

MAPS Assessment Report

Assessment Report for

Sample Female

Date: 25 Nov 2020



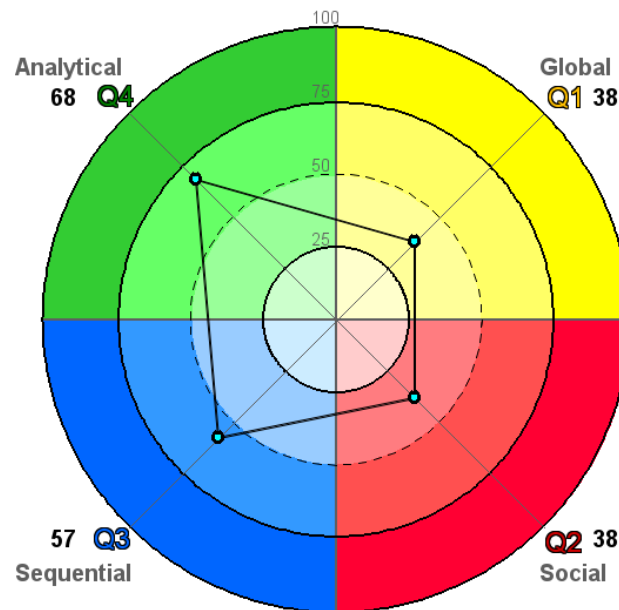
Name	Sample Female	Gender	Female
Occupation	Project Manager	Associate	John Aguila
Date	25 Nov 2020	Group	Demo Group



Thinking Styles

MAPS Thinking Styles

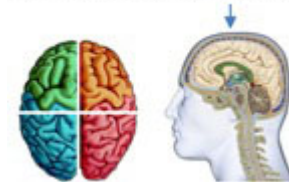
Your MAPS Thinking Styles result is shown below.



68	57	38	38
Analytical	Sequential	Social	Global
Q4	Q3	Q2	Q1

Quadrant	Quadrant	Colour Code	Characteristics
Q1	Front Right	Yellow	Visual, Holistic, Innovative, Hunches, Speculative, Fantasy, Imaginative, the Future
Q2	Back Right	Red	Emotional, Interpersonal, Sensory, Kinesthetic, Symbolic, Subjective, Personal, Values Intimacy, Humane, Harmony
Q3	Back Left	Blue	Sequential, Organized, Planned, Detailed, Structured, Realistic, Down-to-earth, Practical, Sensible, The Past
Q4	Front Left	Green	Logical, Analytical, Quantitative, Factual, Critical Analytical, Objective, Principles, Standards, Criteria, Critiques

Looking at the brain from top



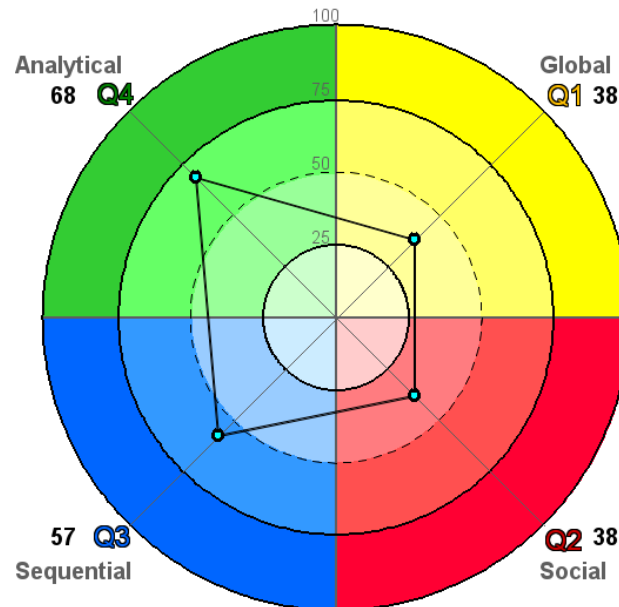
Notes:

1. Reading starts from the Front Right quadrant. Direction is clockwise.
2. Colours of the quadrants are based on the natural colour wheel.

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Thinking Styles



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Your Dominant Thinking Style is Analytical

- **How do you learn?**

You prefer to learn through getting facts that are backed up by numbers and statistics. You use your analytical skills and have a tendency to learn through logical methods such as case studies. You like to connect the dots and link information to the subject that you are studying.

- **How do you deal with others?**

People perceive you as "dry" in expressing your emotions because you care a lot about facts and accuracy. However, others prefer that you take the lead. Utilize this opportunity to lead others.

- **What is your communication style:**

While listening, you are looking for technical accuracy. You focus on brief, clear & precise info. You are convinced with data & fact-based charts. You strive to get materials that are direct and to the point.

- **What are your strengths?**

You could deal with numbers and calculations. You have the ability to find the causes of events and draw logical conclusions. You don't spend your money until you analyze and study the situation and see how important is it for you to spend. You have good knowledge about scientific and technical topic.



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Emotional Intelligence

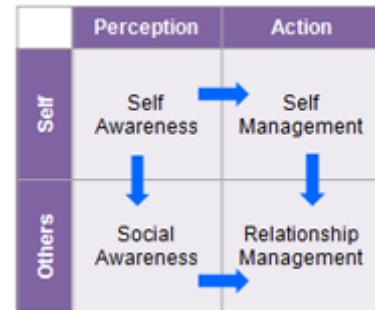
Emotional Intelligence

Daniel Goleman (1998) defines Emotional intelligence as "the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". In other words, Emotional intelligence (EI) is the ability to identify, assess, control and manage the emotions of oneself and of others.

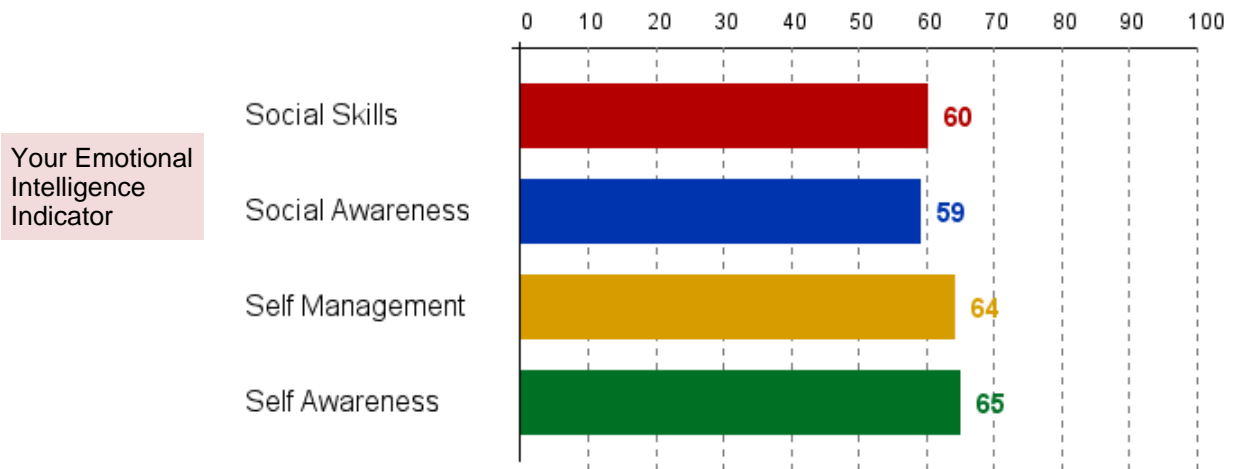
Researchers have been working to discover what factors play a part in emotional intelligence. Many conceptions of emotional intelligence are divided into two main parts; aspects related to understanding and dealing with one's own emotions, and those related to understanding the emotions of others and handling social interactions.

Emotional intelligence consists of four core abilities:

- **Self-awareness** - The ability to recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- **Self-management** - The ability to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** - The ability to understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** - The ability to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict



People will forget what you say, people will forget what you do but people will never forget how you made them feel.





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Your Emotional Intelligence Scores



Dimension	Description
Self-awareness	Sometimes, you know what is felt in the moment and you use that to guide your decision making. In many situations, you have a realistic assessment of your own abilities. Improve these skills to increase your sense of self-confidence and self-awareness.
Self-management	In some cases, you handle emotions so that they facilitate rather than interfere. You succeed sometimes to delay gratification to pursue goals. In many situations you recover well from emotional distress. Work on these skills and deploy deepest preferences to take initiative, improve, and persevere.
Social-awareness	You sense what people are feeling. You are being able to take their perspective. Use these skills to cultivate rapport with a board diversity of people.
Social Skills	You handle emotions in relationships well. You accurately read social situations. You interact smoothly. Use these skills to persuade, lead, and negotiate.

Emotional Intelligence Helps You:

- Remain connected to yourself and your internal and external environment even as you mentally focus on work.
- Remain connected to others to their feelings and functioning
- Stick with your values by separating superficial, selfish wants from emotional needs that support your personal and social survival.
- Prevent health issues by fostering awareness of health problems before they become severe



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Multiple Intelligence

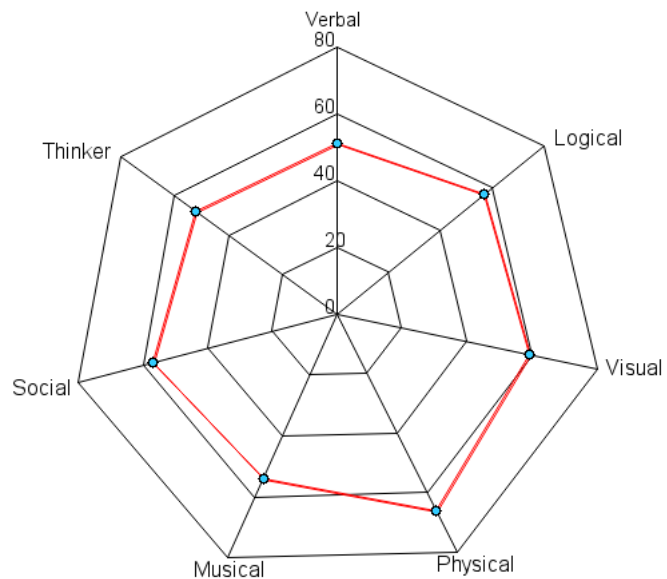
Multiple Intelligence

The Multiple Intelligence Indicator is designed to help you figure out what area(s) intelligence you are best out. These results can also be helpful to figure out what type of learner you are to help you succeed in your education. Teachers should think of all intelligences as equally important. In traditional education systems, a strong emphasis is placed on the development of verbal and mathematical intelligences. Multiple intelligence theory implies that educators should recognise and teach to a broader range of skills. Students need to be engaged when learning. By activating a wide assortment of intelligences, teaching to engage most or all of the intelligences can facilitate a deeper understanding of the subject matter.

All students come to the classroom with different skill levels and sets of developed intelligences. Therefore, each student will have his own unique set of strengths and weaknesses or learning style. When students are assessed, teachers must get an accurate overview of their strengths and weaknesses, which will allow teachers to better present the information being taught. Gardner's theory claims that a better approach to assessment is to allow students to explain the material in their own ways using the different intelligences.

Your Multiple Intelligence Indicator

Intelligence	Score	
Verbal	51	
Logical	57	←
Visual	59	←
Physical	66	←
Musical	54	
Social	57	
Thinker	52	



Intelligence	Strengths	Preferences	Learns best through	Needs
Mathematical / Logical	Math, logic, problem-solving, reasoning, patterns	Question, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, working with the abstract	Things to think about and explore, science materials, manipulative, trips to the science museum, etc
Visual / Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualisation	Draw, build, design, create, daydream, look at pictures	Working with pictures and colours, visualising, using the mind's eye, drawing	Video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, etc.
Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations, processing	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.



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Your highest three intelligences are

Intelligence	Score
Physical	66
Visual	59
Logical	57

Using and Developing Your Multiple Intelligence

Multiple Intelligence Helps Students Succeed and Boosts Your Performance and Workplace Potential

Logical

You could use this intelligence in analysing and solving problems, learning new things, experimenting, classification and calculation. To develop this intelligence play some scientific games, solve puzzles, riddles, and brain games. Visit scientific exhibitions, learn new computer programming languages, computer programs, and new applications.

Visual

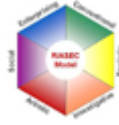
You could utilise this intelligence in photography, cinema and video making. It could be utilized as well in drawing, arts, imaginations, design, innovation, and fine arts. You could develop it through practicing imaginative thinking, photography, studying arts or engineering, learning how to use maps, or practicing the different kinds of drawing.

Physical

You could utilise it in improving your physical balance, increasing your physical stamina, fitness, flexibility, and endurance. You could develop it you practice sports and physical exercises regularly. Also, you could learn a martial art like Karate, Taekwondo, Judo, and others. In addition, you could learn a new hand craft, practice an individual sport, join a sports team, develop your typing skills, or attend acting classes.



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Holland Occupational Code

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The Holland Codes or the Holland Occupational Code (HOC) represents a set of personality types described in a theory of careers and vocational choice formulated by John L. Holland (an American psychologist) in 1971. Holland studied people and careers. He found that people who had a career that matched their personality were happier.

Holland's theory states that people can be loosely classified into six different groups: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) - referred to collectively as RIASEC. Holland Code is a combination of three letters. For example, if your code is AES means your choices are: #1 Artistic (A), #2 Enterprising (E), #3 Social (S).

The theory specifies a theoretical connection between personality and environment that makes it possible to use the same RIASEC classification system for both persons and fields of study or occupations. According to RIASEC theory, if a person and an environment have the same or similar codes, e.g., Investigative person in an Investigative environment, then the person will likely be satisfied and persist in that environment. The HOC helps you learn what kind of work environments suit you best. Choose a career that matches your preferences and you will increase your chances of being successful!

Your Holland Occupational Code (HOC) is shown below

What Career Best Fits Your Personality?

Holland Code is a tool to explore your occupational interests. It might help you discover where you will find occupational satisfaction. It just might help save time, money and frustration in planning for your future. The HOC is useful to anyone involved in career exploration, including students deciding on a career or educational direction, unemployed adults identifying alternative job objectives, and individuals in the middle of a career transition.

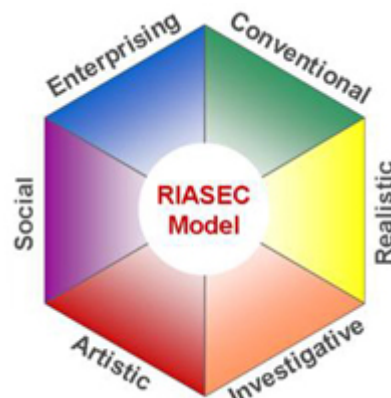
The RIASEC model can be used by many professionals, including counselors, instructors, trainers, and job coaches. In general, people who find environments that match their type are likely to be the most satisfied and successful.

Research has shown that it is easier to predict the type of occupation that an individual is likely to enter from their interests rather than their aptitudes and characteristics. Interests have become the most important trait used in the process of career selection.

This report can help identify your occupational choice or present occupation. However, no test or person can provide perfect assurance. Therefore, it is important to explore and learn as much as you can about yourself and the occupational and educational world.

Holland's Six Personality Types

- (R) Realistic: practical, physical, concrete, hands-on, and tool-oriented
- (I) Investigative: analytical, intellectual, scientific, explorative, thinker
- (A) Artistic: creative, original, independent, chaotic, inventive
- (S) Social: cooperative, supporting, helping, friendly, teaching
- (E) Enterprising: competitive ambitious, leadership, persuading, status
- (C) Conventional: practical, detail-oriented, organising, clerical



A six-sided figure - called a hexagon - is used to show the similarities and differences among the six types. Types that are next to one another on the hexagon are most similar. For example, Realistic and Investigative types tend to have similar interests, but Realistic and Social types tend to be most different. Conventional types are most closely related to Enterprising and Realistic types, somewhat less similar to Social and Investigative types, but tend to be most different from Artistic types, and so on. The consistency is based on these comparisons



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Your Career Test Score

R	I	A	S	E	C
23	19	17	24	22	21

Your Career Type is: **SRE** Your Dominant Career Type is: **S**

Personality Traits

You like to work directly with people rather than things. You enjoy teaching, counselling, or curing others. You are often a good public speaker with helpful, kind personality. You like working with people in an educative or curative setting. You avoid manual labour. You have abilities in social relations. You are Idealists, you want to help by getting engaged socially or politically. You have a tendency to talk a lot, this can be a challenge for the counsellor. You prefer occupations with social requirements. You avoid more realistic type activities. You Associate with people who share similar values and beliefs as they do.

Suitable Academic Majors	Suitable Careers	Preferred Hobbies
Counselling Nursing Physical Therapy Travel Advertising Public Relations Education Criminal Justice Elementary Education History Human Development Human Services Library Sciences Occupational Therapy Philosophy Political Science Psychology Religious Studies Sociology Social Work	SOCIAL REALISTIC Flying instructor Physical Therapist (SRA) Narcotics and vice detective Fitness Trainer (SRE) Radiologic technologist Audiometrist Film processing supervisor(photofinishing) Job development specialist Physical-integration practitioner Athletic trainer Chiropractor assistant Dental Assistant (SRE) Plant supervisor Border guard Respiratory-therapy aide	Participating in sports teams Attending parties Participating in meetings Volunteering in social work groups Helping others Teaching and training Meeting new friends Baby sitting Volunteering with social action groups Writing letters Joining campus or community organisations Meeting new friends Attending sporting events Caring for children Religious activities Going to parties Playing team sports



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Map Your MAPS Your Personality, Education, Family, Job and Health

Don't waste time trying to fit a square peg in a round hole

Know what's right for you. Know yourself, know others, know your preferences, your life. Improve your personal life, your marriage, your family relationship and your job satisfaction.

Education

Some students need a different approach to education, or academic direction, if they're to thrive at education. But there have always been some who try to force a round peg into a square hole. Parents may try to force a child into behaving or learning in a way that is opposite to his/her innate nature. This is because they don't understand that there can be innate personality differences, or they value one personality over another. Research found that this can result in neurosis.

Marriage and Family

Successful marriage and relationship needs to understand what you require for a relationship to be happy and successful. If you do not, you are likely to settle for "almost good enough" and spend your relationship trying to make a square peg fit in a round hole. It's not about finding the right partner. It's about understanding self and understanding your partner for a successful relationship.

Jobs and Occupation

Mismatch between brain function and career choice causing depression and illness. Job that does not fit resulting in high turnover and training costs along with lower productivity. If you have a round hole, find a round peg. If you only have a square peg, go find a round one or trade for a round one.

Health - Falsifying Type

Falsifying Type is a term coined by Jung to describe individuals who are trying to do or be something that runs counter to their innate preferences. Falsification of Type refers to a condition in which a person's natural gifts don't match the skills they have been using in life. When the skills they have been rewarded for and paid well to perform don't match their natural preference, the person very likely will suffer from high levels of chronic stress, anxiety and/or depression, and even illness. (Benziger, Katherine, PhD. *Thriving in Mind: The Art and Science of Using Your Whole Brain*. P Introduction. IL:KBA, 2009.)

Dr Katharine Benziger says that "when people adapt their natural thinking and working styles to fit expectations of others, normally created by work and career, tension and stress results. People are not happy and effective if they behave in unnatural ways." This is called Cost of Falsifying of Type.

Relating directly to this is the work Dr Arlene Taylor, a leading specialist in 'wellness' since 1980, and collaborator with Benziger for much of that time. Arlene Taylor's work has confirmed, and builds on, Benziger's observations about the cost of falsifying type, notably the identification of a collection of symptoms (in persons who were falsifying type) which Taylor has labelled Prolonged Adaption Stress Syndrome (PASS) which includes: 1. Fatigue, 2. Hyper-vigilance, 3. Immune system alterations, 4. Memory impairment, 5. Altered brain chemistry, 6. Diminished frontal lobe functions, 7. Discouragement and or depression, 8. Self-esteem problems. There are no good or bad types, personalities, intelligence, thinking style or jobs - all have some natural strengths and some possible pitfalls or blind spots.

The important thing is:

Don't waste time trying to fit a square peg in a round hole.
Enjoy your MAPS!



Mismatch between brain function and education (or career) choice causing depression and illness

