

Achievement Motivation Profile (AMP)

A WPS TEST REPORT by Harvey P. Mandel, Ph.D.,
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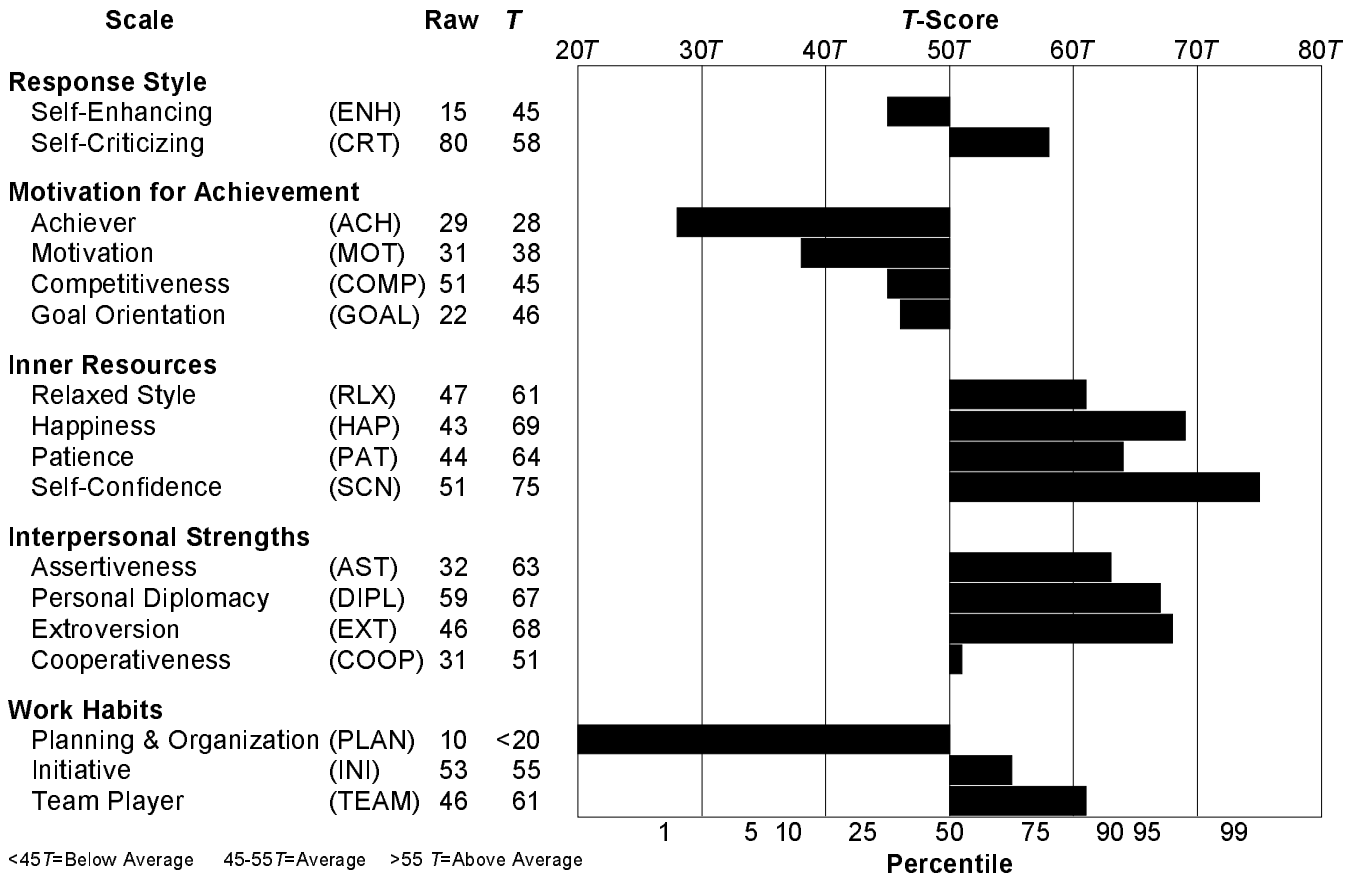
ID Number: Sample
Age: 14
Grade/Year: 9
Gender: Male
Ethnicity: Hispanic
Name: Not Entered

Administration Date: 01/13/92
Processing Date: 1/23/96
Examiner ID Number: 127-4
Examiner Name: Scott L. Burton
School: Oakwood H. S.

This interpretive report for the AMP is designed for educational evaluation and counseling purposes. The user should be familiar with the material presented in the AMP Manual (WPS Product No. W-299B). Student's or their parents who have any questions about this report should contact the person who gave it to them, or another qualified professional. No career, academic, or counseling decision should be made solely on the basis of this report without confirming information from independent sources.

Inconsistent Responding

This student's Inconsistent Responding (INC) score of 1 indicates that he has responded to AMP items in a consistent manner.



Response Style

The Self-Enhancing (ENH) and Self-Critical (CRT) response style scales represent a student's tendency to describe himself positively or negatively. This student obtained an ENH score of 45*T* and a CRT score of 58*T*. He describes himself as positively as do most others.

This student's scores are typical of students who measure themselves against somewhat high expectations. The following results and conclusions should be interpreted with this tendency in mind.

Motivation for Achievement

The Motivation for Achievement scales describe a student's orientation toward achievement and inner drive to achieve.

The Achiever (ACH) scale reflects a student's actual performance. This student's ACH score is 28*T*. He may be performing at a low level in academic activities. He may find it difficult to persist or to work consistently on academic tasks as well as tasks in other areas. He may not perform up to his capabilities, especially on tasks other than school work, and may be focusing attention on non-task-related aspects of his life situation.

The Motivation (MOT) scale reflects commitment and inner drive to achieve. This student obtained a MOT score of 38*T*. He may not experience a strong motivation to achieve. He may often have difficulty maintaining a consistent level of motivation.

The Competitiveness (COMP) scale reflects the degree to which a student needs to win, to excel, or to surpass standards of achievement. This student's COMP score of 45*T* indicates that he places a moderate value on competition, performing better than others, and exceeding high standards or expectations of achievement. When the goal is of particular importance to him, he will be more competitive.

The Goal Orientation (GOAL) scale indicates the clarity and strength of a student's personal vision. The GOAL score for this student is 46*T*. Students with this score focus

their attention on goals and objectives to the same degree as do most others. Goals are at least a moderately important priority. There may be some areas in which goals are clear and other areas in which goals may not be fully examined.

Inner Resources

The Inner Resources scales describe the personal characteristics and capabilities that a student brings to achievement-related activities.

This student's Relaxed Style (RLX) score of 61*T* indicates an individual who finds it easy to relax and to successfully utilize techniques for coping with tension or worry.

The Happiness (HAP) score of 69*T* suggests that this student would usually describe himself as very happy. Any feelings of discouragement are related to specific situations or problems, and tend to be temporary.

This student's Patience (PAT) score of 64*T* indicates that his perceived level of patience is higher than that of most others.

The Self-Confidence (SCN) score for this student is 75*T*. Students with this score usually feel self-confident and self-assured in almost any situation.

Interpersonal Strengths

The Interpersonal Strengths scales reflect the ways in which a student interacts with others at school, at home, and in the community.

This student's Assertiveness (AST) score of 63*T* suggests that he is often highly assertive, and will be direct in offering reactions, ideas, and opinions.

His Personal Diplomacy (DIPL) score, 67*T* indicates that his level of diplomacy and tact in relating to others is high. He is keenly aware of the feelings and ideas of others, and usually takes them into consideration.

This student obtained an Extroversion (EXT) score of 68*T*. Students with this score are often more extroverted than most others, but they see themselves as sociable and outgoing only in some situations.

A Cooperativeness (COOP) score of 51*T* is

often obtained by students who prefer a moderate degree of independence in an academic situation or at work, and are comfortable taking direction from others in some situations and working independently in others.

Students with these interpersonal strengths may have leadership-related or other characteristics that reflect their ability to influence others. Students with this combination of AST and DIPL scores are assertive in expressing themselves with others, but will do so in a diplomatic and tactful manner.

Work Habits

The Work Habits scales reflect actual work patterns and attitudes toward working alone and with others in school and in other activities.

This student obtained a Planning & Organization (PLAN) score of less than *20T*. Students with this score do not develop specific plans and strategies for achieving goals. Those who are not achieving at a level commensurate with their potential do not use effective planning, organizing, or time-management skills, or do not complete tasks. They often consider the details to be less important than other aspects of a task. Those who are meeting achievement expectations may get things done, but do so with little planning and at the last minute.

The Initiative (INI) score of *55T* indicates a student who may exercise initiative as often as do most others.

A Team Player (TEAM) score of *61T* is typical of students who are quite comfortable working as part of a team or work group, and often prefer this type of arrangement. They see themselves as getting along well with others.

Career Interest Areas

The following section provides a rough guide to this student's likely occupational interests based on the content of his AMP responses. The AMP was not designed to provide an in-depth analysis of occupational interests or aptitudes. Therefore, students who want to further explore their strengths and

weaknesses with regard to specific occupations should do so through comprehensive aptitude and interest evaluation.

This student's profile indicates the likelihood of moderate interest levels in the following career area(s) or in specific related careers. Career counseling would help to determine if specific education, training, or career development should be pursued.

- Careers involving hands-on mechanical or technical skills; military or quasi-military careers; agricultural careers; or careers in areas such as nature and the environment. Examples of careers in this category include skilled, technical occupations and trades, engineering, armed services, police and firefighters, and a variety of other technical and service occupations.
- Careers requiring a high level of academic or technical education, training, and expertise. Examples of careers in this category include physicians, college professors, systems analysts, computer programmers, medical technicians, and other occupations requiring a high level of education and technical expertise.
- Careers in the fine arts or other careers that require a definite artistic or aesthetic sensibility. Examples of careers in this category include graphic artists, writers, advertising executives, florists, musicians, fine artists, and others in similar careers, either in the arts or having a strong aesthetic or craft component.
- People-helping careers, usually involving teaching, counseling, or social service work. Examples of careers in this category include social workers, teachers, social service directors, counselors, and recreation directors.
- Careers in law, politics, or classic business areas such as sales, management, merchandising, and retail.

This student's profile suggests that, at this time, he is not likely to have major career interests in the following career area(s). Career guidance is recommended to assist in the development of career planning.

- Careers in areas such as clerical, banking, accounting, office supervision and management,

and others typically involving strong detail orientation in a stable environment.

AMP Profile Characteristics

In addition to the interpretation of single scale scores, certain combinations of AMP scores are associated with particular characteristics.

In general, students with this combination of AMP scores are easygoing and not strongly motivated to achieve in school. They often become satisfied with a level of performance that is below their potential. Some have a number of rationalizations or excuses for performing at a level below what they are capable of. Students with these AMP scores are often described as easygoing and unmotivated. They appear to have few problems except for underachievement, and they usually maintain this pattern in spite of attempts to change it.

These scores are typical of students who are patient with those aspects of a task that do not involve routine detail.

These scores indicate a student who has a relaxed, outgoing style, and who will reach out to relate to others in most business, academic, or social situations.

The motivational weaknesses indicated by these scores include a tendency not to follow through on commitments, a low level of inner drive and commitment to achieve, and inconsistent use of planning, organization, and other work habits.

Motivational characteristics in the average range for this student include clarity of vision. An average level of competitiveness is also indicated by this profile.

Summary

This student's profile is similar to those of students who achieve at a low or moderate level most of the time. Their academic achievement tends to be low. Such students are often prone to perform below their potential, or they may be achieving at an acceptable level, but are unsatisfied with their level of performance. These students are often seen as easygoing, unmotivated, and not having enough interest or

enthusiasm to achieve.

Their performance on nonacademic tasks may also be moderate or below expectations. The clarity of their goals is average in comparison to their peers. Their motivation or inner drive may be low or moderate, and they usually value competitiveness, but primarily in areas that are important to them. They usually do not make use of efficient planning and organizing skills or related work habits.

They may be described as modest, self-critical or introspective, extroverted, relaxed, cooperative, independent, assertive, patient, happy, and self-confident. They are more tactful than most.

Recommendations

Students with this profile often benefit from a counseling strategy that includes a cognitively-oriented approach in which they receive support, yet are also directly confronted with the gap between their stated intentions and their actions. The problem-solving elements in this approach are (a) help the student identify an academic problem that he or she wants to solve; (b) have the student generate a detailed, realistic plan to address the problem; (c) ask the student to predict what might go wrong with the plan; and (d) encourage the student to generate solutions to anticipated problems.

Students with this profile do not use effective work habits consistently. Whatever other factors are contributing to the low achievement, remediation should include work habits and study skills. Poor work habits should be monitored to see where the specific problems lie—for example, in planning, organizing, time-management, self-discipline, or other related work habits. It may be helpful to find a motivator to complete daily work other than interest level.

Inner commitment to task accomplishment is likely to be a low priority for students with this profile. They should examine what strengthens or weakens their commitment. This profile is typical of students who are somewhat critical of themselves. Exploration of the reasons behind this response style is recommended.

Item Responses

1.	2	15.	2	29.	3	43.	2	57.	4	71.	1	85.	1	99.	4	113.	4	127.	4
2.	4	16.	2	30.	3	44.	4	58.	1	72.	5	86.	1	100.	2	114.	3	128.	1
3.	1	17.	2	31.	2	45.	2	59.	2	73.	1	87.	1	101.	3	115.	1	129.	4
4.	4	18.	3	32.	5	46.	1	60.	5	74.	2	88.	2	102.	1	116.	5	130.	5
5.	2	19.	3	33.	3	47.	4	61.	1	75.	3	89.	3	103.	4	117.	5	131.	1
6.	2	20.	1	34.	5	48.	3	62.	3	76.	5	90.	1	104.	1	118.	5	132.	3
7.	4	21.	3	35.	3	49.	2	63.	1	77.	5	91.	3	105.	1	119.	5	133.	4
8.	1	22.	1	36.	1	50.	5	64.	5	78.	4	92.	5	106.	5	120.	2	134.	5
9.	2	23.	5	37.	3	51.	3	65.	4	79.	5	93.	1	107.	1	121.	1	135.	1
10.	5	24.	5	38.	3	52.	3	66.	5	80.	4	94.	2	108.	1	122.	1	136.	4
11.	2	25.	5	39.	1	53.	1	67.	2	81.	3	95.	3	109.	5	123.	3	137.	3
12.	4	26.	5	40.	3	54.	3	68.	3	82.	3	96.	5	110.	3	124.	4	138.	5
13.	3	27.	1	41.	4	55.	2	69.	3	83.	2	97.	5	111.	4	125.	3	139.	1
14.	3	28.	1	42.	3	56.	1	70.	1	84.	1	98.	3	112.	1	126.	1	140.	2

Response Key

- 1 Always True
- 2 Mostly True
- 3 Sometimes True and Sometimes False
- 4 Mostly False
- 5 Always False
- Missing Response

Number of Missing Responses: 0

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END OF REPORT