do something beneficial for them.*



Activity from your Student MAPP

Go to your **MAPP** and find **Worker Trait Scores section 2.1.4 PEOPLE.**

Follow the guide on the right

<p>First Statement</p> <hr/> <hr/>
<p>Last Statement</p> <hr/> <hr/>
<p>What does it tell you about what you like best?</p> <hr/> <hr/>
<p>What does it tell you about what you like least?</p> <hr/> <hr/>

<p>How are they different?</p> <hr/> <hr/> <hr/>
<p>How are they similar?</p> <hr/> <hr/> <hr/>
<p>How do they compare to what you know about yourself?</p> <hr/> <hr/> <hr/>

Action Step

2.1.4 People



Do this:

- 1) Write down the **First** statement in the list for 2.1.4

*This statement explains what you prefer **MOST***
- 2) Write down the **Last** statement in the list for 2.1.4

*This statement explains what you prefer **LEAST***
- 3) Compare the two statements and complete the remaining answers on the left.

You can use additional sheets of paper or the back of this page if you need to.

Keep on going . . .

Complete the section on the left to find out even more about what your MAPP shows you about yourself.


You can use additional sheets of paper or the back of this page if you need to.



You have concluded the activity for subsection 2.1.4 People. Understanding how you prefer to work with people will not only help you in school and on your job, but can also help you in your every day relationships. The next time you have trouble with a friend, teacher, or family member, use what you have learned in this section.

Please go on to the next subsection – 2.1.5 Things.

Things – 2.1.5

Worker Trait Code System
 2.1.5 Things 

This section helps you understand how you like to relate to things. On your MAPP, they are listed from the one you like the best to the one you like the least.

Each of the statements from the MAPP listed below describes different ways people like to work with things.

-  **Engineering:**
0 *Technical Planning, Installation*
-  **Precision/Quality:**
1 *Technical, Mechanical Standards*
-  **Operate/Control:**
2 *On-Site Machine Operation*
-  **Drive/Operate:**
3 *Mobile and Heavy Equipment*
-  **Manipulate:**
4 *Physically Manage Material Processes*
-  **Tending:**
5 *Monitoring/Adjusting Gauges, Switches*
-  **Feeding/Offbearing:**
6 *Manual Labor Timed By Machine*
- Handling:**
7 *Basic Routine Manual Labor*



Activity from your Student MAPP

Go to your **MAPP** and find **Worker Trait Scores section 2.1.5 THINGS**

Follow the guide on the right . . .

First Statement <hr/> <hr/>
Last Statement <hr/> <hr/>
Compare the statements to each other . . . <hr/> <hr/>
Compare the statements to what you know about yourself . . . <hr/> <hr/>

Jobs that relate to the first statement above:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Action Step
 2.1.5 Things  

Do this:

- Write down the **First** statement in the list for 2.1.4

*This statement explains what you prefer **MOST***
- Write down the **Last** statement in the list for 2.1.4


*This statement explains what you prefer **LEAST***
- Complete the remaining answers on the left.

You can use additional sheets of paper or the back of this page if you need to.

Keep on going . . .

Complete this section on the left:

List as many jobs or job titles that relate to the First statement you wrote down above.
You can use additional sheets of paper or the back of this page if you need to.

	You have concluded the activity for subsection 2.1.5 Things. Working with things can be complicated or routine. Keep that in mind the next time you are asked to clean your room. How can <i>the way</i> you clean your room be like a job? <p style="text-align: center;">Please go on to the next subsection – 2.1.6 Data.</p>
---	--

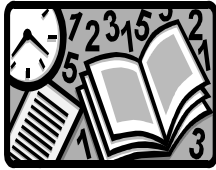
Worker Trait Code System

2.1.6 Data



Data – 2.1.6

*This section helps you understand how you relate to data. On your **MAPP**, they are listed from the one you like the best to the one you like the least.*



Listed below are statements from **MAPP** that describe how people work with data.

Synthesize:

0 *Holistic, Conceptual, Strategic, Thinking*

Coordinate:

1 *Plan, Implement, Manage Procedures*

Analyze:

2 *Investigate, Research, Experiment*



Compile:

3 *Gather, Classify, Store Information*

Compute:

4 *Solve Routine Mathematical Problems*

Copy:

5 *Duplicate, Transcribe, Record, Send*

Compare:

6 *Recognize Important factors For Use*



Activity from your Student MAPP

Action Step

2.1.6 Data



Go to your **MAPP** and find **Worker Trait Scores section 2.1.6 Data**

Follow the guide on the right . . .

<p>First Statement</p> <hr/> <hr/>
<p>Last Statement</p> <hr/> <hr/>
<p>How do they compare to each other, and your opinion of yourself?</p> <hr/> <hr/> <hr/> <hr/>

<p>Jobs that relate to the first statement above:</p>												
<table> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> </table>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>											
<hr/>	<hr/>											
<hr/>	<hr/>											
<hr/>	<hr/>											
<hr/>	<hr/>											
<hr/>	<hr/>											

Do this:

- 1) Write down the **First** statement in the list for 2.1.6

*This statement explains what you prefer **MOST***

- 2) Write down the **Last** statement in the list for 2.1.6

*This statement explains what you prefer **LEAST***

- 3) Complete the remaining answers on the left.

You can use additional sheets of paper or the back of this page if you need to.

Keep on going . . .

Complete the section on the left:

List jobs or job titles that relate to the First statement you wrote down above.

You can use additional sheets of paper or the back of this page if you need to.

<p>Right Wrong</p>	<p>You have concluded the activity for subsection 2.1.6 Data. Data is used for decision-making. Decision-making is an important skill for Jobs in the 21st Century. All of the preferences are necessary to make data useful in decision-making. Whatever your preference is you can be an important part of the decision-making process.</p> <p style="text-align: center;">Please go on to the next subsection – 2.1.7 Reasoning.</p>
--	---

Worker Trait Code System

2.1.7 Reasoning



Reasoning – 2.1.7

This section helps you understand how you like to solve problems. On your MAPP, how you like to solve problems is listed from the one you like the best to the one you like the least.

How do you solve problems?

Read the problem below. Think about what question you would ask. Then look at the examples of questions you might ask to solve the problem. Choose the question that is closest to the questions you would ask if you faced the problem. (Below each question is the MAPP statement used to describe the reasoning that type of question represents. We’ve also included a phrase that may help you understand the reasoning style represented by that type of question.

Question: You and your friend are on a trip. Your car breaks down on a deserted highway. You have to fix your car. What do you ask first?



Follow specific direction for basic routine tasks

1 Ex: What does the manual say?
In other words: Read or hear instructions and do exactly as told.



Methodical and thorough in routine procedures

2 Ex: What part should I check first?
In other words: Doing and checking your work.



Operational Systems, Procedures, Maintenance

3 Ex: What do I think is wrong? What hasn't been worked on or maintained?
What did I forget to do?
In other words: You know how to anticipate problems before they happen.



Solving Ongoing Problems in Familiar Areas

4 Ex: Has this happened before?
In other words: You've run into the problem before and you know how to fix it.



Apply Ideas and Strategies to Real Problems/Tasks

5 Ex: How can I repair the car so this doesn't happen again? How can I make the car run better? How can I speed it up?
In other words: You know how to solve the problem with solutions that make things better.



Holistic Concepts, Meanings, Options, Strategies

6 Ex: How can I build better or more reliable transportation?
In other words: Using all of the reasoning preferences simultaneously based on your gut feeling and current knowledge.



Activity from your Student MAPP

Action Step
 2.1.7 Reasoning  

Go to your **MAPP** and **find Worker Trait Scores section 2.1.7 Reasoning**

Follow the guide on the right . . .

The MAPP says I prefer to solve Problems . . .


Do you agree with what MAPP says?
 Why or Why Not?

Do this:

- 1) Write down the ways MAPP states you prefer to solve problems.

Complete this answer in your own words.
- 2) Do you agree or disagree with what your MAPP says.
- 3) Complete the remaining answers on the left.

You can use additional sheets of paper or the back of this page if you need to.

	<p>You have concluded the activity for subsection 2.1.7 Reasoning. Congratulations! You have fixed your car. How you went about it reflects your preference. The more complex the problem, the more you will rely on these reasoning preferences.</p> <p style="text-align: center;">Please go on to the next subsection – 2.1.8 Mathematics.</p>
---	--

Mathematics – 2.1.8

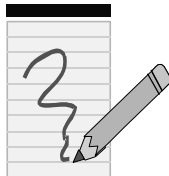
Worker Trait Code System

2.1.8 Mathematics



This section helps you understand how you like to use math. On your MAPP, they are listed from the one you like the best to the one you like the least.

Do you like working with numbers? Numbers are tools. In the exercise below, pick the tool you like the best by reviewing the statements under the tool. Pick the tool you like the least by reviewing the statements under of the tool.



Counting/Posting: Pencil

1 data processing, inventory.
I like to use numbers to keep a record of things.



Elemental: Cash Register

2 add, subtract, multiply, divide
I like to use numbers in simple activities like making change and balancing my checkbook.



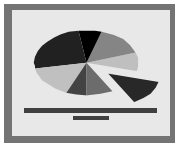
Computational: Calculator

3 solving routine math problems
I like to add, subtract, multiply, and divide many numbers or very large numbers at one time.



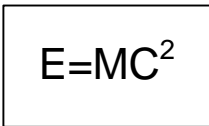
Analytical: Computer

4 accounting, auditing use of math
I like to use many numbers and large numbers to give information about the business or individual.



Statistical: Graphs

5 investigative mathematics
I like to use math to explain things.



Research: Formulas

6 innovative, experimental use of math
I like to use numbers to come up with new ideas.



Activity from your Student MAPP

Go to your **MAPP** and find **Worker Trait Scores section 2.1.8 Mathematics**

Follow the guide on the right . . .

Your First two statements . . .

Your Last two statements . . .

How are they the same or different?

Is this like you? Why or Why not?

Action Step
 2.1.8 Mathematics




Do this:

- 1) Write down the first two and then the last two ways MAPP states you prefer to work with math.

Complete this answer in your own words.
- 2) Compare how these are the same or different in your opinion and how.
- 3) Complete the remaining answers on the left.

You can use additional sheets of paper or the back of this page if you need to.



You have concluded the activity for subsection 2.1.8 Mathematics. You use math everyday. It is like a language. When making decisions about careers, consider the way math is used on the job. Do you and the job speak the same *math* language?

Please go on to the next subsection – 2.1.9 Language.

Worker Trait Code System

2.1.9 Language



Language – 2.1.9

*This section helps you understand how you like to use language. On your **MAPP**, they are listed from the one you like the best to the one you like the least.*

Please read the following four statements about a dog. Each statement is an example of how we use language. The bold numbered statements are statements from your **MAPP**.



Feed dog in morning. Walk dog in afternoon. Put dog in doghouse at night.

1 Read, Understand, Follow Basic Instructions



There are 15 dogs in my neighborhood. In the past year, three of them have run away.

2 Record, Transmit, Post, File Information



If you want to teach your dogs to stay home, you can try the following tricks. You can feed them regularly and give them lots of affection. You can use a fence to keep them in the yard. You can keep them in the house and only take them out on a leash.

4 Systematic, Logical Explanation and Education



Fred had a dog and it ran away.
Sara has a dog and it decided to stay.

Jon has a dog with a big long tail.
Sally has a dog, but she'd rather have a snail.

6 Creative Literary, Communicative Ability



Activity from your Student MAPP

Action Step
 2.1.9 Language  

Go to your **MAPP** and find **Worker Trait Scores section 2.1.8 Mathematics**

Follow the guide on the right . . .

Looking at the four choices, which example do you like best?

Which example does your **MAPP** say you like the best?

Is the example you selected the same as the **MAPP** selected?


If not talk to someone who knows you well and ask them which one they would select for you and why.

Do this:

- 1) Write down which you like best from the list.

Complete this answer in your own words.
- 2) Write down the answer MAPP says you like best
- 3) Complete the remaining answers on the left.

You can use additional sheets of paper or the back of this page if you need to.

	<p>You have concluded the activity for subsection 2.1.9 Language. You use language to communicate. Your style of communication reflects your preference. In the workplace it is important to be aware of the many language preferences or styles.</p> <p style="text-align: center;">Please go on to the Summary Exercise.</p>
---	---

Worker Trait Code System

Summary Exercise


Worker Trait Code System

Summary Exercise

Think of the **MAPP WORKER TRAIT SCORES** as pieces of a puzzle that give you a picture of yourself when they are assembled. You now have six more pieces of the puzzle to place. Your MAPP Motivation Levels help you see yourself in terms of: People, Things, Data, Reasoning, Math, and Language.

Look carefully at your **MAPP WORKER TRAIT SCORES** section **2.1**. Write down the first word in each of the top three statements in the six sections listed below.

<p>2.1.4 People Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What careers have you been considering?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2.1.7 Reasoning Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2.1.5 Things Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>How do these careers match your MAPP preferences?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2.1.8 Mathematics Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2.1.6 Data Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2.1.9 Language Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2.1.9 Language Section</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	<p>REMEMBER. There are no right or wrong answers. No answer is better than another. We all have preferences and use them differently in how we think and approach our daily lives.</p> <p style="text-align: center;">MAPP describes our preferences . . .</p>
---	--

Introduction
Learning Styles

MAPP Student Workbook Part II

Educational Analysis

Learning Styles

This part will help you understand the final section of your MAPP – Educational Analysis. The educational analysis shows you three things.

- How you like to learn
- What is the best learning environment for you
- How you like to be tested



There are very few activities in this part. We hope you will use it to talk to your parent/guardian teacher, or counselor especially if you are frustrated in a class or with school in general.



Education is an important part of following your career path. This part can help make your education experience more positive.

The information should be read carefully. The MAPP Motivation Levels are your personal and unique ratings for each of the traits in the list.

Here is what the numbers mean.

- 1 – These traits are absolutely essential to you for learning.
- 2 – These traits are important to you for learning.
- 3 – These traits are somewhat important to you for learning.
- 4 – These traits have little importance to you for learning.
- 5 – These traits you would prefer to avoid.



How the MAPP Motivation Levels are used in subsection 4.1 Perceptual Orientation could be confusing. Please read this section carefully.



Good luck as you begin your journey of self-discovery about how you prefer to learn.

We will start with section **4.1.5 COPING WITH CLASSROOM ENVIRONMENTS.**

Later we will come back to section **4.1.1 MENTAL ORIENTATION.**

Learning Styles
 4.1.5 *Coping with Classroom Environment*

Educational Analysis

Coping with Classroom Environments– 4.1.5

*The **Coping with Classroom Environment**, section 4.1.5 helps you understand what classroom environments you prefer. Your 1's tell you what classroom environments you can cope with the best. Your 5's tell you what classroom environments you would rather not cope with. Chances are you are not doing very well in classes that are like your 5's.*

Classes I like	Type of Classroom (See Definitions below)	Classes I don't like
	<i>Authoritarian</i>	
	<i>Benevolent</i>	
	<i>Critical Pressure</i>	
	<i>Distant/Impersonal</i>	
	<i>Friendly/Distant</i>	
	<i>Harmonious</i>	
	<i>Tolerant/Permissive</i>	

Do this:

- 1) Write down classes you like under the column: **“Classes I like”**
- 2) Write down classes you don't like under the column: **“Classes I don't like”**
- 3) Review the words in the center column and read the definitions on the left for each.
- 4) Draw a line to the class the word best represents. You may use some words more than once.

Definitions

- **Authoritarian** -- The teacher controls the classroom.
- **Benevolent** -- The teacher is very dedicated to the student.
- **Critical Pressure** -- The teacher is the taskmaster. The teacher is critical of work and pressures students to perform.
- **Distant/Impersonal** -- There is no relationship between students and teacher.
- **Friendly/Distant** -- Teacher is friendly and kind, but has no close relationship with students.
- **Harmonious** -- There is trust and respect between student and teacher.
- **Tolerant/Permissive** -- The teacher tolerates and permits many different types of learning styles.

Learning Styles
 4.1.4 *Coping with Learning Environments*

Educational Analysis

Coping with Learning Environments – 4.1.4

It would not be surprising if you are frustrated in your learning environment. Most schools are not designed to recognize the wide range of learning styles that exist. Rather, students are expected to work quietly and in their own seat; learning is seen as a private, internal, mental effort. This way of learning fits only a small fraction of the population.

This section helps you understand whether you prefer to learn by yourself or with others and whether you like formal or informal classroom structure. Again, if you have mostly 1's or 2's you're probably comfortable in a wide range of learning environments. If you have only a few 1's or 2's, you're more particular about your learning environment.

Learning environments I like best:

Learning style/learning environment mismatch:

Do This:

- 1) According to the **MAPP** which learning environments do you like the best?

List them on the left.

- 2) What happens if your learning style and learning environment do not match?

List them on the left.

If you are having trouble in your learning environment, talk to your teacher or guidance counselor to see what adaptations can be made.

Note: You will spend valuable energy trying to adjust to a learning environment rather than learning the material if the environment isn't a fit for you.

Learning Styles*4.1.6 Skills for Testing Procedures***Educational Analysis****Skills for Testing Procedures – 4.1.6**

The more you understand about how you learn, the more successful you can be in school. You can also use this information to help you make decisions about what kind of post-secondary education you may choose. This information can also help you as you make decisions about continuing your education and training in the workplace.

This section may be difficult or awkward for you. It may be helpful to discuss this with a teacher or an adult you trust.

Some people don't like to take tests. You've probably taken a lot of tests in your life. They have been either written, oral, or paper/pencil tests.

- **Informal Appraisal:** *ability with general knowledge*
overall improvement of an individual
- **Multiple Choice:** *select best among limited choice*
choosing the most correct answer
- **Oral/Private:** *ability to orally explain, discuss*
telling someone what you know
- **Oral/Public:** *drive/ability to influence large audience*
telling a group what you know
- **Tests Graded:** *rote response and accuracy for test*
graded on specific answers tests are filling in the blank, matching, listing
- **Tests Times:** *concentrate, respond under pressure*
must be completed within a certain amount of time
- **Written Essay:** *literary ability to present ideas*
writing what you think
- **Written Topical:** *technical presentation of topic*
explaining, in writing, a specific subject

Question:

If you had a choice between an essay test, an oral presentation, or a paper/pencil test, which would you prefer?

Do This:

On the left, Circle the one that describes the way you like to take a test the best.

Keep a mental note to yourself about this information for future reference when testing in various formats.

You may find that this will help you adjust your mind set when it comes to putting your best effort forward.

Learning Styles
4.1.2 *Perceptual Orientation*

Educational Analysis

Perceptual Orientation – 4.1.2

This sections helps you understand how you like to deal with information. It is divided into two areas,

- Perceptual Orientations that Sound Negative
- Perceptual Orientations that Sound Positive

Try this! Look at the column below on the left. If your motivation levels are 4s or 5s add a negative word in front of the statement like “I am **not** open to new information.” Do the opposite for the statements in the column below on the right: If your motivation levels are 1s and 2s for those statements add a positive word in front of the statement like, “I **do** remember the essence of information.”

Then circle your strengths and try to think of a time when you have used them to learn.

These Sound Negative . . .
Are They?

These Sound Positive . . .
Are They?

Blockage of data

Not open to new information.

Blockage under stress

Difficult time learning when the environment is intimidating or if there is a perceived pecking order.

Dogmatic blockage

Intentionally keep out information that doesn't support what you want to hear.

Resistance to change

Needs lots of time to accept information that creates change.

Hint: Look for 4s and 5s to identify your strengths.

General concept retention

Remembers the essence of the information

Rote retention

Remembers exactly what was said

Triggered computation

More concerned with details of problem than problem itself

Triggered fantasy

Imaginative wandering of mind

Triggered imagination

Ideas are added to by imaginative speculation

Triggered logic

Analyze and use information at the same time

Hint: Look for 1s and 2s to identify your strengths.

Learning Styles

4.1.1 Mental Orientation

Educational Analysis

Mental Orientation – 4.1.1.

This section helps you understand how your mind processes information. It can be separated into two lists -- **Abstract** and **Concrete**. The abstract side is working with ideas, gut feelings, theories, and symbols. While the concrete side is working with data, things, senses such as sight, sound, taste, smell, and feel.

- Mental Orientations that are **Abstract**
- Mental Orientations that are **Concrete**

Put a 'check' next to your strengths and try to think of a time when you have used them to learn. Your strengths are those that are 1s and 2s on your **MAPP**.

Abstract

Concrete

Intuitive, Impulsive

Operating on feeling or hunches

Philosophical

Seeing the big picture

Scientific

Curious drive to solve problems

Symbolic, dramatic

Being creative and artistic

Hint: Look for 1s and 2s to identify your strengths.

Clerical, Logical

Concerned with detail and order

Computational

Deals with factual problems

Mechanical, Functional

Ability to know what makes things tick

Perceptual, Sensory

Natural talent

Pragmatic, Factual

See things in black and white

Hint: Look for 1s and 2s to identify your strengths.



Conclusion

Don't feel surprised if you feel a bit overwhelmed. That is to be expected. You have traveled a long and winding path to discover yourself and career choices.

Come back to the **MAPP** and the workbook later. This may help clear up some things for you.

Additional Resources available to you:

Who/Where/What	How . . .
Student.Assessment.com	<i>Web Site:</i> Student.Assessment.com <i>Email:</i> StudentInfo@Assessment.com
Your Parent(s)	By talking to them and reviewing your MAPP with them.
Your Teacher(s)	By talking to them about your goals in life and your career plans.
Your Counselor(s)	By reviewing difficult sections of your MAPP with them.
Community	By providing service learning projects & Internships.

Keep your **MAPP** with you. As you grow and find new roads to take, you can refer to your **MAPP**. It will still provide accurate information about you. You will also find that as you have more experiences in your life, your **MAPP** will have new meaning. It is like your fingerprint. It only belongs to you and it will always belong to you.

Congratulations!
You have completed a major step in learning about yourself
And
How you can build the life you want, by finding the work you can love.