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Overview

This guide has two parts. The first part is an opportunity for you to reflect on your talents as a teacher. It is a self-analysis that uses your MAPP™ assessment results and asks you to reflect on actual experiences in the classroom.

There are no right or wrong answers to any part of this guide. It is intended to help you self-evaluate and decide on a professional development plan, based on this evaluation. How aggressive your development plan is up to you.

The second part of the guide is an action planning process to use to write your professional development plan. It is designed to help you break the plan down into manageable steps. There is also a part to identify others who can help you accomplish your goals. It is important to recognize these individuals and call on them for support and assistance.

You are encouraged to build in celebrations, especially when you've accomplished something that was difficult for you to do. Rewarding yourself is as important to meeting your goals as evaluating your progress and dealing with the areas that are not going so well.

Be fair to yourself. Have fun. Enjoy the challenge.

An Aesop Fable The Crow and the Pitcher

A crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it in the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. At last, he saw the water mount up near him; and after casting in a few more pebbles he was able to quench his thirst and save his life.

Little by little does the trick.
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INTEREST IN JOB CONTENTS

(Those tasks you want to perform)

- 2 Direct business contact and interaction with others
- 6 Concerned with people, communication of ideas
- 4 Management of social or organizational activities
- 8 Abstract, innovative, creative activities
- 5 Work for personal gain, recognition, status
- 7 Technical, scientific interests and skills
- 0 Output drive: production, goals, efficiency
- 1 Physical work with materials, tools, equipment
- 9 Nonsocial procedures, operations or functions
- 3 Routine, organized, methodical procedures

TEMPERAMENT FOR THE JOB

(How you prefer to perform tasks)

- 1 Change and variety: accept, utilize, cause change
- X Provide service dedicated to interest of others
- 8 Handle responsibilities, choices, decisions
- 5 Organizational involvement, teamwork, roles
- 9 Intuition, creativity: ideas, concepts, options
- 7 Aggressively influence, persuade, get agreement
- 0 Evaluation: logical study, analysis
- 4 Plan, control, direct activities of others
- 6 Independent, self-planned, self-performed activity
- 3 Work under management or supervision by others
- 2 Routine activity set by schedule or operations
- Y Work with detail, data, records, inventory

APTITUDE FOR THE JOB

(Expression of performing tasks)

- V Literary and/or Communicative orientation
- S Mental/Sensory awareness of “the big picture”
- G Intellectual and/or Analytical orientation
- C See and sense colors, shades, patterns, textures
- P Sensory/Mental awareness of “pieces of the picture”
- K Mental/Sensory coordination of physical action
- E Simultaneous skills in complex physical tasks
- Q Sensory/Mental awareness of detail per se
- M Manual dexterity in routine “workbench” activities
- N Computational or analytical use of numbers
- F Mental/Sensory skills in handling fine detail

Glossary Of Terms

Definitions are given here for MAPP™ factors.

All sections of this training manual emphasize that you *cannot* take one factor, and one meaning for that factor, and correctly apply it to every person appraised, *or to each person appraised*. No two persons are alike. The system is designed to identify the uniqueness of individuals and differences between them. *Therefore, no factors, words or ratings can mean the same for every person*. The possible complex trait combinations cause a great variety of construct meanings for each appraisal factor. Most readers will be inclined to take them at face value (i.e., read them exactly as worded and fixed in that meaning) instead of getting the general idea of the person's total orientation and *then returning to specific appraisal factors to determine what those factors mean for that person*.

The literal meaning of appraisal factors should be taken for their general meaning as you go through or scan an appraisal the first time. In the process, you are attempting to identify the person in specific rather than general terms, so you want meanings for appraisal factors as uniquely fitting the person appraised as possible. So, once you scan an appraisal and get the general meaning of all important factors for that person, then you can return to the factors to see what they *really* say! Once you see the big picture from *all* appraisal factors, you then are able to see the pieces of the picture as they fit the big picture. That probably won't change the basic meaning of any factor, but it will probably personalize many factors to better apply to the person appraised.

When these definitions are used for identifying, classifying and coding jobs, they mean exactly what they say.

INTEREST IN JOB CONTENTS

- 1 Physical work with materials, tools, equipment:** Work that is primarily sensory/physical, where the person is handling materials, tools, machines or equipment. It usually means working with tangible objects on a routine basis.
- 2 Direct business contact and interaction with people:** 'Being with' people means gregarious association with others as an important part of vocational activity. It is assumed that additional activities are involved, such as communication, leadership, service, etc.; nothing in this worker trait gives a clue about added activity. By itself, it **only** means gregarious contact and association.
- 3 Routine, Organized, Methodical Procedure:** activities of a repetitious, concrete, organized and tangible nature, such as clerical or administrative functions. There is little change in *how* or *when* or even *why* things are done.
- 4 Management of Social or Organizational Activities:** a service leadership intended to cause beneficial results for people. Emphasis of this factor is on people, serving their interest in a leadership, communicative role.
- 5 Work for Personal Recognition, Gain, Status:** preference for activity resulting in prestige, status, recognition, or reward relative to others. This can be a positive vocational factor where drive to achieve goals is the means to get recognition. It is detrimental if need of recognition is high but will or talent to achieve such recognition is low.
- 6 Concerned With People, Communication of Ideas:** mind-oriented on a holistic, conceptual basis; philosophical interest in, and awareness of people accompanied by motivation to cause good, growth, and gain in their lives; good ability to put thoughts into words.
- 7 Technical, Scientific interests and skills:** curious about the nature, function, and utility of things; inclined to inquire, explore, experiment; methodical and procedural; systematic in search for insight, information, solutions.
- 8 Abstract, Innovative, Creative Activities:** brainstorming orientation in which ideas trigger more ideas; mind inclined toward ideas, concepts, hypothesis, theories, options, and strategies; intuitive, and creative.
- 9 Nonsocial Processes, Operations, or functions:** preference for or comfort with activities that are done apart from, or independent of, people. Because many of the activities are most efficiently done if not interrupted by social contact or activity, this can be a valuable factor in productivity, efficiency, quality, concentration and dedication. This is often related to the worker traits called "Physical Work With Materials, Tools, Equipment" or "Technical, Scientific Interests and Skills."
- 0 Output Drive: Production Goals, Efficiency:** inner personal drive to pass mileposts, reach goals, and tally results. This is particularly valuable where supervision is minimal, but results relative to time are important. Once a project is started, completion is a strong objective.

2.2.2. TEMPERAMENT FOR THE JOB

- 1 **Change and Variety: Accept, Utilize, Cause Change:** ability to seek and capitalize on change or variety; preference for a variety of activities instead of steady ones; ability to 'live out of a suitcase.'
- 2 **Routine Activity Set by Schedules or Operations:** repetitive or short-cycle activities dictated and timed according to set procedures or sequences. Such work is often governed and timed by machine input or output.
- 3 **Work Under Management or Supervision by Others:** working role and activities which are planned, directed, supervised, and monitored by someone higher with management responsibility and authority. Such role and activity allow little or no room for independent action or judgment to choose what to do or how to do it.
- 4 **Plan, Control, Direct Activities of Others:** "organize work and direct its completion through the services of others; prime responsibility for developing the will to work in the employees, thereby motivating them to a higher level of attainment; ability to translate plans and policies into effective production or attainment of established objectives; know what is to be done and how to do it; relay instructions to subordinates so as to complete the demands effectively."—The Management Dictionary
- 5 **Organizational Involvement, Teamwork, Roles:** integrated vocational involvement and association with others with motivation to work together to achieve group objectives; teamwork cooperation and coordination; integrate one's activities with those of others on a sustained, harmonious, productive basis.
- 6 **Independent, Self-Planned, Self-Performed Activities:** working alone and apart in physical isolation from others, even though the activity might be integrated with the work of others in some other way (like an airplane pilot and a person in an airport control tower). Just as important, this Worker trait includes self-sufficiency, self-drive, self-achievement, and enough talent to successfully perform without help.
- 7 **Aggressively Influence, Persuade, Get Agreement:** individual drive, initiative and assertion to: (a) have direct access to and make direct contact with the listener, (b) communicate directly with the listener, (c) cause the listener to hear, understand, accept (willingly or otherwise) what is being said, and (d) motivate the listener to act on what was said.
- 8 **Handle Responsibilities, Choices, Decisions:** accept, assume, handle, and/or be accountable for individual responsibilities, choices, decisions and options. Psychologically, this includes both initiative and coping. It might or it might not mean or suggest management responsibilities. It does mean a person can be counted on for some individual responsibility or duty.
- 9 **Intuition, Creativity: Ideas, Concepts, Options:** insight, imagination, creative perception or awareness, savvy on subconscious as well as conscious levels; reliance on subconscious ability to absorb essential information, mull it over, and come up with ideas, theories, concepts, symbols, patterns, interpretations, options, strategies, etc.

TEMPERAMENT FOR THE JOB

O Evaluation: Logical Study, Analysis: tangible problem solving; weighing information against measurable or verifiable criteria; conscious, intentional, procedural, factual activity with the mind which arrive at generalizations, judgments, decisions, or solutions.

X Provide Service Dedicated to Interest of Others: this Worker trait primarily measures benevolence: sacrificial giving of self in the interest of others. But it includes philosophical and social factors as well. It means empathetic, sympathetic, benevolent, social, or organizational involvement in the lives of others on a service basis.

Y Work With Detail, Data, Records, Inventory: natural, motivated perception, retention and recall of detail on a sustained, logical basis; awareness and retention of specific information and ability to classify it or relate it to other similar things.

APTITUDE FOR THE JOB

This section emphasizes linkage between mind, senses and body. Factors in this aptitude section identify how the person is wired for mental/sensory/physical activity. In many activities, there is very close linkage between mental, sensory, and physical activities. Where that occurs, it is usually the subconscious mind that triggers, controls, and activates sensory/physical activity.

G Intellectual and/or Analytical Orientation: ability to reason and make judgments; to think conceptually, strategically and logically; general ability to catch on and figure things out; may be academic, intellectual, scholastic, technical, scientific, intuitive, creative, etc.; mind centered and dealing with ideas; often includes a cultural orientation. "Culture is acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit.", Matthew Arnold.

V Literary and/or Communicative Orientation: intentional exposure to communication from the minds of others, and communication to the minds of others via various 'media' options; understand meaning and use of words related to ideas and use them effectively; comprehend language, understand relationship between words, and develop quality in communicative form and content.

N Computational or Analytical Use of Numbers: measuring ability, potential and/or motivation to understand and perform arithmetic operations quickly and accurately. More than any other trait or Worker trait Code factor, *potential* for math does not necessarily mean ability *to do* specific kinds of math. Math talent becomes math skill *only* by formal study or apprenticeship learning of the specific kind of math which the person must use vocationally.

S Mental/Sensory Awareness of The Big Picture: global perception and comprehension; naturally holistic, conceptual, open-ended awareness, perception and thinking; with a broad, in-depth, inclusive view of things; to be open-minded and inquisitive; frequently described as ability to visualize objects in two or three dimensions, or mentally see geometric forms; Philosophical and scientific minds have some or all of these characteristics.

P Sensory/Mental Awareness of Pieces of The Picture: awareness of existence, importance, and relationship of things relative to other things, and then those things relative to possible larger contexts for them; ability or potential to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings; intra-holistic awareness of a part to part and a part to the whole.

Q Sensory/Mental Awareness of Detail Per Se: natural visual awareness of detail, mental reception and retention of detail, and excellent mental recall of detail; excellent scanning for detection of detail related to previously seen things that are similar; valuable in administrative, secretarial, clerical, inventory, teller, cashiering, supermarket, parts room, or mailroom activities.

K Mental/Sensory Coordination of Physical Action: general ability adequate to perform usual sensory/physical functions; does not need or indicate highly developed or trained sensory/physical skills; priority of sensory/ physical activities is probably secondary to other activities.

F Mental/Sensory Skills in Handling Fine Details: talented mental/sensory/physical ability to work with fine detail, close tolerances, very accurate pinpointing of specific functions (such as working on computer chips or connecting wires of phone cables). In addition to the skills, a high rating here indicates tolerance of routine, willingness to concentrate for a long time, and ability to work apart from others if necessary.

M Manual Dexterity in Routine 'Workbench' Activities: Emphasis is on routine handwork at a work 'station' where an individual processes something. Activity can be assembly, disassembly, repair, troubleshooting, assembly line processing, etc. Eye-hand coordination is the central activity. Conscious mental activity may or may not be involved.

E Simultaneous Skills in Complex Physical Tasks: operating a power shovel or other heavy equipment, playing a pipe organ, playing basketball or baseball, a pro-football quarterback or receiver, all require highly skilled eye-hand-foot coordination. It actually requires fused mental/sensory/physical skills with emphasis on the subconscious mind as key to those skills. It requires fusion of mental/sensory/physical/mechanical skills for operating equipment. Timing, coordination, dexterity, rhythm, depth perception, and feel (another way of hearing) are very important, again based on subconscious activation.

C See and Sense Colors, Shades, Patterns, Texture: awareness, perception and expression regarding aesthetics, beauty, color, and spatial measure: size, shape, distance, dimension, perspective, etc. Such awareness and talent can be sensory/physical, psychological, and/or philosophical.

To Understand

Autumn MJ Nubson

To see a teacher,
To have a teacher see you,
To see each other is to understand.

To hear a teacher,
To have a teacher hear you,
To hear each other is to understand.

To know a teacher,
To have a teacher know you,
To know each other is to understand.

To see,
To hear,
To know,
Is to understand.

To do all three,
You have to know me.
That is what it
Means to understand.

*Only when you understand yourself as a teacher,
will you be able to understand the student in your classroom.*