



# All About Reflections™ - Partial Sample of Documentation

## **Reflections™ Motivational Assessment of Potential - MAP**

**Reflections™** is a world-class assessment system that identifies true motivations toward Personal, Career and Educational activities.

**Reflections™** includes a Questionnaire, Identification of Motivational Characteristics and Discovery of Best-Fit options.

**Reflections™** was designed for use by trained professionals - counselors, consultants, and coaches. That being said, **Reflections™** can also be a valuable tool in self assessment. For most effective results, review the reports and seek the assistance of a trained professional.

## **Reflections™ Questionnaire**

Our choices, both personal and professional, are based on factors which either interest or motivate us as individuals. The **Reflections™** Questionnaire is used to identify personal preference and motivation. There are no right or wrong answers, no grades, no pressure. It's easy - It's fun!

## **Reflections™ Rating System and 'Themes'**

To use the **Reflections™** Motivational Assessment of Potential, you need to understand two rating concepts; (1) the Motivational Importance Level (M.I.), and (2) the Percentage (%) rating. These are used to identify 'themes' of the person.

## **Reflections™ Use of 'Right Brain'/'Left Brain' Graphs**

To use the **Reflections™** Motivational Assessment of Potential, you need to understand the concepts of 'Right Brain'/'Left Brain' thinking and 'Right Brain' to 'Left Brain' progression of radar graphs.

## **Reflections™ Motivational Assessment of Potential**

**Reflections™** is divided into sections. Following is a brief description of each.

### **1.0 Personal Section**

This section of the report takes a look at the individual (Motivational Traits), how the individual relates with other people (Psychological Traits), and how the individual interacts with people at work (Work-Task Relationships).

#### **1.1 Personal Section - Motivational Traits**

The components of each individual personality are called Motivational Traits. They are identified in this section. This is where the first layer of '**Themes**' is identified.

#### **1.2 Personal Section - Psychological Traits (optional)**

In this section we look at what drives a person's inter-relative behavior. How will this person relate to others around them? How do they feel about themselves relative to others? This is where the second layer of '**Themes**' is identified.

#### **1.3. Personal Section - Work-Task Relationships**

In this section we look at what drives a person's work-relative behavior. It includes Leadership, Interpersonal, Social, Performance and Mechanical factors. This is where the third layer of '**Themes**' is identified.

### **2.0 Communication Section - Information Processing**

In this section we look at what drives a person's communication behavior. It includes Information Processing and Learning Styles factors. This is where the fourth layer of '**Themes**' is identified.

### **3.0 Worker-Trait Section - Worker-Trait Index**

In this section we look at what drives a person's behavior in the workplace. The code that is generated can then be used to match a person to specific jobs. This is where the fifth layer of '**Themes**' is identified.



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### **4.0 Vocational Analysis Section - Identification of Best-Fit Vocations**

This section identifies types of work for which a person is best suited. This is where the sixth layer of '*Themes*' is identified.

### **5.0 NARRATIVE SECTION**

This section describes the findings of the Worker-Trait Section. It is an expanded explanation of what an individual is best suited for vocationally.

### **6.0 UNIVERSITY MAJORS ASSESSMENT OF POTENTIAL (optional)**

The University Majors Assessment provides Best-Fit matching to 70 University Majors in 9 Categories.

### **7.0 OCCUPATIONAL OUTLOOK ASSESSMENT OF POTENTIAL (optional)**

The Occupational Outlook Assessment provides Best-Fit matching to 200 Occupations in 27 Categories.

### **8.0 Sample Reports**

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**THE QUESTIONNAIRE:** Completing the Questionnaire.

It is important to respond intuitively. Your first choice is the best choice. Do not over-analyze. Move along quickly.

It is not necessary for you to have the skills, training, or experience required for any selection, only the desire.

Respond only on the basis of your preference for the statement. There are no "right" or "wrong" answers.

The *Reflections* questionnaire can be completed in about thirty minutes.

Please read all 3 statements in each section below.

Click on only one of the **Green Buttons** for the statement that appeals to you the **Most**, then

Click only one of the two remaining **Red Buttons** for the statement that appeals to you the **Least**.

Do not click the **Most** and **Least** buttons for the same statement.

In the example below, the statement "Visit stores in a metropolitan shopping mall" appealed the **Most** and the statement "Hike through a national wilderness area" appealed the **Least**.

|                                  |                                  |   |
|----------------------------------|----------------------------------|---|
| <input checked="" type="radio"/> | <input type="radio"/>            | Visit stores in a metropolitan shopping mall. |
| <input type="radio"/>            | <input type="radio"/>            | Spend a vacation at a luxury resort.          |
| <input type="radio"/>            | <input checked="" type="radio"/> | Hike through a national wilderness area.      |

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## THE RATING SYSTEM

Most sections of *Reflections*™ are paired with two columns of numbers. The first column indicates the level of motivation a person has for the associated text (Motivational Importance, labeled with M.I.).

Motivation at level 1 is Passionate (Dedication);  
Motivation at level 2 is Strong;  
Motivation at level 3 is Moderate;  
Motivation at level 4 is Disinterest; and  
Motivation at level 5 is Anti-Motivational (Avoidance).

The second column is a percentile (%). It is indicative of the intensity one feels for the corresponding line of text (i.e., if a person has a 95th percentile rating for a given line of text, only 5 percent of our statistical database population would feel more driven relative to the corresponding text.).

All Motivational Indices in this report are listed in order of Motivational Importance and %.

## MOTIVATIONAL IMPORTANCE AND THE 'COMMITTEE'

One way to think of Motivational Levels of Importance is to think of them as a committee. This committee is meeting in the person's subconscious mind all the time. It is in session 24 hours per day, 7 days per week, 52 weeks per year. The committee is made up of individuals and each has different levels of personal strength and expression. The "1" through "5" level ratings are similar to describing those persons.

1. The person who stands up, pounds the table and insists on the adoption of their idea.
2. The person who says, "I'd really like to do this and I'll work really hard to make it happen."
3. The person who doesn't say a lot but shows up to support whatever plan is approved.
4. The person who objects mildly and says they would rather not.
5. The person who pounds the other end of the table and says, "It will be a cold day in Calcutta before I'll do this and if you make me, I'll stop doing it as soon as I can."

It is important to remember that a "4" or a "5" level rating does not mean that a person can't do something. It suggests that they will resist doing it. If they are required to sustain performance in an area of disinterest or avoidance, their performance will suffer and so will they. Stress often manifests itself from involvement in areas of "anti-motivation".

## THEMES

Just as on any committee, there is the entire group, and there is the executive committee. These are the motivational levels which set the tone or establish the theme.

To find the theme, look for all of the traits which are above the 70<sup>th</sup> percentile (level 1). Then look at all of the traits which are below the 30<sup>th</sup> percentile (level 5). What comes to mind when you read the traits together, in order? Did you try reading from the top down to near the 70<sup>th</sup> percentile? Does any theme come to mind? Did you read from the bottom up to the 30<sup>th</sup>? Does a theme appear? Are the themes consistent?

It is as important to know what passionately motivates a person as it is to know what is, in fact, anti-motivational. Given this information, pay close attention to both top and bottom the ratings.



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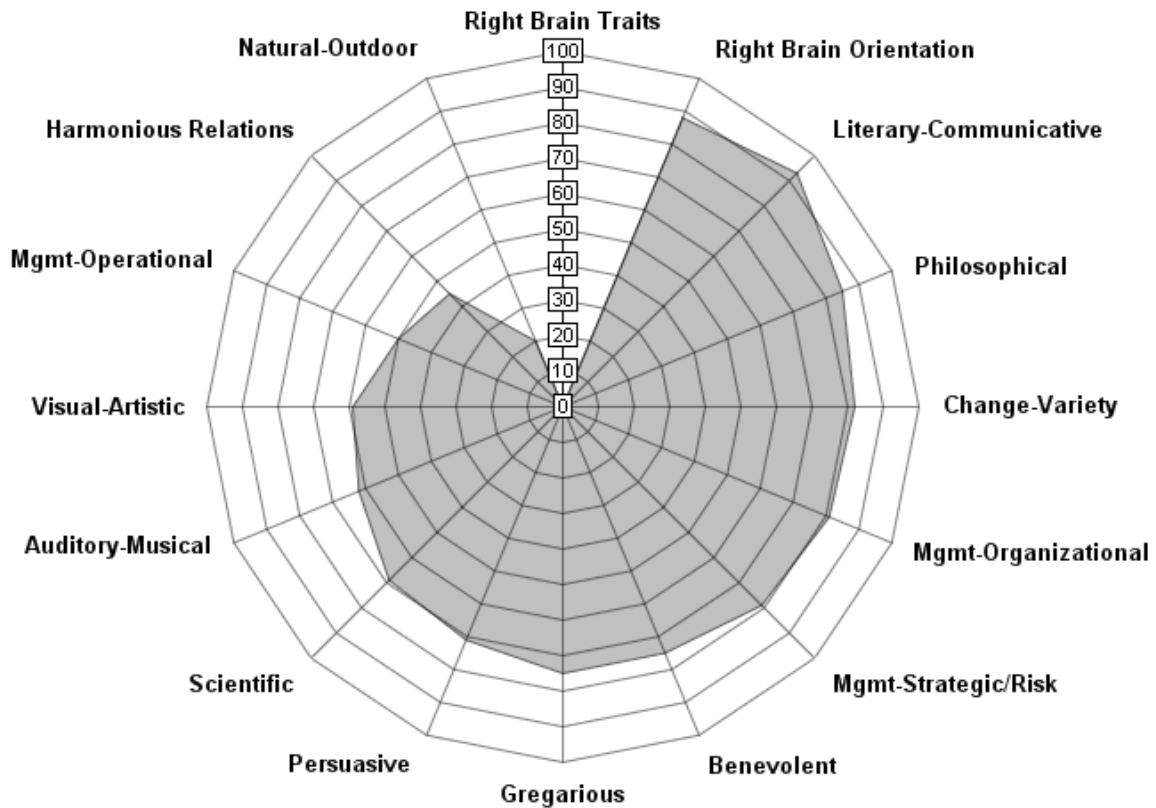
## 'RIGHT BRAIN'/'LEFT BRAIN' AND 'CATALYTIC' CONCEPTS

Many sections of the *Reflections*™ Assessment are illustrated with radar 'theme' graphs. These graphs, being circular and having a right and left side, are representative of the human brain. Many people are familiar with the term, 'Right Brain'/'Left Brain'. This refers to the 'type' of thinking typically done by each half of the human brain. A majority of people have either a 'Right Brain' or 'Left Brain' orientation. A small percentage of people, known to have 'Catalytic' orientations, actually function equally from both the right and left sides of the brain. These are true but **general** statements.

It is important to grasp the concept of 'Right Brain'/'Left Brain' and 'Catalytic' to better understand a person's motivations in various environments.

The following graphs show the functions of the brain in a 'Right Brain' to Left Brain' progression. If one were to picture the graphs as a clock, beginning at the '12', moving clockwise, the function of the brain would be creative, spontaneous, intuitive, feeling, social and non-structured. The further the progression around the clock, to the '3', then the '6', on to the '9', etc., the more linear, sequential, mathematical, logical, factual, non-social and structured the thinking becomes.

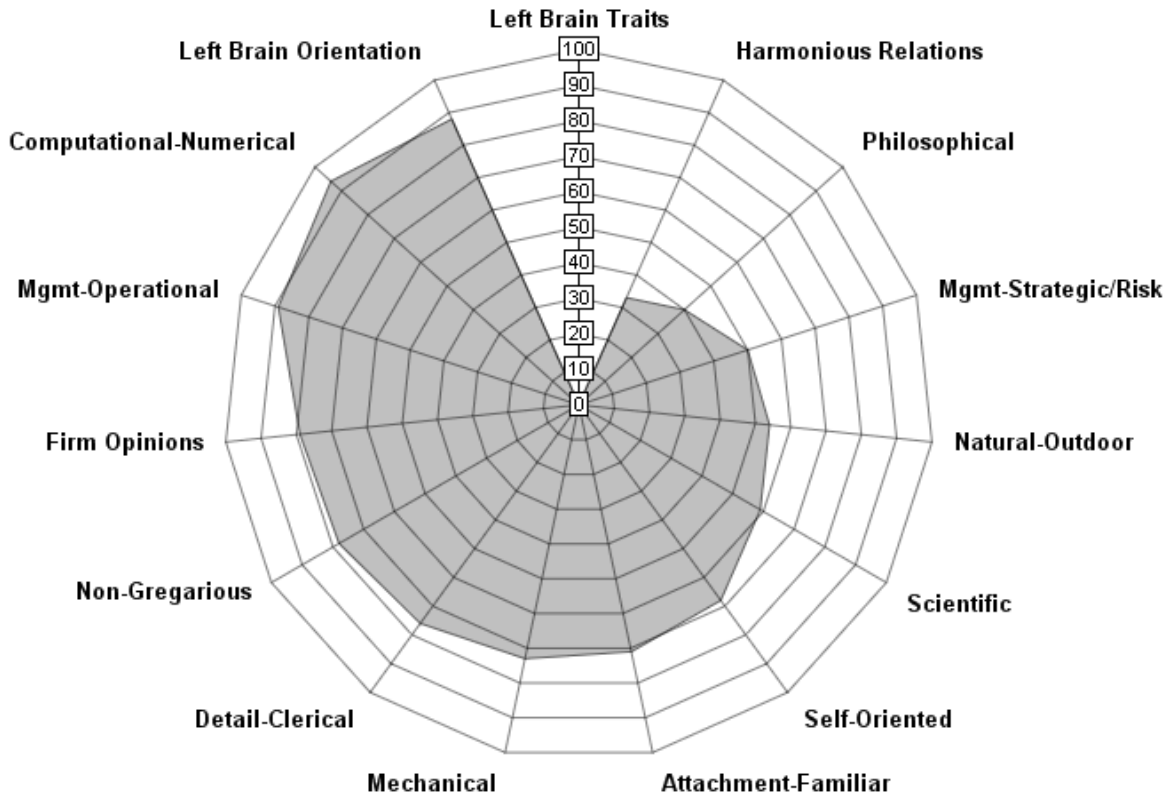
**'Right Brain' Traits of a 'Right Brain' Thinker** - The 'Right Brain', generally speaking, is creative, spontaneous, intuitive, feeling, social and non-structured in thought.





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**'Left Brain' Traits of a 'Left Brain' Thinker** - The 'Left Brain', generally speaking, is linear, sequential, mathematical, logical, factual, non-social and structured in thought.





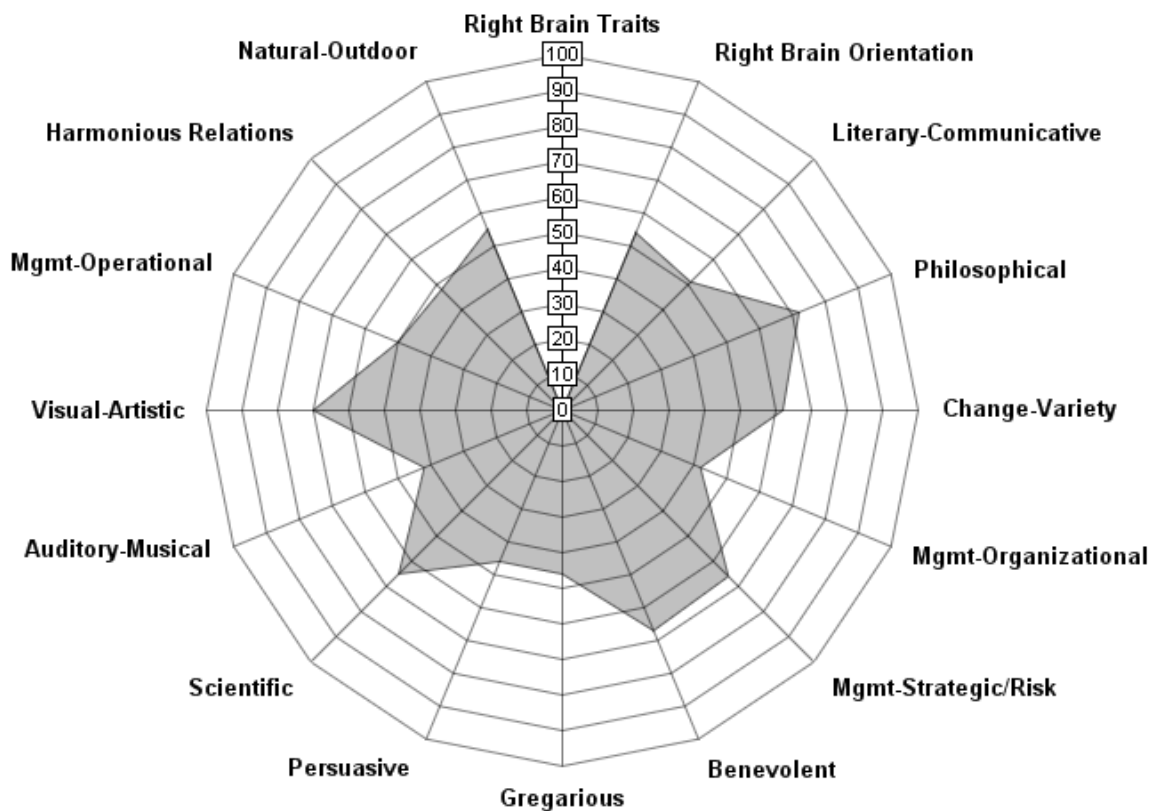
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### THE 'CATALYTIC' ORIENTATION - A 2 STEP PROCESS

When there is a significantly dominant 'Right Brain' or 'Left Brain' orientation, it tends to dominate all sections of the *Reflections*™ Assessment.

When neither is sufficiently dominant, a 'Catalytic' orientation may exist. A 'Catalytic' orientation exists when the 'Right Brain Orientation' rating is within approximately 10 percentage points of the 'Left Brain Orientation' rating in the graphs. Under these conditions, be sure to give adequate consideration to all top ratings, including those that are at level 2 or level 3.

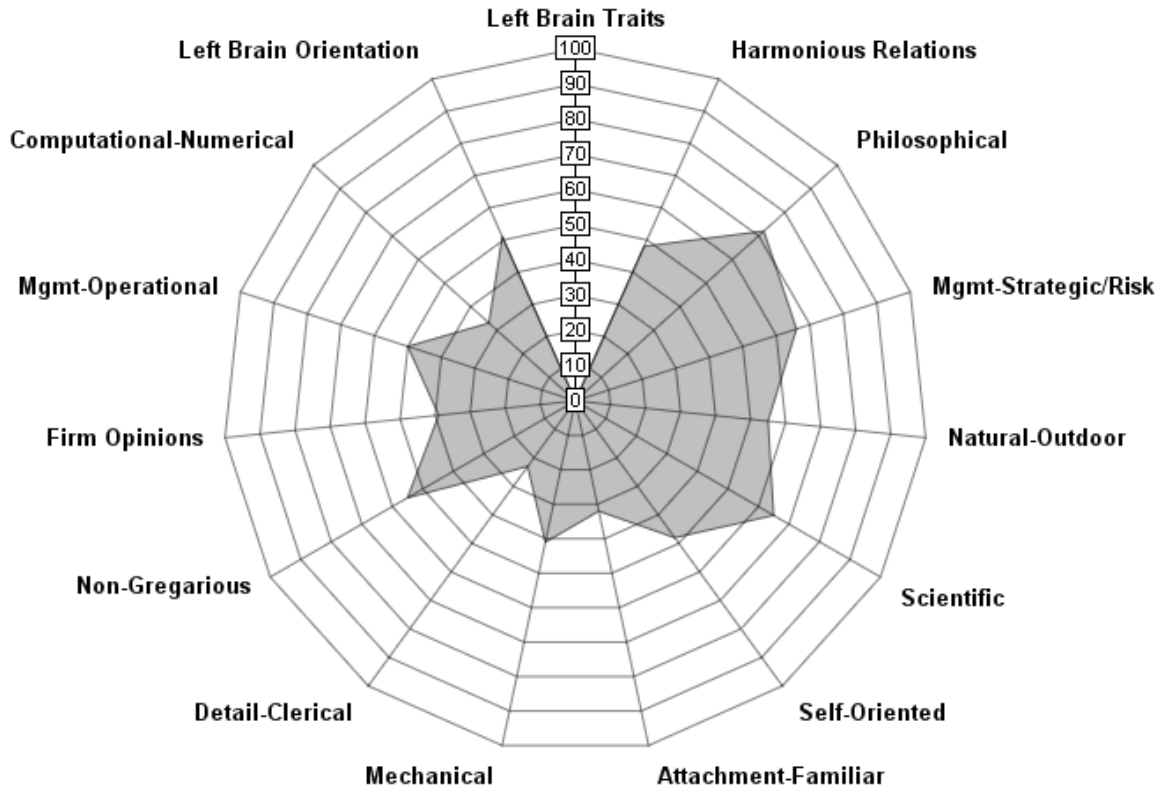
**'Right Brain' Traits of a 'Catalytic' Thinker** - Notice that the Right Brain Orientation score is approximately 55%.





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'Left Brain' Traits of a 'Catalytic' Thinker - Notice that the Left Brain Orientation score is approximately 50%, within 10% of the Right Brain Orientation score, and therefore considered 'Catalytic'.



When none of these three orientations is dominant, be sure to give adequate consideration to all top ratings, including those that are at level 2 or level 3.

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## 1.1.1 MOTIVATIONAL TRAITS DESCRIBED

### 1. MOTIVATIONAL 'DNA' - THE MOTIVATIONAL TRAITS INDEX

Each person has a physical 'DNA'. It is unlike anyone else's. It is a unique set of genetic "markers" identified by their DNA. With some tissue, saliva, hair or blood it can be determined to a high degree of probability whether it came from a specific person.

So, too, we each have a motivational 'DNA'. It is at the core of who we are. It is the alignment and relative strength of our motivational traits that identifies who we are, what we do, and why.

The Motivational 'DNA' of each person is explored in the Personal Section of the assessment, the Motivational Traits Index.

For each person the list of traits is ranked. It is listed in the order of importance for that person. The ratings give a sense of their intensity. No two people will have an identical ranking with identical percentiles. This represents the profound uniqueness of each human being.

We believe that motivation and preference are predictors of behavior. It is out of our drives and desires, our motivations, that our choices of relationships, career, learning and most other behaviors develop.

### 2. MOTIVATIONAL TRAITS THEME

This is the first layer of themes presented by the *Reflections*<sup>™</sup> Assessment. To find the theme of the Motivational Traits Index, look for all of the traits which are above the 70<sup>th</sup> percentile (level 1). Then look at all of the traits which are below the 30<sup>th</sup> percentile (level 5). What comes to mind when you read the traits together, in order? Did you try reading from the top down to the 70<sup>th</sup> percentile? Does any theme come to mind? Did you read from the bottom up to the 30<sup>th</sup>? Does a theme appear? Are the themes consistent? This is the core theme of the person. Keep it in mind as additional layers of themes unfold.



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### 1.1.2 MOTIVATIONAL TRAITS DEFINED

#### MOTIVATIONAL TRAITS DEFINITIONS

Following are definitions which offer basic 'average' meanings. We must be able to understand a wide variety of meanings which are different, in some way, for each person. The exact meaning of any trait or any factor in an assessment depends on the positive, negative, neutral, supporting or opposing influence of all related traits.

**ATTACHMENT TO FAMILIAR:** comfort levels are high when one is settled into familiar surroundings, circumstances, things, routines, habits, roles and relationships. Stress and emotions are high when that person is exposed to the reality, necessity, threat or even suspicion of sudden, unexpected, radical, unknown or uncontrollable change. The sooner and greater the change, or the threat or suspicion thereof, the greater the stress. Even desired and sought-after change causes stress for such a person; change is dis-ease, and dis-ease often causes sickness. The more attached a person is to the status quo, whatever that means to that person, greater is the time needed before reaction to change can be something other than negative - and, for some persons, that can take a very long time.

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### **1.2.1 PSYCHOLOGICAL TRAITS DESCRIBED**

#### **1. REMEMBER THE MOTIVATIONAL TRAITS**

Before exploring this section, think back to the Motivational Traits and the "committee". Each of these traits inter-relates with all the other traits constantly. It is through the interaction of these traits that we begin to see themes of the individual.

#### **2. NEW THEMES**

It is out of the Psychological Traits that the next layer of themes grows. Only in understanding and referring back to the traits and themes already established can we understand how a person learns or how they relate to others. No section of the assessment stands alone. Each layer of the reports is built upon and connected to all other layers.

#### **3. BEWARE!**

The greatest danger faced in working with the assessment is to draw summary conclusions based upon a few pieces of information. Only in establishing the theme of each section and then relating it back to the major themes of the Motivational Traits can the person be understood.

#### **4. PSYCHOLOGICAL TRAITS INDEX**

In the motivational traits, we were discussing traits which would cause behavior. It is here that we look at what drives a person's inter-relative behavior. How will this person relate to others around them? How do they feel about themselves relative to others? What causes their interpersonal or public behavior?



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### **1.2.2 PSYCHOLOGICAL TRAITS DEFINED**

#### **PSYCHOLOGICAL TRAITS DEFINITIONS**

Following are definitions which offer basic 'average' meanings. We must be able to understand a wide variety of meanings which are different, in some way, for each person. The exact meaning of any trait or any factor in an assessment depends on the positive, negative, neutral, supporting or opposing influence of all related traits.

#### **PSYCHOLOGICAL TRAITS ORDER OF DEFINITIONS ('Right-Brain' to 'Left-Brain'):**

1. Grasp, analyze, use abstract concepts ideas & options
2. Original, creative thought, expression, action
3. Effective coordination of thought and action
4. Methodical inquiry, exploration, discovery
5. Independence in personal opinions and action
6. Objectivity affected little by opinions of others
7. Holding to conventional ideas, expectations
8. Conscious of detail; organized, precise, exact
9. Attachment to familiar; stressed by sudden change
10. Strong motivation to succeed; not easily dissuaded
11. Individual determination/persistence; functional
12. Impulsive action; willing to act in face of risk
13. Preference for change; tires of repetition
14. Emphasize self-gratification; pleasure principle
15. Seek association with others; avoid isolation
16. Understand & sympathize with others; empathy
17. Put others first; help, protect, nurture; benevolence
18. Self-interest as primary motivation/objective
19. Need & striving for recognition & status
20. Emphasize self-worth & success as high priority
21. Confidence in own executive or managerial talent
22. Drive to influence, persuade &/or dominate others
23. Justify & defend own opinions and actions
24. Avoid criticism by keeping psychological distance
25. Managerial impersonal role dominance of others
26. Firm opinions & positions; resist influence
27. Independent; association determined by purpose
28. Retain possessions; reluctant to give or lend
29. Avoid risks; cautious, apprehensive, anxious
30. Imagination/feeling influence thinking, reaction
31. Tendency to transfer problems and needs to others
32. Avoid harm, threat, injury, pain or stress
33. Tendency to minimize self-worth relative to others
34. Avoid stress of public confrontation over issues
35. Preference for working under leadership of others
36. Self-imposed conformity to laws and social customs
37. Tendency to emotion, impulse, reaction, moods - stress
38. Self-set limits on efforts re. risk or competition
39. Dependent on others for emotional support or security
40. Reserved; prefer social background; avoid publicity

01. Grasp, Analyze, Use Abstract Concepts, Ideas, Options: natural subconscious awareness of the uniqueness or possibilities of things (including information) which are encountered. Intuition has a major part in the process, and it literally means "into you" by subconscious access. This is a spontaneous mental process independent of intentional 'searching' or 'analyzing' to obtain such awareness.



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### **1.3.1 WORK-TASK RELATIONSHIPS DESCRIBED**

#### **1. WORK-TASK RELATIONSHIP INDEX**

Sections 1.3.01 through 1.3.07 are indicators of a person's motivation toward work-tasks relative to the environment in which the work-tasks and relationships take place.

Before exploring this section, think back to the Motivational Traits, the core of the person.

Each of these traits inter-relates with all the other traits constantly. It is through the interaction of these core traits that we begin to see themes of the individual. It is also out of these core traits that the next layers grow.

Only in understanding and referring back to the core and the themes already established can we understand how a person learns or how they relate to others. No section of the assessment stands alone. Each layer of the reports is built upon and connected with other layers.

The greatest danger faced in working with the assessment is to draw summary conclusions based upon a few pieces of information. Only in establishing the theme of each section and then relating it back to the major themes of the Motivational Traits can the person be understood.



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### **1.3.2 WORK-TASK RELATIONSHIPS DEFINED**

#### **WORK-TASK DEFINITIONS**

Following are definitions which offer basic 'average' meanings. We must be able to understand a wide variety of meanings which are different, in some way, for each person. The exact meaning of any trait or any factor in an assessment depends on the positive, negative, neutral, supporting or opposing influence of all related traits.

#### **1.3.01 LEADERSHIP FACTORS**

**EXECUTIVE LEADERSHIP, STRATEGY, INFLUENCE:** Plan strategies, identify and choose options, develop organization and policies to achieve future objectives on a holistic, conceptual basis; work with ideas, concepts, hypothesis, options and strategies at executive levels; lead corporate efforts to be innovative, progressive and competitive. Note that this factor will have significant correlation with the Primary Traits of Philosophical; Literary, Communicative; and Management, Strategic, Risk. There are components of both left and right brain activity with a strong significance of Triggered Imagination in the Educational Analysis. Themes that run through the person's MAPP often deal with ideas and communication of those ideas to people. A mix of the "romantic", feeling and intuitive with the "classic", thinking and judgmental are generally present. This could be defined as an integrated or visionary orientation.

The order in which the leadership styles are listed for each person will vary by ranking. They are listed here from the most holistic and integrated to the most specific and functional, until we get to the Social, Fraternal. At that time, the flow is disrupted and we revert to a more social orientation. Until then, the definitions will become more and more functional, left brained, linear, task specific and concrete.

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### **2.0 COMMUNICATIONS SECTION**

#### **2.1 INFORMATION PROCESSING TRAITS DESCRIBED**

All factors are listed in Right-Brain to Left-Brain order.

##### **2.1.01 MENTAL ORIENTATION: INFORMATION RECOGNITION**

The first subdivision of the Communication Section, Mental Orientation addresses how the person's mind is "wired". How does this person think. What is their priority for mental activity. How do they process information?

This section identifies internal functional orientation or capacity of the mind of an individual. These mental factors should be compared with those in the Worker Trait Code sections of the appraisal: Data, Reasoning, Aptitude and Temperament.

Intuitive/impulsive: subconscious awareness/action

Philosophical: concepts, strategy; ideas, theory

Symbolic/dramatic: visualize/project roles, images

Perceptual/sensory: keen sensory awareness

Scientific: methodical exploration & discovery

Computational: systematic use of tangible numbers

Mechanical/functional: natural mechanical 'savvy'

Pragmatic/factual: work with known facts, problems

Clerical/logical: work with known routine & detail

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## 3.0 WORKER-TRAIT SECTION

### 3.1 WORKER-TRAIT INDEX

The Worker-Trait System is based on the fact that what one is strongly motivated to do is that which one will try to do, learn to do, develop skills for, enjoy doing, and continue doing if possible.

The following subsections, each appearing with a corresponding graph, compare an individual (according to the data found in the Personal and Communication Sections) to a variety of components relative to the world of work as defined by the U.S. Department of Labor (U.S.D.L.). Worker-Trait Code Symbols are listed in a column marked by the heading WTC. These symbols equal or represent the content of the line following the number or letter. The Worker-Trait Code Symbol system was developed for the U.S.D.L.'s Dictionary of Occupational Titles and adapted for use in *Reflections*.

#### 3.1 Worker-Trait Index

- 3.1.01 Interest: Job Content
- 3.1.02 Temperament for the Job
- 3.1.03 Data: Mental Processes & Motivation
- 3.1.04 People: Roles, Relationships
- 3.1.05 Things: Engineering, Operating
- 3.1.06 Aptitude: Sensory/Perceptual, Sensory/Physical, Mental/Detail
- 3.1.07 Reasoning: Mental Activities And Priorities
- 3.1.08 Mathematical Talents & Priorities
- 3.1.09 Language: Literary, Communicative

#### 3.1 Worker-Trait Factors

3.1.01 Interest: This section is to briefly define, classify & code jobs. Ten factors are used - but really only 5 "scales" are used because 5 of those ten factors are used as opposite polarity for the other 5:

- |                              |   |
|------------------------------|---|
| 1 Dealing w/things/objects   | vs 6 Concerned w/people/communicate ideas |
| 2 Business contacts w/people | vs 7 Technical, Scientific                |
| 3 Routine, organized         | vs 8 Abstract, imaginative, creative      |
| 4 Work for people's good     | vs 9 Non-social processes, techniques     |
| 5 Gain recognition re/others | vs 0 Tangible productive satisfaction     |

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### **4.0 VOCATIONAL/OCCUPATIONAL ANALYSIS SECTION**

#### **4.1 MAJOR VOCATIONAL AREAS INDEX**

The U. S. Department of Labor divides the world of work into 19 major vocational areas. Those areas are listed in order of a person's motivation toward the given vocation.

- 4.1.01 Arts/Fine Arts
- 4.1.02 Business Relations
- 4.1.03 Clerical
- 4.1.04 Counseling Guidance, Social Work
- 4.1.05 Crafts
- 4.1.06 Education and Training
- 4.1.07 Elemental Work
- 4.1.08 Engineering
- 4.1.09 Entertainment
- 4.1.10 Farming, Fishing, Forestry-Outdoor Remote
- 4.1.11 Investigate, Inspect, Test: lab/field service
- 4.1.12 Law & Enforcement
- 4.1.13 Machine Work
- 4.1.14 Math & Science
- 4.1.15 Medicine & Health
- 4.1.16 Merchandising
- 4.1.17 Personal Service
- 4.1.18 Transportation, Public
- 4.1.19 Writing

#### **4.2 OCCUPATIONAL TITLES INDEX**

Each of the Major Vocational Areas listed in the previous section has now become a heading (subsection) under which specific occupational titles appear. Each subsection lists multiple titles in order of (M.I.) Motivational Importance.

- 4.2.01 Arts/Fine Arts - 5 titles
- 4.2.02 Business Relations - 12 titles
- 4.2.03 Clerical - 14 titles
- 4.2.04 Counseling Guidance, Social Work - 2 titles
- 4.2.05 Crafts - 7 titles
- 4.2.06 Education and Training - 10 titles
- 4.2.07 Elemental Work - 3 titles
- 4.2.08 Engineering - 9 titles
- 4.2.09 Entertainment - 11 titles
- 4.2.10 Farming, Fishing, Forestry-Outdoor Remote - 2 titles
- 4.2.11 Investigate, Inspect, Test: lab/field service - 4 titles
- 4.2.12 Law & Enforcement - 2 titles
- 4.2.13 Machine Work - 5 titles
- 4.2.14 Math & Science - 3 titles
- 4.2.15 Medicine & Health - 5 titles
- 4.2.16 Merchandising - 6 titles
- 4.2.17 Personal Service - 6 titles
- 4.2.18 Transportation, Public - 1 title
- 4.2.19 Writing - 4 titles



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### 5.0 NARRATIVE SECTION

This section is an expanded explanation of what an individual is best suited for vocationally as determined by the **Worker-Trait Section**. You will find bold face headings followed by several paragraphs. Each paragraph corresponds, in order of motivation, to the line of text in the **Worker-Trait Index** where the bold face heading originally appeared. (Example: Locate **INTEREST: JOB CONTENT** in the **Worker-Trait Section (3.1.01)**. Now locate that same heading in the **Narrative** below. The first paragraph in the **Narrative** under the **INTEREST: JOB CONTENT** heading is a comprehensive explanation of the first line of text in the **Worker-Trait Index** under that same heading. The second paragraph is a comprehensive explanation of the second line of text, and so on.)

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## **6.0 UNIVERSITY MAJORS ANALYSIS SECTION**

The University Majors Assessment provides Best-Fit matching to 70 University Majors in 9 Categories.

### **6.1 UNIVERSITY MAJORS AREAS INDEX**

The University Majors Assessment divides the world of University/College study into 9 majors areas.

- 6.1.01 Business and Related
- 6.1.02 Education
- 6.1.03 Engineering
- 6.1.04 Fine Arts
- 6.1.05 Liberal Arts
- 6.1.06 Medical and Related
- 6.1.07 Science and Mathematics
- 6.1.08 Social Science
- 6.1.09 Technology

### **6.2 UNIVERSITY MAJORS TITLES INDEX**

Each of the University Majors Areas listed in the previous section has now become a heading (subsection) under which specific educational titles appear. Each subsection lists multiple titles in order of (M.I.) Motivational Importance.

- 6.2.01 Business and Related - 6 titles
- 6.2.02 Education - 5 titles
- 6.2.03 Engineering - 7 titles
- 6.2.04 Fine Arts - 9 titles
- 6.2.05 Liberal Arts - 10 titles
- 6.2.06 Medical and Related - 11 titles
- 6.2.07 Science and Mathematics - 10 titles
- 6.2.08 Social Science - 7 titles
- 6.2.09 Technology - 5 titles



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## **7.0 OCCUPATIONAL OUTLOOK ANALYSIS SECTION**

The Occupational Outlook Assessment provides Best-Fit matching to 200 Occupations in 27 Categories.

## **7.1 OCCUPATIONAL OUTLOOK AREAS INDEX**

The Occupational Outlook Assessment divides the world of work into 27 majors areas.

- 7.1.01 Administration: Executive and Managerial
- 7.1.02 Administration: Support and Clerical
- 7.1.03 Apparel, Textile and Furnishing
- 7.1.04 Architects and Surveyors
- 7.1.05 Communications
- 7.1.06 Computers and Operations Research
- 7.1.07 Construction Trades
- 7.1.08 Engineering
- 7.1.09 Food and Beverage Services
- 7.1.10 Health Diagnosing
- 7.1.11 Health Technology
- 7.1.12 Health Treatment
- 7.1.13 Lawyers and Judges
- 7.1.14 Marketing and Sales
- 7.1.15 Mechanics, Installers and Repairers
- 7.1.16 Performing Arts
- 7.1.17 Personal Services
- 7.1.18 Production Trades
- 7.1.19 Protective Services
- 7.1.20 Religious Workers
- 7.1.21 Scientists: Life Sciences
- 7.1.22 Scientists: Physical Sciences
- 7.1.23 Social and Recreational Workers
- 7.1.24 Teachers, Librarians and Counselors
- 7.1.25 Technology, Non-Health
- 7.1.26 Transportation and Material Moving
- 7.1.27 Visual/Graphic Arts



## **All About Reflections™ - Partial Sample of Documentation**

### **7.2 OCCUPATIONAL OUTLOOK TITLES INDEX**

Each of the **Occupational Outlook Areas** listed in the previous section has now become a heading (subsection) under which specific occupational titles appear. Each subsection lists multiple titles in order of (M.I.) Motivational Importance.

- 7.2.01 Administration: Executive and Managerial - 23 titles
- 7.2.02 Administration: Support and Clerical - 19 titles
- 7.2.03 Apparel, Textile and Furnishing - 4 titles
- 7.2.04 Architects and Surveyors - 3 titles
- 7.2.05 Communications - 4 titles
- 7.2.06 Computers and Operations Research - 4 titles
- 7.2.07 Construction Trades - 16 titles
- 7.2.08 Engineering - 10 titles
- 7.2.09 Food and Beverage Services - 2 titles
- 7.2.10 Health Diagnosing - 6 titles
- 7.2.11 Health Technology - 13 titles
- 7.2.12 Health Treatment - 4 titles
- 7.2.13 Lawyers and Judges - 3 titles
- 7.2.14 Marketing and Sales - 8 titles
- 7.2.15 Mechanics, Installers and Repairers - 17 titles
- 7.2.16 Performing Arts - 3 titles
- 7.2.17 Personal Services - 11 titles
- 7.2.18 Production Trades - 17 titles
- 7.2.19 Protective Services - 4 titles
- 7.2.20 Religious Workers - 3 titles
- 7.2.21 Scientists: Life Sciences - 3 titles
- 7.2.22 Scientists: Physical Sciences - 4 titles
- 7.2.23 Social and Recreational Workers - 3 titles
- 7.2.24 Teachers, Librarians and Counselors - 7 titles
- 7.2.25 Technology, Non-Health - 10 titles
- 7.2.26 Transportation and Material Moving - 5 titles
- 7.2.27 Visual/Graphic Arts - 3 titles