



# Helping Students Understand Aptitudes

## Conversation Starters

As you converse with your students about their aptitudes, these high-level discussion types will help your students connect with the information in their YouScience Profile results.



Talk about the experience of doing this exercise, and how it relates to the aptitude results. This is a great way to gather students' attention by discussing the experience of doing the exercise. Student responses like "Oh man, that one was so hard!" or "I couldn't wait until I was done with that one!" are fine, and fun! Create a bonding experience amongst students and connect them with the experience of YouScience.



Ask the students to reflect about themselves or a current or past situation where they may have enacted their aptitude level. Connect the aptitude with what they already know about themselves to ground their understanding and to make it real and personal for them.



Share how knowing their aptitude level can help them with issues they face today, such as school work or their social life. Talking through how knowing their aptitudes can help them today increases how helpful they will view them when considering their future.



Have students consider how their aptitude levels affects how they interact with friends or family. Have them consider what aptitude levels those who are close to them are. You could have students briefly discuss a question you pose about an aptitude level with their neighbor during the walk-through. Encourage students to discuss the YouScience experience with their friends and family.



Discuss the importance of aptitude fit with a future work environment by considering examples of what might be good fits and contrasting them with bad fits. Make it real for them by stressing the emotional aspects of poor fit. "Would you want to feel stressed out and like you're climbing uphill everyday by working in an environment that requires a different aptitude level that you have? No way!"

# Personal Approach

## Interpersonal Styles

**When you get home from a party or hanging out with friends, how do you feel? Are you pumped up or are you drained?**

Extroverts gain energy from being around others, whereas introverts lose energy and need time to themselves to recharge. Blended energizers might be energized one day and drained the next. Have students think of specific times when this happened to them, and think about how they felt afterwards, so they can connect and identify with their Interpersonal Style.

**High School: Do you have a big family?**

Are there always people around? What do you do? If you're an introvert, you might find yourself sneaking away to your room to do something on your own.

**College: Do you live in a suite with other people? Have a roommate?**

Do they have 1 roommate or are you living in a suite? Introverts might struggle in a suite environment where there is less control over having quiet time and necessary alone time. Introverts might find themselves getting grouchy or irritable. Not because their suitemates are actually being annoying (although sometimes they probably could be!), but because they need time to themselves to recharge.

**What is the average number of students in your classes?**

Extroverts may enjoy smaller classes and study groups in order to get to know classmates versus an introvert might prefer larger classes where there is a sense of anonymity and less pressure to be sociable and accountable for sharing/participating.

**Have you joined a club, special interest group, play a sport?**

Extroverts should be encouraged to seek out activities outside of the classroom to keep them positive and refueled especially if class sizes are large and impersonal.

**College: Have you found a quiet place to study?**

College can be overwhelming for everyone but an introvert definitely needs quiet time with few distractions or their energy and motivation will suffer.

**College: Is there anyone from your High School here? Any alum that you know? Friends or family?**

The size of the school and lack of connections at the beginning of the college experience may stress out an extrovert. Stimulations from people familiar and unfamiliar fuel them.

## Time Frame Orientation

**College: Have you thought about each semester over the four-year timeframe?**

Future-focused students will get restless and bored with the “details” of scheduling classes semester by semester as they are solely focused on getting out in 4 years and completing their major.

**High School: Have you thought about your plan over the four-year timeframe of High School?**

Future-focused students will get restless and bored with the “details” of scheduling classes semester by semester as they are solely focused on finishing high school and moving on to bigger and better things.

Present Focusers need to be reminded to make sure they are doing what they need to be on track for their future goals.

**College: Do you have short-term goals that you can use as benchmarks for your future goal?**

Helping a Present Focuser with setting short-term goals is important. They might not be used to the rigors of college so focusing on short-term accomplishments will help them be in the moment a little more and improve their overall college experience.

Remind Future-Focusers to celebrate the short-term goals along the way to their long-term goal. Future focusers can get impatient with themselves along their way to achieving a long-term goal. Remind them to appreciate and celebrate their success along the way.

**Do you have a lot of group projects? What type of role do you take when you have a group projects? Are group projects frustrating for you? Why?**

Future focused individuals can struggle in-group settings when some of the members of the group steer away from the long-term goal and lose focus. Present focusers tend to enjoy group activities and acting in a project management type role where there are short-term deliverables and assignments.

**How do you handle it when there is a change to curriculum or a change in your major?**

Present focused students can be too short-sighted. They might make a rash decision and drop a class without doing the legwork to understand the future ramifications of that action. A required class for their major might not be offered during their junior or senior year, and they might need to do a fifth year of college to complete their degree.

**Do you celebrate your success?**

When a class is over, when you get to the next grade/level? Future focused need help celebrating their short term goals and connecting that accomplishment with the steps towards their future.

**Have you changed majors often because you are not patient enough to see it to the end?**

Present focusers might impulsively change majors or drop courses without thinking about the long-term ramifications. For example, dropping a course may delay their graduation by one semester or two.

**How do you do when there are few exams and those exams have significant weighting on your total grade?**

Present focusers thrive in a class structure where there are tests and assignments that are graded throughout the term it helps them gauge their progress. It also gives them an opportunity to create a strategy for the next short- term goal.

**Do you get frustrated with core competency courses? Courses not specific to your 'goal'?**

Future focusers can become restless when taking electives that do not have an "obvious" connection to their major/future goal. They look at the classes as distraction and irrelevant. They can lose focus during this time.

## Work Approach

As you think about a future job, would you want to do something where you are an expert on one topic/job or would you rather contribute to many different areas of an organization?

Generalists like to be involved in many different facets of an organization, whereas specialists prefer to focus on one area and become expert on a few things.

How would you feel if your future boss asked you to sit in a room alone and do a specific project on your own for a week. Would you love it or would you hate it?

Generalists want to know what's going on with everything and always be connected to what's happening. They would hate this situation. They love being connected and knowing what everyone is doing. Generalists are great at using their skills to coordinate people and projects.

Specialists relish this scenario. They love digging in and becoming an expert on a topic or completing a specialized project. This type of work project is right in their wheelhouse.

# Core Drivers

## Visual Comparison Speed

Do you check your work before handing it in?

For Double Checkers:

- Do you edit yourself?
- Are you conscientious?
- I bet you're really good at hand-on activities / learning hands-on.
- I bet paperwork is pretty boring for you.
- I bet you're great at staying organized.

For Visual Scanners:

- Does a mistake in a detail get your sidetracked/derailed for the overall objective?
- Be sure to read the instructions thoroughly before you take an exam, don't rush
- May want to record your lectures also, because if you get behind in taking notes you will lose track
- I bet you are a great proofreader. Do your friends ever ask you to edit their papers?
- Have you ever done or thought about doing web coding or programming?
- I bet you're really good at finding misplaced items.

## Spatial Visualization

For Abstract Thinkers:

- I bet you are great at dealing with abstract concepts.
- Are you usually able to express your feelings easily?
- I bet you have an eye for details.

For 3D Visualizers:

- Do you imagine seeing the world in 3D, angles, depth of field?
- Did you enjoy playing with Legos or K'nex when you were younger?
- Do you find yourself drawing to help organizing your notes?
- Have you ever tried sculpting or building models?
- Is architecture a field that you have ever considered?

## Idea Generation

If you were a Brain Stormer which career would be the best fit for you, an Accountant or a Creative Director at an Advertising Agency?

**For Brainstormers:**

- Traditional classes can be frustrating
- Find a group to have brainstorming sessions
- May need to partner with low idea generation to get an idea done
- Do you edit yourself in group activities?
- Do you frustrate people when working together because you are talking too much, are other hesitant to share because you over share
- I bet you enjoy debating topics with your friends.
- I bet you're be a great public speaker.
- Do you enjoy creative writing? (stories, songs, poems, etc)

**For Concentrated & Focused:**

- Your aptitudes would lead you to be a great pilot, have you ever thought about that career?
- Are you usually able to express your feelings easily?
- I bet you have an eye for detail.

## Inductive Reasoning

In which career is it important to be able to gather facts quickly and make a decision versus taking a slower more methodical approach?

Describe the difference between and ER Doctor versus Family Doctor

**For Fact Checkers:**

- I bet you are great at gathering all the facts in a situation.
- Have you thought about a career in research?

**For Diagnostic Problem Solvers:**

- I bet you like detective, suspense, and mystery shows.
- Would you prefer a fact-paced career over a more slow-paced one?

# Practical Amplifiers

## Associative Memory

### Do your classes have any learning labs?

A Cue User will benefit from hands-on/experiential learning. Large classrooms and lectures will be frustrating. Encourage these students to take notes and even record lectures so they have multiple ways of absorbing the material.

### Are your classes hands-on?

Understanding the dynamic in the classroom for a Cue User is important because it will affect their learning potential and ultimately their morale.

### Have you considered a language course?

Information Acquirers may not know it but they have the aptitude to excel in foreign languages. Encourage them to exercise their aptitude through increased reading and language courses. They might get bored as they have excellent short-term memories and learn course work quickly.

### Have you thought about recording your classes?

With recording apps on our computers and phones readily available why not take advantage of this technology? Recording classes is a great back up for any student. No need to bury your head during a lecture frantically taking notes when you can sit back and absorb the lecture knowing you can revisit the material at a later time. Cue Users are slower to pick up new technology so this advice for them could be very helpful.

### How do you react to interruptions in class, at the library?

A Cue User should be encouraged to find a quiet place to study. They can become easily distracted and lose focus. It requires more concentration on their part to take in the material and learn it and be adequately prepared for an exam or assignment.

### Do you find yourself procrastinating? Are you staying on top of your assignments?

An Information Acquirer may be accustomed to the workload of high school and be lulled into a sense of security about their ease of learning. In the past, they might have been very successful waiting until the last moment to study for a test or prepare for an assignment. They need to be encouraged to stay on top of their studies and assignments as the rigor of college is very different and last minute preparations might turn out to overwhelm them. Cue Users struggle in a rush and might need help keeping them on task and working at a steady "low drama" pace.