MAPP™

Executive Assessment

Motivational Appraisal of Personal Potential
For

Laura Doe

Your MAPP™ results are based on your responses to the MAPP™ assessment and are truly unique. We've processed and interpreted them to reveal your true motivations, your top vocational areas, learning styles, and your work preferences.

This document is a self-discovery tool used in career and educational planning. It is not a psychological assessment. If you have any questions contact International Assessment Network.

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TABLE OF CONTENTS

11. FARMING, FISHING, FORESTRY - OUTDOOR, REMOTE
12. INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE
13. LAW AND ENFORCEMENT
14. MACHINE WORK
15. MATH AND SCIENCE
16. MEDICINE AND HEALTH
17. MERCHANDISING
18. PERSONAL SERVICE
19. TRANSPORTATION, PUBLIC
20. WRITING

4. TOP TEN VOCATIONAL AREAS

5. PERSONAL ORIENTATION

1. TRAITS OF THE PERSON
2. PERSONAL ORIENTATION
    1. LEADERSHIP FACTORS
    2. INTERPERSONAL FACTORS
    3. SOCIAL FACTORS
    4. PERFORMANCE FACTORS
    5. MECHANICAL ORIENTATION
    6. MECHANICAL REPAIR
    7. MECHANICAL MAINTENANCE

6. EDUCATIONAL ANALYSIS

1. MENTAL ORIENTATION (How you think)
2. PERCEPTUAL ORIENTATION (How you retain or block information)
3. PERCEPTION REGARDING INPUT "MEDIA" (How you prefer to receive information)
4. PREFERRED LEARNING ENVIRONMENTS
5. PREFERRED CLASSROOM ENVIRONMENTS
6. SKILLS FOR TESTING PROCEDURES (How you most effectively test)

NARRATIVE INTERPRETATION

INTEREST IN JOB CONTENTS

(Those tasks you want to perform)

The Interest section identifies the ideal job content for you by identifying your motivations and preferences, called Worker Traits. These traits are listed in order of priority. Typically, what one wants to do is that which he/she is most likely to do and do it often enough (including training for it) to transform the raw interest into real skills, and then, to stay on that job. The Interest section of your MAPP report outlines your preferences toward work in relation to people, creativity, social activities, routine, tools, equipment and more. The Interest section is the first glance of your top motivators. Each section thereafter will inter-relate and you will begin seeing themes about the types of tasks and work that you prefer.

Preferences for Laura fully support being perceptually, subconsciously, and consciously aware of fantasy, symbols, symbolic relationships, abstract ideas, options, and choice of options as they relate to creative or innovative activities. Perception triggers ideas in Laura's mind, a process that just happens - a process often called intuition. It is not a conscious effort to logically "come up with" creative ideas; instead, the process is best identified with the statement that "a thought struck me." A quote by Carl Jung probably makes complete sense to Laura: "Art is innate in the artist, like an instinct that seizes and makes a tool out of the human being. The thing in the final analysis that wills something in him is not he, the personal man, but the aim of the art."

Laura is conscious of existence, meaning, purpose, potential and destiny of humankind, people, and self. Laura is motivated by a self-felt, self-accepted calling to the cause of good, growth, and gain in the lives of others. Influential communication of ideas is a primary way of achieving those objectives. Perception and thinking tend to be holistic and conceptual; i.e., seeing the big picture. It is important to see which of the other traits are interactive with this trait because there can be many interesting combinations. This is a major trait in cultural, intellectual, academic, and creative activities. It includes ideas, concepts, theory, ethics, and values.

Laura is most likely emotionally and sentimentally attached to the familiar, thus typically prefers routine, organized, and methodical procedures in all life activities. This indicates a resistance to, and quite possibly negative feelings toward, sudden or unannounced

major changes. This is true even if provided more time, or exposure to the possibility or need of the change, Laura would accept or even desire such changes. When attachment to the familiar is strong, it is appropriately called the "homestead" trait, best described in the old cliche "Happiness is sleeping on your own pillow". Such routine activities can be mental, administrative, machine-paced, sensory/physical, etc.

Laura prefers to associate with others socially, organizationally, and recreationally. In addition to assuring company with others, association is an important arena and environment for interacting with people in a variety of ways: leadership, managing, supervising, communicating, serving, caring, etc. Other traits have to be considered to determine how and why Laura is motivated to associate and interact with others.

Laura has a preference for and is motivated by physically working with things and objects. Work of this sort is more sensory and physical rather than mostly mental or intellectual. Timing, dexterity, coordination, and visual skills are important when working with machines or equipment. Much of the activity is outdoors or where environmental conditions aren't well controlled to assure physical comfort. Laura relies on the motivation that has naturally developed since birth for the preference towards such work.

Once Laura has begun an activity, a priority (perhaps the highest motivational factor) is to get it done, reach the goal, get a grade, produce a finished product, get the prize, etc. Self-satisfaction is tied directly to completed achievement. Pride is taken in setting the target, pace, and/or schedule for almost all activities. Motivational levels drop and Laura can actually become frustrated, even stressed, when achievement is interrupted, terminated, rescheduled, or given a lower priority, thus delaying or preventing success in reaching the self-set or self-known goal. This is a major motivation or incentive common to self-employed persons, persons selling for commissions, and/or persons engaged in competitive activities.

Laura is motivated to manage people and their activities. Such management can be exercised with a variety of talents Laura may possess and for a variety of reasons. The primary reasons may be: 1) to exercise executive, managerial, or supervisory responsibility and authority, 2) to have the management position, role and recognition,

3) to not be in a subordinate, supervised position or role. Because emphasis is on the management of people, this is seen by Laura as a service role where the managing is in the interest of those being managed. Whether Laura is motivated and equipped to manage on a "take charge" or "given charge" basis (an important difference) can be determined by the motivational strength and involvement of other related traits.

Laura has natural preferences that engender curiosity about the nature of things and about "what makes things tick". In addition, motivational levels are highest where activities allow thinking focused on the inquisitive, exploratory, analytical, and experimental. "Technical" orientation is often the interaction of two or more of these traits: Scientific, Natural/Outdoor, Mechanical, and Managerial. It is important to identify the other traits involved to determine whether Laura is more technical, scientific or systems-oriented or if these traits are balanced.

Laura enjoys social or vocational interaction with others but is not dependent on direct contact and association. If some work responsibilities or activities require functioning apart from others, it can be done without the need for social breaks to be with others. This flexibility is an asset in trade activities, operating machines or equipment, and in many technical and outdoor activities.

Motivational levels are highest for Laura when in the limelight where recognition is earned, deserved, or given. However, there is no "ego trip" involved in the effort. Laura can comfortably function in the foreground or the background. Nonetheless, recognition is a motivating vocational factor.

TEMPERAMENT FOR THE JOB (How you prefer to perform tasks)

This Temperament section identifies the motivation and talent an individual possesses in twelve Worker Trait Areas and coincides with the Interest section. The Temperament and Interest sections say the same thing from a different perspective. Your highest

motivators will be displayed first. In this section you will learn things such as; do you prefer lots of change and variety on the job, are you persuasive, do you prefer to work in teams or independently, are you a naturally driven to evaluate and analyze, and more.

Mind and mental activity are very central to Laura's vocational activities. (NOTE: "Intuition is very different from thought, from feeling and from sensation, by the major characteristic of insight. Intuition comes from the Latin meaning, literally, `in to you'. Intuitive insight results from `identification with,' rather than `looking at' the object of attention. It is `being a part of.' Intuiting is a process, not of perception, but of experience. There is no need for interpretation in intuition. Intuitive relationship implies contact. So one does not perceive; one experiences." ~~Quote from Robert Ashby) Laura has a preference or perhaps the talent or ability for experiencing abstract ideas, creativity, concepts, theory, assessment, and choice of options. New ideas and creativity must have an important place in vocation.

Laura has excellent perception, retention, and literal recall of detail. Although these are considered abilities, they greatly effect motivations and preferences. This combination can be useful in such activities as clerical, computational, administrative, literary, technical, operational, supervisory, and/or managerial activities. It has less vocational importance if some usually related traits are not equally motivated. Therefore, it is important to study all traits to see how this combination fits with or complements related preferences and/or motivations. (Note: This awareness of detail may be accompanied by awareness of essential detail that is related to 'essence' rather than to fact or data.)

Laura subjectively exercises responsibility for social, vocational, or recreational perceptions, thinking, options, choices, decisions, and actions. This is an important, broad scoped, in-depth factor that includes social, leadership, management, and mental activities. Responsibilities which fit Laura's preferences are identified by many other traits. The purpose of this factor is to emphasize that Laura accepts, assumes, and acts responsibly (and probably assertively) relative to the exercise of talents and skills, and those talents and skills might apply to various forms of leadership. Perception, thinking, and action tend to be in the context of the "big picture". Thinking is holistic, conceptual, exploratory, and analytical.

Laura is most likely benevolent, voluntarily giving of self to help others, especially regarding current pain, hurts, stress, needs, and problems. This means empathetic, sympathetic, intentional, personal involvement in the personal lives of others to give help, sacrificially if necessary, and to subjectively gain personal satisfaction from providing personal service. (NOTE: emphasis is on the word "personal." This is a heart trait and is totally self-motivated and voluntary. It is one of the most strongly motivated traits in determining vocational dedication. The word "others" is important in the context of benevolence) Laura is probably more benevolent toward persons not intimately, formally, or organizationally related. (NOTE: Benevolence expects those in close relationships to join in the giving rather than being a priority recipient.) Nonetheless, Laura probably exhibits benevolence toward all persons. But benevolence does have priorities about eligibility of persons for help.

(NOTE: "Evaluation: to appraise carefully; to judge as to worth or amount; to estimate generally.") Most likely, Laura has a logical mind which "makes sense" of what is perceived regarding the big picture and pieces of the picture within the context of that big picture. It is evaluation or assessment after perception, not the process of perception itself. Emphasis is on patterns, linkage, and relationships. Intuition may be involved in conjunction with this evaluation/assessment process.

Laura is strongly motivated to be organizationally active with others. Laura senses and accepts a certain degree of self-assumed responsibility for the good, growth, and gain of others.

Laura regards self as talented, self-sufficient, and goal-oriented. Laura most likely demonstrates independence in two ways: 1) is motivated to manage own operational, technical, professional, scientific, and/or administrative activities without management or involvement by others; or 2) does manage the skills and abilities of others, impersonally but objectively, as "utility" in the process of getting things done. The prime motivation is to utilize what is at hand to accomplish vocational objectives. That could be done exclusively with one's own talents and skills, or it could include applying the talents and skills of others. If it includes management of people, they are expected, perhaps even required, to perform at quality skill levels. Laura prefers not to be managed or dominated by others or to rigidly conform to organization rules or expectations.

Laura has a strong preference to work under the management or supervision of others who are competent and knowledgeable in their area of expertise. This also may indicate a preference to avoid work of an independent nature (i.e. self-directed, self-planned, self-managed). Performance, morale, energy, enthusiasm, and quality of work tend to reflect how satisfied Laura is with the working environment as created and managed by the motivational and inspirational leadership of a manager, director, supervisor, or lead-person.

Laura has a certain level of motivation and preference for an assembly line type of activity; i.e., to be in routine activity which is tied to and timed by machines. Such work can be feeding materials into machines, handling material coming from a machine, or performing repetitious functions at a position along an assembly-line process. The work is usually sensory/physical. The work is steady except for scheduled breaks.

Laura accepts and exercises responsibility for organizational management but may not necessarily seek out that role for self. Emphasis is on management of people, but that is directly tied to performance of existing, available skills and abilities. Performance and results are the main emphasis. Other traits must be studied to determine if Laura manages best on a take charge or given charge basis which has much to do with how personally or impersonally, performance-based or service-based, that management style will be.

Laura readily adapts to change and may even be stimulated by it or motivated because of it. But it is not so important that it forces termination or interruption of more routine activities. It is beneficial for some change, variety, or developmental progress to be in Laura's work and/or recreation. But Laura prefers that it not be an unexpected, abrupt, or radical change.

Laura is not motivated to persuade and is probably ill-equipped to do so; instead, Laura can most likely be intimidated by persons who are highly persuasive.

APTITUDE FOR THE JOB (Expression of performing tasks)

This is a highly generalized section in which the narrative deliberately focuses on the combination of motivations and preferences as they relate to personal talents or skills. It lets the individual look into a vocational mirror and see his/her own talents and then decide for themselves where they fit and function the best with regard to motivation and preference. It is another context in which to see if priorities are mental, sensory, or physical: "To thine own self be true."

Laura's preferences, more often than not, are motivated by such things as sensing and seeing aesthetics, essence, philosophical and psychological meaning, and effect of color. Laura probably doesn't consider the saying, "Beauty is more than skin deep" as a cliche. Further, Laura considers pattern, texture, and spatial measure: size, shape, distance, dimension, perspective, relationship, etc. with the same regard. This includes abstract dimensions and patterns, graphics, layouts, etc. (NOTE: That higher artistic sense is the source of abstract art, animated films, computer graphics, fractal geometry, new clothing designs and styles, modern architecture, etc.) Laura would probably make a permanent mental note of the quote from Carl Jung, "The artist is essentially the instrument, and he stands below his work, for which reason we should never expect from him an interpretation of his own work. He achieved his highest with his composition."

Motivations and preferences for certain activities are so closely interwoven with Laura's mind and senses that they are subconsciously connected so that perception and thinking automatically convert to sensory signals which trigger physical action. (NOTE: This is a 'general' overview of potential for "mind over body" activities - where emphasis is on the mind's ability TO effectively use one's physical talents and or abilities). Laura's mind UTILIZES physical talents and abilities (whatever they happen to be in any given activity) as the most immediately available system for its use.

Laura's mind is naturally motivated to put physical abilities and natural talents, whatever they may be, into immediate use in given situations calling on immediate responses. Laura is conscious of this mental activity and relies on the subconscious link manifesting itself in action. As a result, Laura naturally prefers activities where attributes include: dexterity, timing, rhythm, and ability with simultaneous functions - like operating a power shovel or crane, or seeing a ball and swinging a bat at the right

time and the right place. (NOTE: Excellent skills are the result of subconscious processes taking over from `by-the-numbers' consciousness `telling' the body what to do. That kind of conscious-to-subconscious `switchover' can also be referred to as 'Second Nature'.

Laura's preferences fully support holistic, conceptual perception, and thinking relative to the basic nature, utility, potential, or strategic possibility of what is being observed or considered. This includes intuition, insight, creativity, curiosity, experimentation, and innovation in various degrees. Ideas are at the heart of this talent. The basic orientation is perceptual and mental seeing.

Handling fine detail could and should be called the "needlepoint trait" because that identifies what is required to get a high rating: 1) ability or potential to handle and manipulate small objects rapidly and accurately; 2) excellent perception of and concentration on detail; 3) keen visual awareness of spatial measure relative to detail; 4) nimble skills of fingers, hands, wrists, and arms; 5) durability in routine activity; and 6) tangible problem-solving drive (e.g. repairing a small wrist watch). Given that description for this trait, Laura most likely prefers activities employing all or many of those characteristics. (NOTE: There exists an ever growing number of industries and modifications to existing industries where motivated individuals are considered an asset when either 'qualified' or merely 'qualifiable').

Philosophical, cultural, scientific, literary, managerial, and/or computational work, more than likely, represent very important types of mental activities for Laura. Being capable in those activities, Laura's mind is naturally receptive to consider abstract ideas, theory, concepts, inquiry, exploration, analysis, logic, systems, and procedures. Factors in this aptitude section, plus the data and reasoning sections show the degree of motivation and talent Laura has for each of those mental activities. High rating for this trait indicates an intellectual orientation that is functional in, or has potential for, academic, scientific, research, literary, executive, or consulting activities.

Laura most likely relies on a natural ability to retain and recall great detail. That is detail which registers, as accurately as possible, that something exists. Laura naturally prefers to consider with greater weight its existence, documentation and availability for later

reference or use as compared to its source, meaning, utility, and/or potential. (NOTE: In appraisals, this is the core definition for clerical detail. Computational and literary traits contribute to this awareness in most instances).

Sensory/mental awareness of "pieces of the picture" is capacity for comparative, intra-holistic recognition of parts relative to other parts and/or the big picture. It includes ability to see essential detail and make visual/mental comparison and discrimination relative to relationships of objects. The definition says "pieces of the picture," so it recognizes the picture and its larger context, but this trait still emphasizes pieces and their status as pieces. Laura prefers to see the big picture by first putting all the 'pieces' together. Most likely Laura already sees pieces as pieces rather than the big picture first and then breaking it apart into all the various pieces.

Laura's preferences and motivations are derived from understanding the deeper or 'real' meaning of ideas and words and uses them effectively in written or oral communication. Literary in this factor means intentional search for ideas expressed by the minds of others for one's own use, assimilation, learning, etc. The source can be books, other publications, historical documents, research information, drama, movies, television, the "information highway" or internet, etc. Emphasis is on communication: picking up information from minds of others or communication aimed toward the minds of others. Journalism and writing are major activities. Literary activity is not exclusively intellectual, academic, or cultural. It may be an end in itself as in a bookworm for instance. And literary activity is not always accompanied by communicative activity, written or oral. On the other hand, communicative activity need not be literary in the classic sense. And one need not be persuasive to be communicative, but it helps. When the trait is highly motivated, as it is here, it suggests both literary and communicative abilities that are or could become a usable skill or a developed talent. By now you can see that only a review of all traits will clearly show the specific content of Laura's literary and/or communicative preferences and motivations.

Regardless of talent or skills, given a choice of activities, Laura prefers those suggested by the word "workbench" - 1) excellent 'manual' skills with emphasis on use of arms, hands and fingers; 2) good ability to 'handle' materials which require sorting, assembly, disassembly, matching, filing, etc.; 3) repetitious continuation of that activity for

extended periods while still remaining alert, accurate and proficient. This also means good visual skills interacting with the 'manual' skills. Where motivation for this type of work is very high, it usually indicates that, the necessary skills are already developed, natural talent exists or the individual can be trained with success to develop the skill-sets required. (NOTE: Because both talent and temperament are skilled for manual 'workbench' activities, it can be assumed that much of that skill is, if already present, or will become, if trained, "Second Nature".

More than likely, all kinds and uses of numbers naturally make sense to Laura and a preference to work with numbers exists. (NOTE: Mathematical talent is as much a natural gift as artistic or musical talent, even though few people, acknowledge that fact. But it is readily acknowledged as a natural gift by those that have it as well as by those who don't.) Laura probably laughs, and understands exactly what is meant when Charles Schultz's Charlie Brown said, "How can you do new math with an old-math mind?") Laura's preferences lean heavily toward the conceptual, theoretical, analytical, and computational in the awareness, use and application of math. As such, math is an important vocational asset whether it is vocational specialization or vocational application.

PEOPLE (How you relate to people, in priority order)

In this section, seven people factors cover important activities related to the interaction of a person with other persons. These are very important for individuals motivated and perhaps even naturally talented or specifically trained for associating and interacting with people. They may also be important traits for certain "people intensive" jobs. Low motivational ratings in this section may also be quite positive and valuable, if occupations necessitate or require that an individual function apart from others, manage his/her own activities, or be satisfied with work in isolation.

Laura feels both privilege and responsibility to use communication (including persuasion) to voluntarily provide beneficial information to others. This includes strongly motivated benevolent and literary traits. Self-satisfaction comes almost

exclusively from the subjective realization that the information, voluntarily given, has been helpful to other persons. Laura is further motivated to learn and understand the other person(s) needs wishes and listening preferences. Non-persuasive service communication can become persuasive and persistent when expressed in the interest of someone needing Laura to stand up for them.

"Mentor: a trusted counselor or guide." Laura is interested in and consciously prefers to consider the existence, meaning, purpose, potential, and destiny of mankind, people, persons, and self; with self-felt, self-accepted responsibility to influence and/or cause good, growth, and gain in the lives of all concerned. Laura has intuition and philosophical curiosity that causes an awareness of personality, intentions, emotions, ethics, values, and moods of other persons, and of self. By itself, this is not benevolence. If Laura is highly motivated for benevolent activities, this trait is compulsively central to personal and vocational activities. If there is a lack of personal motivation, then the preference for consideration tends to be more philosophical or academic in nature, but still service oriented.

Philosophical, literary, scientific, managerial and/or persuasive traits may be involved in Laura's motivation and drive to educate, train, or influence others. The main preference is to share knowledge and information that will be useful. So, conveying information to others assumes that educating self precedes educating others. Laura is motivated by learning, seeing the big picture, recognizing how pieces fit the picture, and prefers passing information on to others. Because so many traits might be involved in instructing activities, it is important to scan the other traits to see which traits are important.

Laura's motivations are heightened significantly by persuasive, gregarious, auditory-musical, visual-artistic, and communicative traits to entertain others with intent to convince them toward a particular idea, viewpoint, direction, objective, or product. In this motivational context, entertainment is more than pleasing people. It has promotional and marketing objectives. Some preferred activities include: marketing, sales, public relations, television commercials, lobbying, political campaigns, promotional consulting, sports announcing, etc. Motivations may also be driven at the prospect of efforts to get ahead in various areas of entertainment and/or acting, i.e., to advance

one's own career. Persuasion is the primary preferred trait. A high level of motivation exists because there is an element of risk involved where the effort has a goal tied to the end of the act.

Laura is compulsively motivated to personally help others, to voluntarily, perhaps even sacrificially, give of self in the others interest. On a single trait basis, this trait subjectively imposes more vocational calling, responsibility, and duty on the individual than any other trait. It is compounded if accompanied where philosophical traits have very high motivational levels. It is further equipped for vocational ability by motivated managerial, gregarious, persuasive, scientific, clerical, and/or routine traits. It becomes more sensitive, intuitive, empathetic, and sympathetic if accompanied by need for, and dedication to, harmonious, and compatible relations with others. Therefore, it is evident that many other traits can be involved. Review of all traits will show which traits are involved in Laura's social service. Medical practice, nursing, psychiatry, psychology, counseling, guidance, ministry, social work, volunteer social service, search and rescue, public defender activity in law are specific areas where Laura would find vocational expression and satisfaction.

Laura's personal motivations support the willing acceptance of responsibility for planning, assigning, and supervising work activities of others in operational or administrative activities. Preferences focus on daily scheduling, procedures, expediting, motivating, solving problems as they arise, and meeting functional objectives. This sort of preference considers the prime responsibility as developing the will to work with employees and motivating them to higher levels of attainment and performance.

Laura is ready, willing, and perhaps even able (or trainable) to persuasively influence others with the intent or hope to convince them to agree with what is said. Because this trait is moderately motivated, Laura is probably not inclined to make a living by selling on a commission basis. Instead, persuasion is interactive with other traits and finds expression in other ways such as teaching, counseling, etc.

Laura has motivation and, more than likely, the natural talent for assertively negotiating or an adequate motivational level that supports training in that area. This includes strategic thinking, influential communication, analysis, and/or persuasion. Many traits are involved, and their motivational levels determine the amount of involvement and influence of each trait. Strategic thinking is considered a preferred key element.

THINGS
(How you relate to things, in priority order)

Working with things, manipulation of materials and processes, and cognizance of operational and mechanical forces or objects, highlights this Worker Trait Code section. None of the factors in this section are directly related to people nor call for exclusive talents whether or not they exist within the individual. However, these factors do call for the interaction and interplay between mental, sensory, physical, and mechanical skills and/or abilities as possessed by the individual. If the individual has a natural mechanical savvy, and likes to work with his/her hands, this becomes a highly important and relevant Worker Trait Code section.

Laura prefers activities where (s)he is able to exercise natural sensory/physical talents or abilities (to the extent that they exist) in feeding materials into machines, or offbearing materials from machines efficiently and steadily. Such activity is usually associated with assembly line processing. First of all, it requires tireless synchronizing of one's sensory/physical activity with the speed and characteristics of machine input or output. It also means little social interactions with others while functioning on-station. Given a full description of the vocational position where these elements exist, Laura's motivations are fully present (even if this may involve training for the activity or vocational position).

Laura is well motivated for activity involving craft tools, repetitious activity, recognizable detail, variable physical conditions (temperature, elements, etc.) and minor tangible problem solving. This work is often called manual labor or basic labor to indicate that it can be done with minimum skill, training, instruction, or supervision. It is very often associated with a helper position and role.

Manipulating is a special trait that can have a variety of important meanings depending on its interaction with many different traits. In the "things" context of this section, it means the ability with a high motivational level to manage/ handle material processing that may or may not involve machines. Basically, it is combined mental, sensory, and physical functions tied to scheduling and processing of that which is at hand. Laura has the high motivational level and perhaps even that ability (or at least the motivational level that supports training). (Note: There can be other meanings to this trait. For instance, if all other mechanical or operator factors have low motivational levels or preferences, but management of people has high levels, this factor then shows that the person is motivated to impersonally manage (manipulate) people as things at hand, as part of the process, to achieve management objectives.)

Laura prefers operating heavy, mobile equipment such as trucks, earth-movers, cranes, etc. More than likely, Laura either possesses or has the motivational levels required to develop the required sensory and sensory/physical skills that are primary for vocational involvement: e.g., coordination, dexterity, timing, spatial awareness: size, shape, distance, dimension, perspective, relationship; depth perception. (NOTE: These skills have a fused linkage with equipment controls so that operator and machine are one unit). Laura probably has a natural machine savvy that would allow natural ability or proper training to subconsciously link what the machine is capable of doing to operating it for excellent performance. (NOTE: This usually includes proud identification, through one's skills, with the equipment one operates). Since this sort of work is most often outdoors or where conditions for physical comfort aren't closely controlled, Laura's preferences fall right in line. Mobility of work and residence is often another important factor also in line with existing preferences.

Laura's motivations support ability to running/managing fixed machine operation, and the responsibility for machine performance, condition, output, and quality. (NOTE: This necessitates constant awareness of what is happening with the machine itself, with the processes being done by the machine, with materials going into the machine, quality of materials coming from the machine, and how and when to make adjustments and provide maintenance). A number of functions are involved and require a variety of talents that Laura either has or is motivated to learn, the most important being machine savvy, alert monitoring of operations, and coping with routine.

Laura is highly motivated to participate in activities where awareness of technical and mechanical standards as they relate to quality and precision is paramount. Concentration and focus within these activities are most likely a strong attribute for Laura. (NOTE: Precision, quality, and standards are natural, highly developed elements of perception, thinking, and logic. This is a very important preference in industries where production, maintenance, and repair require exact precision, high quality; almost zero in allowable defects or error).

Laura is motivated and probably equipped for tending operational/clerical activities. If the required skills are not present, Laura's motivational level clearly indicates a support for successful training. This means monitoring ongoing operational processes through observation of recording instruments that show what is currently happening. It usually involves more than just observing and recording what is observed. It often requires setting limits (such as temperature or flow controls), turning flow valves or switches on and off on a scheduled or situational basis. It includes responsibility for quickly noting when something is not happening, as it should and then taking immediate, appropriate action including shutting down the process or alerting technical or management personnel. This tending position does not imply or suggest just clerical observation and posting.

Laura is motivated toward activities involving mechanical engineering, including: 1) mechanical awareness of assembly, fabrication, operation, leverage, motion, force, and power, 2) design and/or draw technical plans, 3) technical, statistical, and numerical analysis, and 4) layout and installation. This highly motivated engineering orientation probably means professional dedication to a major engineering vocation.

DATA (How you relate to data, in priority order)

The data section identifies preferences, motivations and priorities for certain kinds of mental activities. If interests and preferences are primarily intellectual, academic, scholarly, scientific, mathematical, or professional, this may be the most important section of the Worker Trait Code System for the person appraised. If his/her

preferences are not primarily mental, this section may have little value. If these factors are important for this profile, then factors in the reasoning, math, and language sections will also be both relevant and important.

High motivational levels in the copy trait means more than laying a paper face down in a copy machine and pushing buttons. It includes: 1) awareness of spatial measure and layout: size, shape, dimension, perspective; 2) artistic ability for factual image reproduction; 3) attention to detail; 4) awareness of machine function and use; and 5) tolerance of or preference for routine. High motivational levels represent an asset for database management, administrative work, warehouse processing, or library activities as well. It is particularly valuable for persons operating printing or copy shops or persons involved in publishing with computers. Laura would most likely prefer activities that include as many of the attributes, mentioned above, as possible.

Compiling means more than simply gathering large volumes of data sheets and stuffing them in a filing cabinet. It means that Laura is motivated to find, identify, classify, store, remember, and retrieve what is important or what might be important for future use. (NOTE: This is crucial for researchers, technical writers, lawyers, academic teachers, consultants, systems engineers, and programmers). This trait indicates a subconscious preference we could refer to as a "packrat" orientation, i.e., if it glitters; stuff it in the nest along with everything else because it might be useful sometime. Other traits will indicate how motivated the individual is to be thorough, practical, and efficient within this trait.

"Synthesize: putting two or more things together to form a whole; the combination of separate elements of thought into a whole; the operation by which divided parts are united" (Webster). Laura is motivated by seeing the big picture so much so that (s)he, attempts to see all parts of the picture in that larger context, then sees all parts relative to each other, but still within that larger context. Perception and thinking are therefore holistic and conceptual. Philosophical and intuitive processes are involved. Scientific, managerial, and/or literary preferences may also be involved. Other mental factors in this section are subordinate, secondary, or complementary to this primary motivational attribute. This is an overview and scanning activity that includes ideas, concepts, theory, fiction, hypothesis and assessment. (Note that words in the last sentence are unrelated

to logic that Webster defines as "the science of the operations of the understanding subservient to the estimation of evidence.") For Laura, preferences for this sort of synthesis will allow it to get no further toward logic than estimating.

Laura is highly motivated for routine, factual, mathematical problems related to operational, procedural, or administrative activities. This includes good logic, analysis, and attention to detail. (NOTE: Business math may be motivated strongly enough to be the heart of professional or vocational activity, as a CPA or corporate accountant, for instance).

Laura is highly motivated when given the task of identifying factors that are important for vocational use. This trait, comparing includes: 1) awareness of the context (big picture) in which the factor or factors would or could fit; 2) relationship of the factors to other factors within that larger context; 3) new possibilities of linkage or relationships of factors to the big picture; and/or 4) new possibilities of linkage or relationships of factors with factors in a new context. (NOTE: This is an important trait for research, technical activities, systems engineering, operations management, and administrative activity). Many trait combinations can be involved in this activity: scientific, literary, tangible problem solving, visual-artistic, philosophical, and managerial. It is important to identify which of those traits are involved in Laura's perceptual/mental preferences.

Preferences that direct mental activity for Laura are naturally curious, inquisitive, investigative, exploratory, analytical, and experimental. Words such as "if" and "why" are central to this trait. It is a factor that fits exactly between synthesizing and comparing, with emphasis on synthesizing. Analysis is more than seeing the big picture, or seeing how the pieces fit the big picture. The motivation to engage an activity or process comes from nonlinear speculating about new forms, possibilities, relations, and fits. In other words, it tends to be an executive function dedicated to possibilities.

Laura is strongly motivated to coordinate: to take actions, to manipulate that which is at hand in order to "get the show on the road." Because of the strong motivational levels for this, it is very important to determine whether Laura has first seen the big picture, pulled in important pieces of the picture, made plans, and developed strategies before taking action. If "Coordination" is the top priority, it becomes a "General Patton

Syndrome" which is to begin the charge, then identify the objective, and hope that someone follows with the supplies. If there are equal motivational levels in this trait as in other mental traits, it still means enthusiasm and drive to take action, but it is balanced with other related functions. This trait represents preferences that are goal oriented!

REASONING (How you relate to reasoning, in priority order)

This Reasoning section is closely linked with the Data section. The Data section identifies an individual's priorities or preferences (high and low) for ways of thinking, while the Reasoning section focuses on where, why, and how this thinking will most likely be applied. Just like the linkage between the Interest and Temperament sections, Data and Reasoning are coupled very tightly as well.

Laura prefers routine tasks that are explained, demonstrated, and supervised in a familiar environment: Key motivational responsibilities may include dependability, a steady work record, thorough and clean performance, and trustworthiness relative to the property of others. (NOTE: Many maintenance positions are in this category, as are some temporary or seasonal jobs).

Laura is strongly motivated to apply thinking to the big picture through holistic ideas, concepts, options, and strategies. This does not mean, suggest, or imply that thinking is kept only in a holistic context but it does mean that the first and constant priority or preference for consideration and focus are on the big picture. (Example: Laura more likely prefers to be an executive rather than a manager, and more inclined to be a manager rather than a supervisor.) Considering how pieces of the picture are brought in to the big picture stimulates motivation for the activity.

Laura applies scientific/technical/logical thinking (to the fullest extent this ability exists) to identify, analyze, and solve challenges and/or problems; to collect data, establish facts, connect abstract and concrete variables, draw valid conclusions, determine appropriate action, devise strategies and systems to achieve objectives. (NOTE: This is engineering in the industrial and technical sense). Laura probably relates to the

following quote as it illustrates this trait: "What marks the mind of the strategist is an intellectual elasticity or flexibility that enables him to come up with realistic responses to changing conditions...In strategic thinking, one first seeks a clear understanding of the particular character of each element of a situation and then makes the fullest possible use of human brainpower to restructure the elements in the most advantageous way." (Keniche Ohmae, The Mind of the Strategist)

Laura prefers, perhaps even mentally needs, and most likely enjoys occupational activity which is exclusively methodical, thorough, and routine. Motivation comes from the prospect of an activity that may require mental attention, focus, and concentration. On the other hand, it may not. Consider this: In many very repetitious activities, a worker literally delivers one's body (i.e. sensory/physical system) to a specific work-site, turns that "system" on to function "automatically" (i.e., subconsciously), trusting that it will keep on running while the mind "takes off elsewhere", and comes back at quitting time to take the physical system (body) home. And, it is that kind of person who can do that job best, most accurately, and safely for the longest time and obtain the most satisfaction from it. Many assembly-line operations would have to shut down without this kind of person. And so it isn't surprising to know that it has been argued that subconscious/sensory/physical systems within one's mind and body are as marvelous and more capable than mainframe computers. As one cartoon caption reads, "Joe's self-esteem went way up when the boss said his mind works like a computer."

Laura is naturally motivated to use and apply rational formulas, rules, systems, and/or procedures to deal with concrete variables where only limited instructions or guidelines exist. Emphasis here is on solving operational or administrative PROBLEMS that develop in familiar areas. This is commonly known as 'troubleshooting' and Laura has a natural preference for the mental procedure of doing so. Motivation is derived from a goal of getting the "train back on the track". Although silly, Laura probably sees the point clearly illustrated in a poem where a foreman reports a train wreck: "Off again. On again. Gone Again. Finnegan." (NOTE: This trait requires onsite familiarity with operations, a sense or suspicion of where things might or could break down, and savvy about ways to fix the problem).

Laura's motivational levels support activities where an interest in and understanding of operational aspects of systems, procedures, and/or maintenance is required. Laura has an associated natural preference toward the use of common sense in understanding and carrying out instructions or explanations of systems procedures and/or maintenance in written or oral form, by diagram or illustration, in technical or elementary terms. It is also most likely that Laura is comfortable and satisfied with being a caretaker for systems such as power generating units, city water or traffic systems, control tower activity at an airport, adjusting and maintaining machines on an assembly line, and computer, fax, or phone network installations.

MATHEMATICAL CAPACITY (How you relate to the applied usage of math)

Math is a natural talent like art or music and requires a certain natural preference. In most instances, you have it or you don't; you like it or you don't. If the individual has talent for math, this section shows where the greatest vocational interest and motivation occurs, and that is where he/she has probably developed the most talent or could. Low ratings for some or all of these factors imply that math, or possibly that specific application of math, is not a motivational factor to this individual.

(NOTE: The Worker Trait Factor called computational should be called business math because it means everyday calculations related to over-the-counter or on-site business calculations or transactions. Representative of this is commercial transactions such as buying groceries at a store, lunch at a restaurant, or a plane ticket at an airport. It is primarily composed of addition, subtraction, multiplication, division and recording results). Given this, Laura is highly motivated where activities call for computational math.

Laura's motivations fully support either natural talents or trained abilities with regard to excellent perception of detail and the ability to accurately create and process records related to that detail. (NOTE: This ability to steadily, consistently, and accurately identify and process detail relies on conscious and particularly subconscious talents). Clearly, preferences for Laura focus on detail related to data and numbers. Occupations

requiring this level of motivation and/or natural or trained abilities include: pharmacists, registered nurses, transportation and distribution, switchboard operators, data processors, etc.

Statistical, investigative use of mathematics plays a major role in what motivates Laura. This kind of math is valuable for many kinds of engineering activities: mechanical, systems, hydraulic, geological, computer, etc. Methodical, logical, pragmatic, and objectivism are central to the activity. Computers are typically essential for this work. The above examples of activities and descriptions most likely represent an ideal environment.

(NOTE: Accounting Control of Numbers is "management math" because management uses it for tracking, analyzing, and verifying business activities and performance). Laura prefers management math because it includes a specialization for managing with math, i.e., making management decisions with knowledge gained from this level of mathematical activity. This includes budgets, operation-based forecasts, competitive risk analysis, etc. (NOTE: Chief Financial Officers, Comptrollers, bank officers, CPAs, and auditors rate high in this trait).

Laura is motivated to work with a wide variety of theoretical math concepts; make original application of those concepts; apply knowledge of advanced mathematical or statistical techniques to new areas of challenge, interest, or opportunity. Motivation is derived from conceptual, analytical, curious, and exploratory thinking. Research and theoretical logic probably appeal greatly to Laura's mind.

Because of Laura's unique motivations for working with math, it can probably be said that (s)he is deliberate enough, concentrates enough, figures enough, and watches detail enough to be able to add, subtract, multiply and divide to come up with the right numbers. For some otherwise bright people, this is hard to do or very unlikely to happen (e.g., dialing a phone number or putting the right address on an envelope). Transposing numbers may be a problem for some persons, so this unique preference with regard to math may not always register for this worker trait.

LANGUAGE CAPACITY

(How you relate to the usage of language)

Four language traits are included in the narrative to cover basic activities that utilize words. They aren't very specific, but there are related factors for literary, journalistic, and communicative activities in the Interest, Temperament, Data, People, Aptitude and Reasoning sections. If a high motivational and/or preference level exists for one or more factors in this section, scan those other sections to discover preferences the individual has for those activities. Not all jobs call for orators or authors, while some jobs require such skills.

Laura is motivated to describe, explain, teach, illustrate, and interpret. This is a journalistic trait dedicated to inform people. Social, leadership, influential, technical, service, and functional traits are involved as well. Therefore, it is necessary to review all worker traits to more closely identify Laura's preferences relative to this trait.

Laura has a unique motivation to carefully, thoroughly read simple explanatory or instructional statements (like the directions on the label of a soup can) and fully/accurately know what was said. (NOTE: This is not a widely shared trait. Unless the subject attracts the reader's attention in the first place, reading of elementary instructions is just scanning, and some information is probably overlooked, ignored, or bypassed. Laura should regard this unique asset as vocationally important.

Motivational levels for Laura support activities including word processing in its widest application: administrative, secretarial, editing, library referencing, management information systems, electronic transmission of information, etc. Preferences lean heavily toward proper language usage, spelling, punctuation, keyword identification, referencing, and cross-referencing. Attention to detail is essential and remains a motivational factor in vocational activity and success.

Laura is highly motivated to consider creative writing and communicating at professional levels. Preferences are holistic, conceptual, imaginative, and creative. "Ideas trigger more ideas" can probably be said about Laura. High motivational levels for this worker trait indicate an interactive combination of literary and philosophical traits. As Dean W. R. Inge said, "Literature flourishes best when it is half a trade and half an

art." That probably makes a great deal of sense to Laura. Motivation at this level indicate preferences that probably include writing fiction, poetry, scripts for movies or television, advertising copy, marketing copy, teaching creative writing, etc.

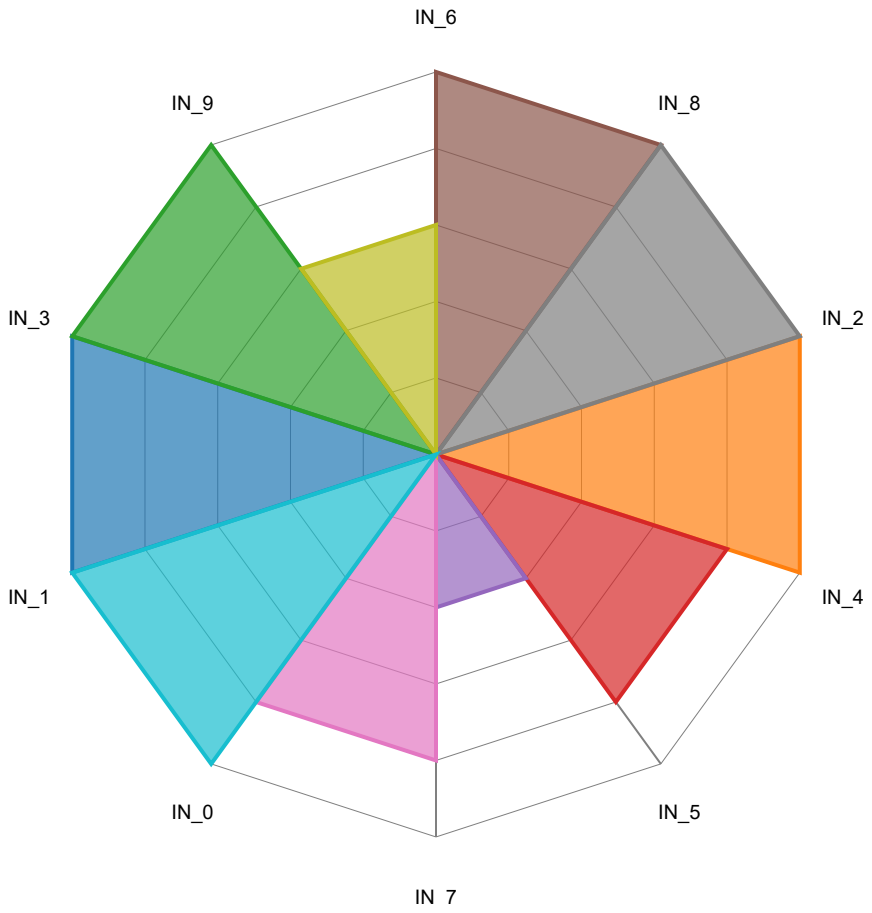
WORKER TRAIT CODE SYSTEM

WORKER TRAIT SCORES

The Worker Trait Code System has been in use for over 30 years and has proven to be an outstanding vocational tool for identifying jobs, classifying job requirements, and understanding human motivation. The Worker Trait Code System has been modified from a proposal by the US Department of Labor's 1965 version of the Dictionary of Occupational Titles. The Worker Trait Code has seventy-two factors sorted into nine categories. The code's purpose is to identify "those abilities, personal traits, and individual characteristics required of a worker in order to achieve successful job performance." The architect of MAPP used this same criteria to define job positions and provide a method for individuals to identify their motivations and to improve their odds at success in "worker trait" terms. The Worker Trait Codes of the Position Profile and the Personal Profile can be simply and electronically matched in order to ensure the right person is working in the right job. The Worker Trait Code Report contains the percentiles which determine the level of motivation the trait has for the person. The higher the percentile or the lower the level number, the greater chance the person has to succeed or compete with the general population in the trait area or activity. For example, a score of 88% (Level 1) indicates that only 12% of the general population is more motivated and interested in vocationally expressing this task. Traits in Level 1 are compulsive; Level 2 is highly motivated; Level 3 is moderately motivated.

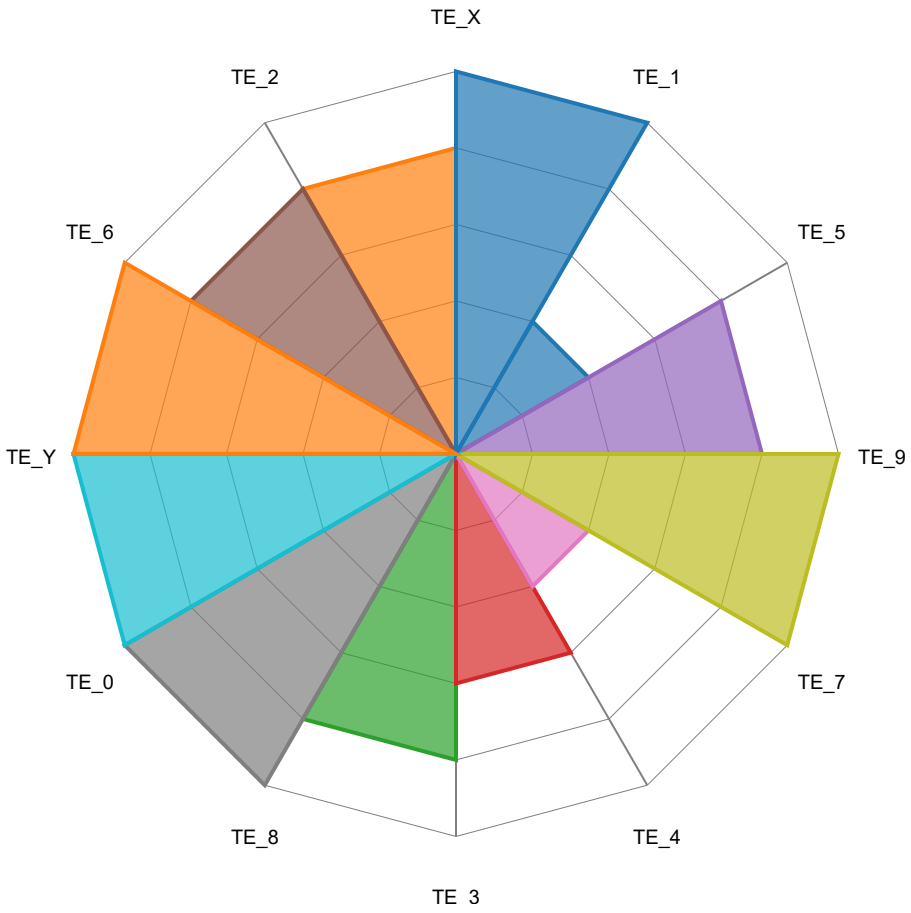
INTEREST IN JOB CONTENT	Level
IN_8 - Abstract, innovative, creative activities	1
IN_6 - Concerned with people, communication of ideas	1

INTEREST IN JOB CONTENT	Level
IN_3 - Routine, organized, methodical procedures	1
IN_2 - Direct business contact and interaction with others	1
IN_1 - Physical work with materials, tools, equipment	1
IN_0 - Output drive: production, goals, efficiency	1
IN_4 - Management of social or organizational activities	2
IN_7 - Technical, scientific interests and skills	2
IN_9 - Nonsocial procedures, operations or functions	3
IN_5 - Work for personal gain, recognition, status	4



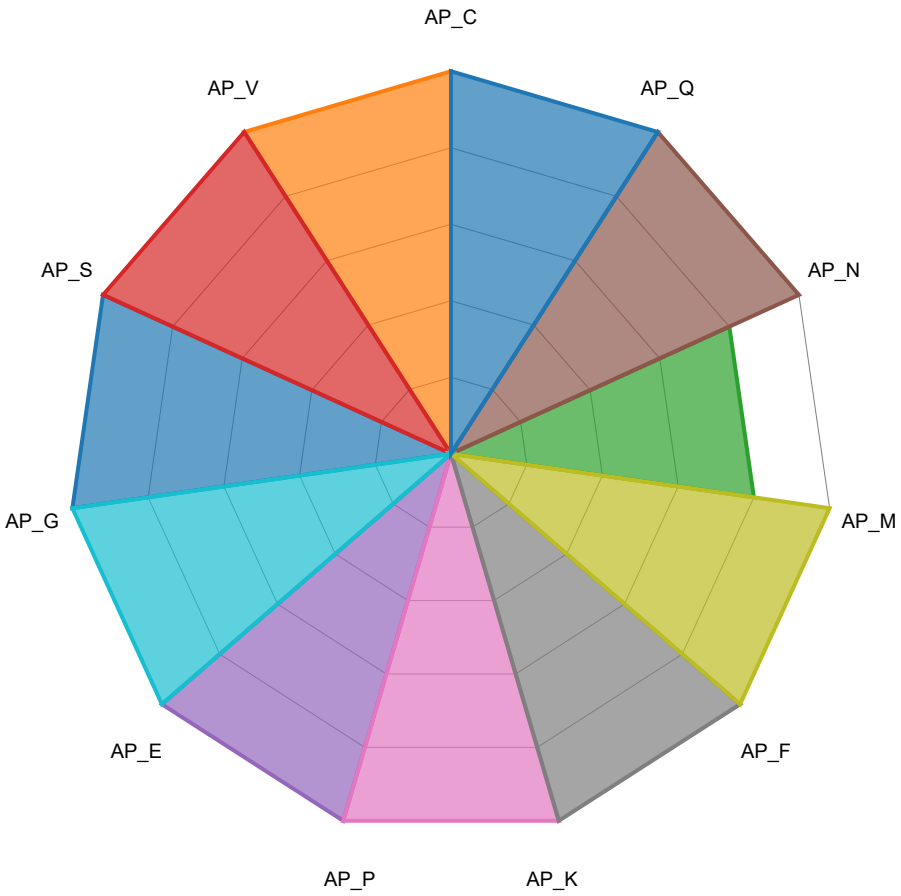
TEMPERAMENT FOR THE JOB	Level
TE_9 - Intuition, creativity: ideas, concepts, options	1
TE_Y - Work with detail, data, records, inventory	1
TE_8 - Handle responsibilities, choices, decisions	1
TE_X - Provide service dedicated to interest of others	1
TE_0 - Evaluation: logical study, analysis	1
TE_5 - Organizational involvement, teamwork, roles	2
TE_6 - Independent, self-planned, self-performed activity	2
TE_3 - Work under management or supervision by others	2
TE_2 - Routine activity set by schedule or operations	2
TE_4 - Plan, control, direct activities of others	3
TE_1 - Change and variety: accept, utilize, cause change	4
TE_7 - Aggressively influence, persuade, get agreement	4

TEMPERAMENT FOR THE JOB	Level



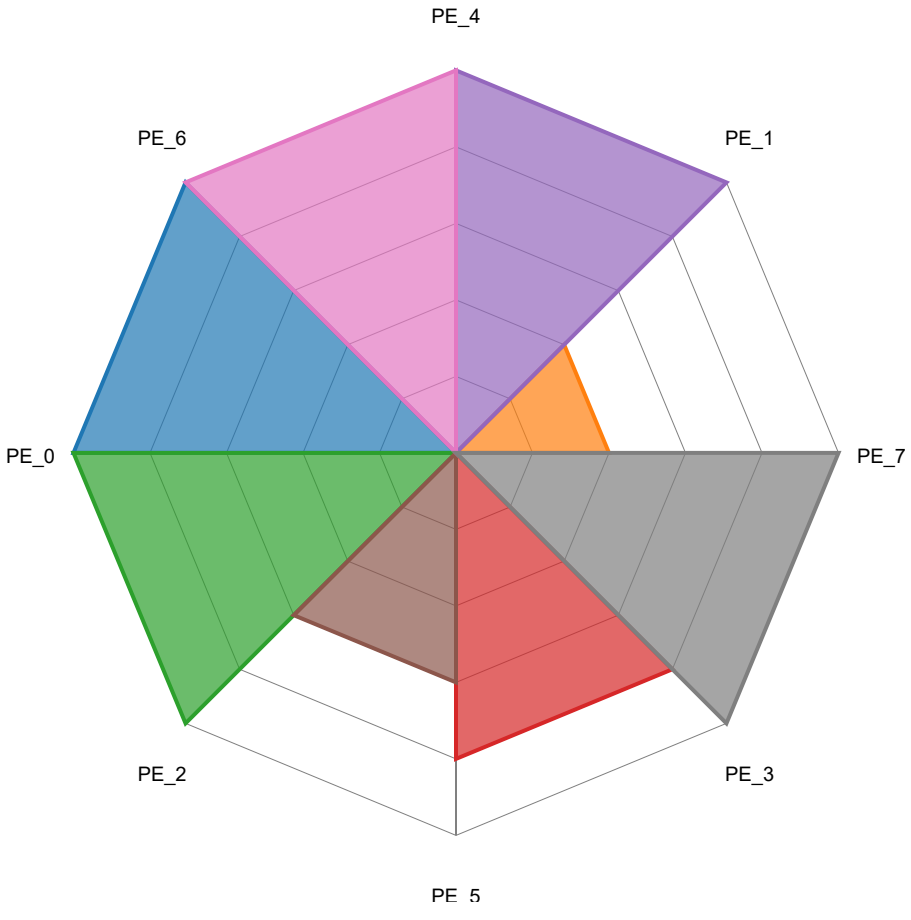
APTITUDE FOR THE JOB	Level
AP_K - Mental/Sensory coordination of physical action	1
AP_C - See and sense colors, shades, patterns, textures	1
AP_E - Simultaneous skills in complex physical tasks	1
AP_S - Mental/Sensory awareness of "the big picture"	1
AP_F - Mental/Sensory skills in handling fine detail	1
AP_G - Intellectual and/or Analytical orientation	1

APTITUDE FOR THE JOB	Level
AP_Q - Sensory/Mental awareness of detail per se	1
AP_P - Sensory/Mental awareness of "pieces of the picture"	1
AP_V - Literary and/or Communicative orientation	1
AP_M - Manual dexterity in routine "workbench" activities	1
AP_N - Computational or analytical use of numbers	2

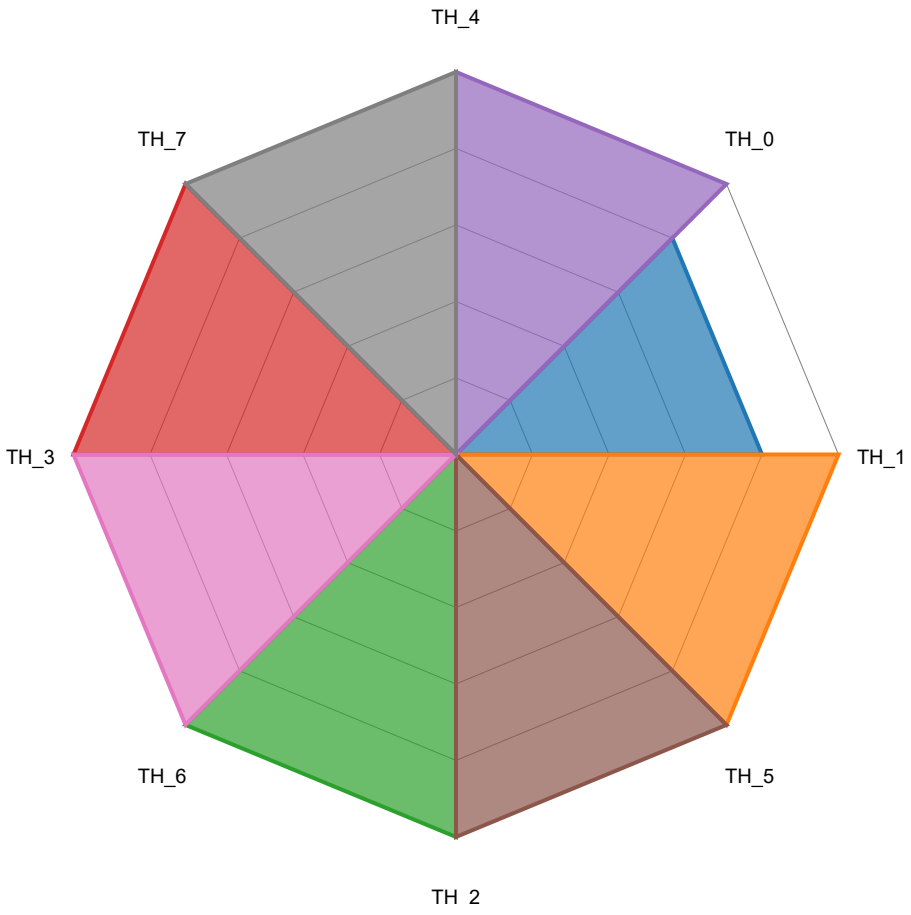


PEOPLE	Level
PE_6 - Service communication: voluntarily inform others	1

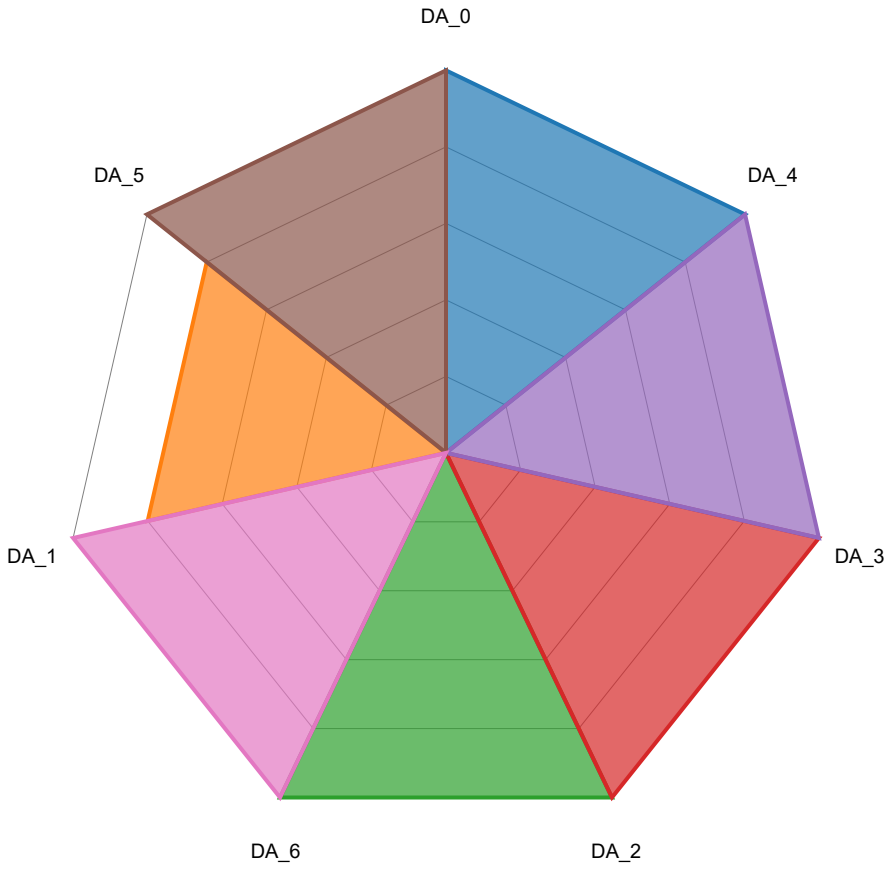
PEOPLE	Level
PE_0 - Mentor: size up people, personalities, motives	1
PE_2 - Instruct: teach, train, influence, demonstrate	1
PE_4 - Entertain: to deliberately influence others	1
PE_7 - Social service directly benefiting others	1
PE_3 - Supervise: plan, manage work activity of others	2
PE_5 - Persuade: assertively influence, convince others	3
PE_1 - Negotiate: confront, communicate to achieve goal	4



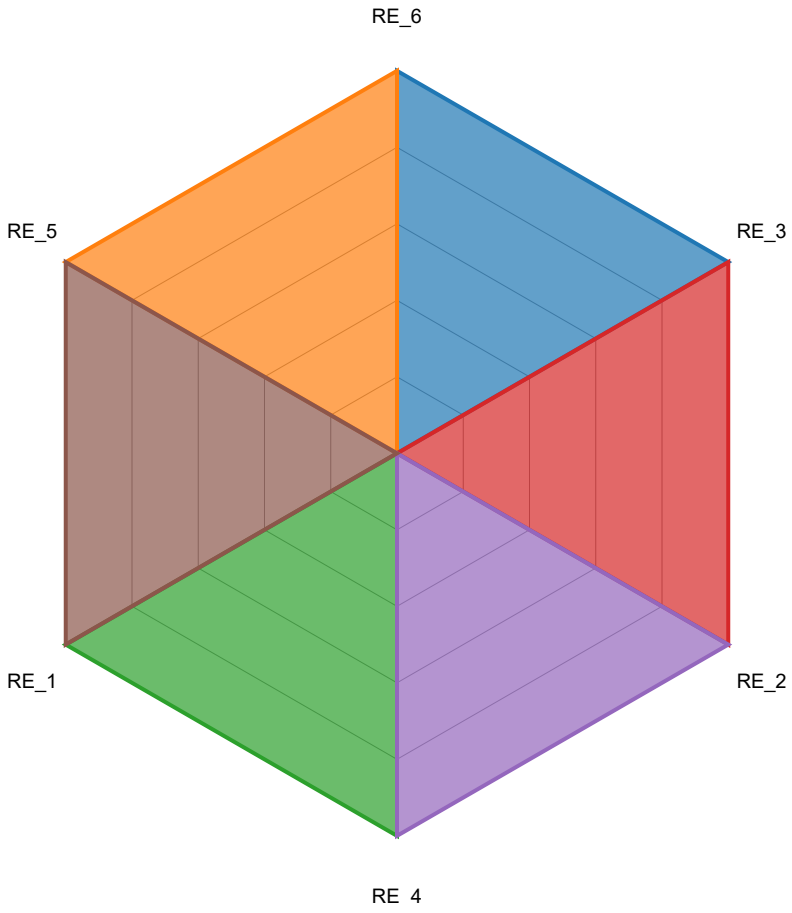
THINGS	Level
TH_6 - Feeding/offbearing: manual labor timed by machines	1
TH_7 - Handling: basic, routine manual labor	1
TH_4 - Manipulate: physically manage material processes	1
TH_3 - Drive/Operate: mobile and heavy equipment; controls	1
TH_2 - Operate/control: on-site machine operation	1
TH_1 - Precision/quality: technical, mechanical standards	1
TH_5 - Tending: monitoring/adjusting gauges, switches, controls	1
TH_0 - Engineering, technical planning, installation	2



DATA	Level
DA_3 - Compile: gather, classify, store information	1
DA_5 - Copy: duplicate, transcribe, record, send	1
DA_0 - Synthesize: holistic, conceptual, strategic thinking	1
DA_4 - Compute: solve routine mathematical problems	1
DA_6 - Compare: recognize important factors for use	1
DA_2 - Analyze: investigate, research, experiment	1
DA_1 - Coordinate: plan, implement, manage procedures	2

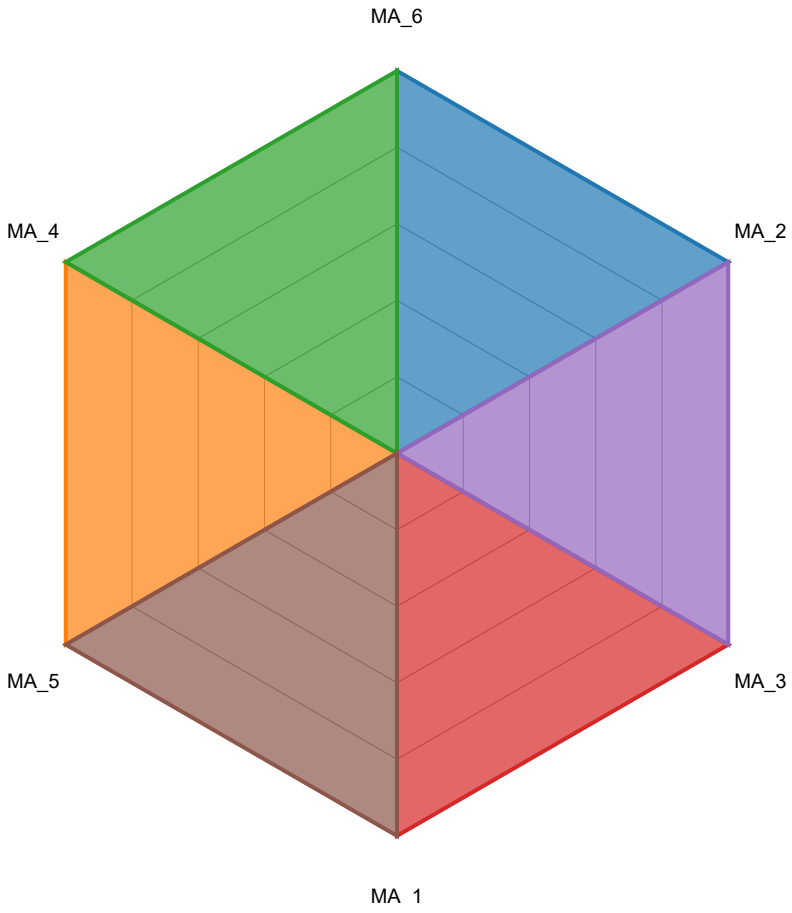


REASONING	Level
RE_1 - Follow specific directions for basic, routine tasks	1
RE_6 - Holistic concepts, meanings, options, strategies	1
RE_5 - Apply ideas and strategies to real problems/tasks	1
RE_4 - Solving on-going problems in familiar areas	1
RE_2 - Methodical and thorough in routine procedures	1
RE_3 - Operational systems, procedures, maintenance	1



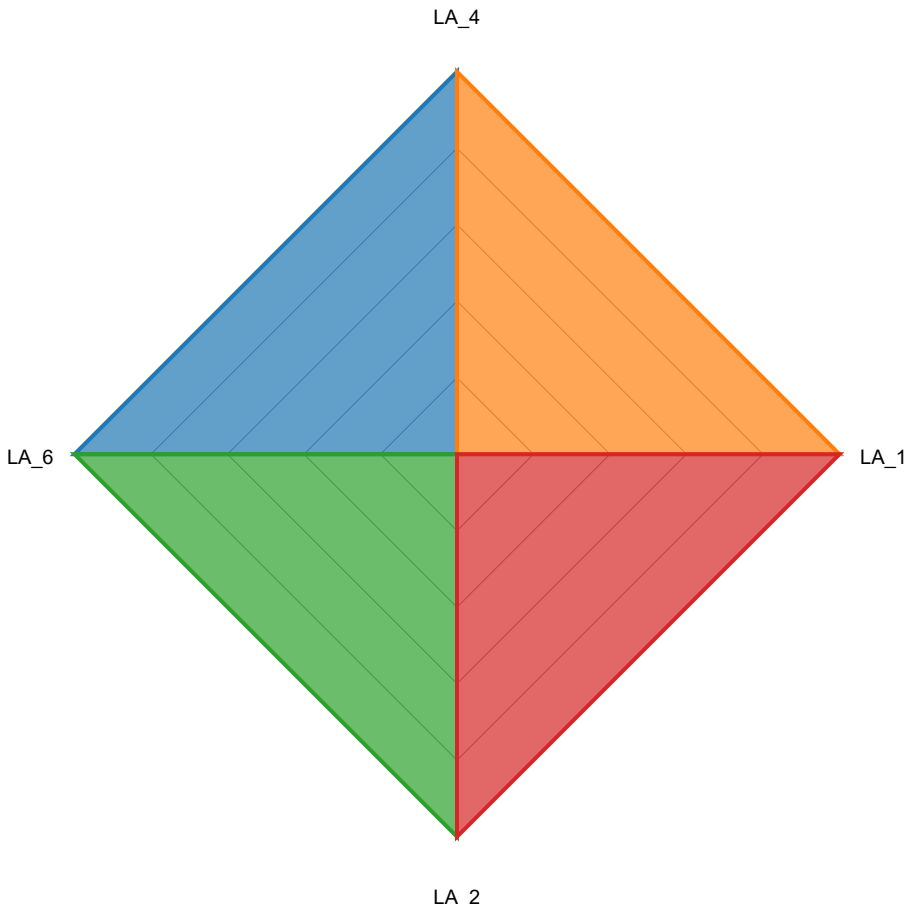
MATHEMATICAL CAPACITY	Level

MATHEMATICAL CAPACITY	Level
MA_3 - Computational: solving routine math problems	1
MA_5 - Statistical, investigative mathematics	1
MA_1 - Counting/Posting: inventory, data processing	1
MA_6 - Research: innovative, experimental use of math	1
MA_4 - Analytical, accounting, auditing use of math	1
MA_2 - Elemental: add, subtract, multiply, divide	1



LANGUAGE CAPACITY	Level

LANGUAGE CAPACITY	Level
LA_4 - Systematic, logical explanation and education	1
LA_1 - Read, understand, follow basic instructions	1
LA_2 - Record, transmit, post, file information	1
LA_6 - Creative literary, communicative ability	1



VOCATIONAL ANALYSIS

The Vocational Analysis provides nineteen major vocation areas for consideration, based on major vocational categories suggested by the US Department of Labor in sorting its Dictionary of Occupational Titles. These areas are ranked from highest to lowest potential. The ranking is obtained by comparing the individual's score to the

general population. Each major vocational area further contains specific occupational titles which are also ranked to identify occupational potential. You may see an occupational title with a high rating while the vocational heading has a low rating, or vice versa. Strong vocational and occupational ratings in the same group indicate the greatest potential for success. However, each occupational statement should be reviewed individually.

MAJOR VOCATIONAL AREAS	Score	Level
Medicine and Health	100	1
Writing and Journalism	99	1
Counseling, Guidance	91	1
Fine Arts: art, music, drama	88	1
Personal Services	86	1
Transportation: Trucks, Bus, Taxi, etc.	81	1
Investigating, Testing	80	1
Machine Work	79	1
Law and Enforcement	79	1
Merchandising: Selling, Demonstrating	78	1
Entertainment, Promotion	77	1
Mathematics and Science	76	1
Clerical	75	1
Education and Training	71	1
Business Relations	65	2
Engineering	64	2
Farming, Fishing, Forestry	56	3

MAJOR VOCATIONAL AREAS	Score	Level
Elemental Work	54	3
Crafts	52	3

FINE ARTS	Score	Level
Art Work: creative expression, ideas; paint, draw	100	1
Photography: aesthetics, form, color, perspective	100	1
Decorating and Art Work: design, arrange, consult	100	1
Instructive, Fine Arts: drama, art, music	92	1
Artistic Restoration: detail, precision; restore	81	1

BUSINESS RELATIONS	Score	Level
Corresponding: prepare, edit, send communications	100	1
Interview/Inform: gather, dispense information	99	1
Information Processing: gather, verify, send, file	98	1
Accounting, Auditing: analyze, compare, report	90	1
Title and Contracts: find, examine, confirm	89	1
Managerial/Supervisory - Service: coordinate	82	1
Supervisory: responsible for work done by others	82	1
Business Training: teach, demonstrate, communicate	78	1
Consulting, Business Services: evaluate, influence	74	1

BUSINESS RELATIONS	Score	Level
Contract Negotiations: confront, persuade, close	68	2
Managerial: organize, coordinate departmental work	66	2
Corporate Leadership: executive, managerial	66	2

CLERICAL	Score	Level
Paying, Receiving: cash transactions (tellers)	100	1
Secretarial: clerical; minor executive assignments	100	1
Switchboard Service: relay incoming office calls	98	1
Cashiering: receive money for goods or services	97	1
Stenographic: shorthand, typing, word processing	96	1
Typing, Related Recording: routine data processing	92	1
Classify, File: clerical detail, forms, filing	89	1
Routine Checking and Recording: processing totals	79	1
Computing and Related Recording: numerical problems	76	1
Inspecting, Stock Checking: inventory, verify, store	76	1
Facilities Services: utilize equipment and people	72	1
Sort, Inspect, Measure: quality, tolerance, value	69	2
Typesetting, Reproducing with Machines: detail, form	66	2
Schedule, Dispatch, Expedite: coordinate activities	66	2

COUNSELING, GUIDANCE, SOCIAL WORK	Score	Level
Research, Social Science, Psychological	93	1
Guidance, Counseling: personal, work, school, spiritual	85	1

CRAFTS (Skilled Trades)	Score	Level
Craft Management: plan, oversee craft activities	100	1
Costuming, Tailoring, Dressmaking: artistic textile crafts	97	1
Manipulating: sensory/physical/mechanical work	91	1
Cooking and Related: plan, prepare, serve foods; timing	84	1
Trade Supervision: direct onsite craft activities of others	74	1
Precision Working: rigid standards, tolerances	69	2
Craftsmanship: build, process, repair, inspect	69	2

EDUCATION AND TRAINING	Score	Level
Animal Training: obedience, performance, show	92	1
Instructive: hobbies, crafts, games, recreation	92	1
Kindergarten, Elementary Education: teach, nurture	86	1
Vocational Education: teach/demonstrate; apprentice	86	1
High School, College, University; teach/counsel	83	1
Training Services: human resource development	78	1

EDUCATION AND TRAINING	Score	Level
Supervisory and instructive: teach/manage service classes	78	1
Flight and Related: teach aircraft flight/operation	75	1
Physical Education: sports; coach, develop skills	73	1
Industrial Training: systems, processes, machines	73	1

ELEMENTAL WORK	Score	Level
Signaling: alert observation; guide/warn public	100	1
Handling: routine nonmachine tasks, basic work	92	1
Feeding/Offbearing: manual labor, machine-timed	87	1

ENGINEERING	Score	Level
Human Engineering: identify, develop/apply human skills	87	1
Technical Writing: logic, terminology, explanation	80	1
Industrial Engineering: plan, direct, install, erect	74	1
Systems Engineering: research, design, develop, apply	73	1
Engineering, Scientific, Technical Coordination	72	1
Drafting and Related: graphic layout/diagrams/detail	69	2
Engineering Research and Design: conceive, experiment	69	2
Sales Engineering regarding Technical Markets and Customers	68	2
Surveying, Prospecting: explore, locate, map	61	2

ENTERTAINMENT	Score	Level
Modeling: artistic display; fashions, apparel	100	1
Amusement/Entertainment: physical, gymnastics, sports	100	1
Rhythmics: dancing, ballet; precision of movement	100	1
Musical, Instrumental: professional potential	100	1
Musical, Creative: compose, arrange, improvise	96	1
Dramatics: interpret, portray roles	88	1
Radio, TV Announcing: poise, vocabulary, delivery	84	1
Musical, Vocal: singing, choral, solo; public	81	1
Creative Entertainment: imagination; spontaneous	78	1
Recreation/Amusement: challenge, risk; competitive	77	1
Specialty Entertainment: please others to make sales	56	3

FARMING, FISHING, FORESTRY - OUTDOOR, REMOTE	Score	Level
Technical/Scientific Support: lab/field service	68	2
Farming, Fishing, Forestry: outdoor craftsmanship	63	2

INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE	Score	Level
Appraise/Investigate: assess, evaluate, measure	89	1

INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE	Score	Level
Investigate/Protect: monitor, enforce regarding regulations	77	1
Transport, Test Drive: operator, pilot, engineer	76	1
Material Analysis/Physical Science: test regarding specs	73	1

LAW AND ENFORCEMENT	Score	Level
Protecting: Monitor, defend persons and property	100	1
Legal and Related: practice of law; judges, lawyers	97	1

MACHINE WORK	Score	Level
Tending: observing operations, instruments, gauges	81	1
Driving/Operating: heavy equipment control and operation	78	1
Operating/Controlling: stationary machine operation	75	1
Setup/Adjust: tuning machines to performance standards	70	1
Setup, All around Machine Work: install, technical	65	2

MATH AND SCIENCE	Score	Level
Health Physics: safety engineering, occupational	100	1
Math regarding Physical Sciences: collect, analyze data	71	1

MATH AND SCIENCE	Score	Level
Scientific Research: probe, analyze, experiment	69	2

MEDICINE AND HEALTH	Score	Level
Nursing, X-Ray; technical care for patients	100	1
Therapeutic: rehabilitation, physical or mental	100	1
Surgery: manual/instrumental operation/correction	93	1
Medical, Veterinary: diagnose, treat, prescribe	83	1
Child and Adult Care: health maintenance, support	74	1

MERCHANDISING	Score	Level
Demonstration sales: store contact with customers	85	1
Delivery Services: mail, products, services	79	1
Promotion/Publicity: advertise, market, promote	76	1
Sales and Service: selling, installing equipment	65	2
Purchase and Sales: merchandising; stores, markets	59	2
Sell in Seller's Interest: gain for self; commissions	28	5

PERSONAL SERVICE	Score	Level
Courrier Service: escort, assist, deliver	100	1

PERSONAL SERVICE	Score	Level
Customer Service: craft, repair, improvements	100	1
Customer Services: clerical, duplicating, sending	100	1
Beautician/Barber (Stylist): cosmetic services, styling	100	1
Volunteer Social Service: social, personal	99	1
Personal Service: valet, butler, maid, food service	72	1

TRANSPORTATION, PUBLIC	Score	Level
Driver, Public Transportation: bus, taxi, limousine	100	1

WRITING	Score	Level
Translating/Editing: language, format, composition	100	1
Creative Writing: author; imagination, vocabulary	97	1
Journalism and Editorial: write, edit, publish news	70	1
News Reporting: gather, write, send information	63	2

TOP TEN VOCATIONAL AREAS

In this section MAPP presents those ten occupational titles with the highest motivation and greatest potential for the individual's success. When people are searching for careers or being considered for jobs, this list of the ten top occupations should be given serious consideration.

Career Area	Level Rating Value
Medicine and Health	1
Art Work: creative expression, ideas; paint, draw	1
Photography: aesthetics, form, color, perspective	1
Decorating and Art Work: design, arrange, consult	1
Corresponding: prepare, edit, send communications	1
Paying, Receiving: cash transactions (tellers)	1
Secretarial: clerical; minor executive assignments	1
Craft Management: plan, oversee craft activities	1
Signaling: alert observation; guide/warn public	1
Modeling: artistic display; fashions, apparel	1

PERSONAL ANALYSIS

The Personal Analysis indicates the basis for every rating, percentage, code, and narrative paragraph produced by MAPP. This report is directly based on the responses of an individual to the 71-triad, forced-choice preference survey. The source information comes from the person's indicated preferences in the assessment - and nowhere else. Therefore, the appraisal only reports what the individual was saying about "self" through those responses to the most/least choices. Responses create a record of the level of motivation for each of twenty-three traits (see section 3.2). By complex "construct" analysis, the computer identifies what happens as the result of the combined motivational interaction of all of those twenty-three traits. This complex interaction of all traits produces the rating and percentage for each of the factors in MAPP. Please keep in mind how many different trait combinations can produce the

same ratings for a factor in MAPP. Every number presented in MAPP output is the result of these complex trait interactions, and it is statistically unlikely that any two individual's appraisals would ever be the same!

TRAITS OF THE PERSON

The source of all data interpolation/extrapolation in MAPP, these twenty-three core "traits", identify a unique quantification and qualification for each individual. Because of the interplay and inter-dependency between these traits and their values, the possible combinations are almost beyond human comprehension. It is greater than the total number of people who ever lived on this earth. The actual expression would be seventeen to the one hundredth power interacting with seventeen to the eleventh power. It is suggested that serious study be applied to this list in order to get some idea of what happens when your individual traits simultaneously attempt to influence thoughts and actions. Sometimes traits are complementary and, therefore, strengthen, reinforce, and encourage other traits. Sometimes traits are totally contrary and antagonistic to each other. This may result in one trait trying to prevent expression and satisfaction of another. If only one can be expressed, the other may cause stress.

TRAITS OF THE PERSON	Score	Level
Auditory/Musical	100	1
Philosophical	100	1
Visual/Artistic	88	1
Cultural (Romantic)	87	1
Harmonious, Compatible Relations	86	1
Management, Organizational	81	1
Literary, Communicative	81	1
Detail, Clerical	80	1

TRAITS OF THE PERSON	Score	Level
Benevolent	78	1
Natural/Outdoor	75	1
Scientific	75	1
Attachment to the Familiar	74	1
Gregarious	71	1
Computational, Numerical	68	2
Management, Operational	68	2
Management, Strategic, Risk	63	2
Mechanical	60	2
Technical (Classic)	57	2
Persuasive	49	3
Change and Variety	45	3
Nongregarious	39	4
Firm Opinions and Positions	32	4
Self-oriented	31	4

PERSONAL ORIENTATION

This section can be used as a stand alone sub-system. It provides a good summary of everything else found in MAPP and, therefore, it is deliberately redundant. You will see things in the Personal Orientation" section that relate to, or even repeat, what is in other sections.

LEADERSHIP FACTORS	Score	Level
Management: administrative, operational	95	1
Executive leadership, strategy, influence	90	1
Social, fraternal, organizational leadership	82	1
Expediting, scheduling, dispatching	76	1
Supervision of operational processes and people	68	2

INTERPERSONAL FACTORS	Score	Level
Avoid conflict; seek harmony, compatibility	86	1
Tactful concern for feelings of others	84	1
Other-oriented: involvement, sharing, caring	77	1
Persuasive motivation to influence others	50	3
Aggressive personal action; confrontation	50	3
Strong personal opinions and positions	31	4
Take charge leadership and influence; dominance	31	4
Self-aware of status and position regarding others	20	5

SOCIAL FACTORS	Score	Level
Philosophical interest in life, meaning, destiny	100	1
Gregarious involvement and interaction with others	79	1
Benevolent concern and service for others	73	1

SOCIAL FACTORS	Score	Level
Organizational involvement and cooperation	69	2
Communicative: oral, persuasive or literary	65	2

PERFORMANCE FACTORS	Score	Level
Detail: perception, retention, recall of detail	98	1
Learning through study, analysis, instruction	97	1
Concentration: topic, detail or procedure	91	1
Understanding the basic nature of things	87	1
Known problem solving; familiar, repetitious	81	1
Scholastic, literary search for information	80	1
Learning by experience; craft apprenticeship	80	1
Routine: preference for familiar procedures	75	1
Permanence in steady, familiar activities	75	1
Logical, sequential, systematic procedure	72	1
Adaptability: ability to fit in; tolerance	71	1
New problem solving: theory, hypothesis, options	63	2
Flexibility in decisions, actions, strategy	54	3

MECHANICAL ORIENTATION	Score	Level
Operational performance with machines	92	1

MECHANICAL ORIENTATION	Score	Level
Feel: sensory/physical ability regarding machines	92	1
Awareness: natural understanding of mechanics	87	1
Skill (quality): engineering, precision, abilities	82	1
Steady (quantity): concentration, skill, routine	80	1

MECHANICAL REPAIR	Score	Level
Methodical: logical, sequential repair procedures	80	1
Familiar: repair skill from previous experience	79	1
Safe, clean care of job, tools, worksite	78	1
New: mechanical savvy applied to all machines	70	1
Natural awareness of machines and parts	57	2

MECHANICAL MAINTENANCE	Score	Level
Importance of appearance in machine maintenance	77	1
Maintenance under adverse physical conditions	73	1
Ability to maintain and service machines	70	1
Thoroughness and accuracy in machine maintenance	67	2
Provide consistent machine/equipment maintenance	66	2

EDUCATIONAL ANALYSIS

LEARNING STYLES

David E. Barbee, Ph.D., Educational Technology, must be given credit for the inspiration, ideas, and specifics in the Educational Analysis section of MAPP. Dr. Barbee designed a complete educational system based on the "the motivational characteristics and learning styles" of each student. His educational system design has much in common with the MAPP system. This becomes evident when the root meaning of education is considered: "Education: To draw out the natural powers." The Educational Analysis section of MAPP identifies the natural powers (i.e. "motivational characteristics and learning styles") of an individual. Schools and teachers can actually know the individual and his/her learning preferences before the teaching begins and be able to design the educational paths which fit each student.

MENTAL ORIENTATION (How you think)	Score	Level
Philosophical: conceptual, strategic; deal w/ideas	100	1
Perceptual/Sensory: sight/sound/taste/smell/feel	100	1
Intuitive/Impulsive: subconscious awareness/action	95	1
Symbolic/dramatic: visualize/project roles, images	93	1
Computational: systematic use of tangible numbers	92	1
Mechanical/Functional: natural mechanical expertise	87	1
Clerical/Logical: work with known routine and detail	86	1
Pragmatic/Factual: work with known facts, problems	79	1
Scientific: methodical exploration and discovery	69	2

PERCEPTUAL ORIENTATION (How you retain or block information)	Score	Level
General concept retention: primary ideas; essence	100	1
Rote retention: verbatim perception and recall regarding fact	98	1
Triggered computation; numerical and statistical	89	1
Triggered imagination; innovative use of options	85	1
Triggered logic: analytical exploration, procedure	79	1
Triggered fantasy; thinking apart from facts/reality	58	2
Resistance to change; attachment to the familiar	50	3
Blockage under stress by anxiety, intimidation, etc.	46	3
Dogmatic blockage; set opinions resisting change	38	4
Blockage of data; not perceptive of fact, detail	25	5

PERCEPTION REGARDING INPUT "MEDIA" (How you prefer to receive information)	Score	Level
Auditory: technical, specialized fact and data	100	1
Auditory: general ideas, concepts; explanations	100	1
Visual: pictures, illustrations, artistic forms	91	1
Visual: charts, graphs, blueprints, diagrams	89	1
Written essay: informal "literary" explanations	89	1
Published Data: nomenclature, numbers, detail	88	1

PERCEPTION REGARDING INPUT "MEDIA" (How you prefer to receive information)	Score	Level
Written, Technical: specialized content, language	72	1

PREFERRED LEARNING ENVIRONMENTS	Score	Level
Absorb information from lectures (oral delivery)	100	1
Dialog: learning by talking it over with others	83	1
Formal Structure: set study conditions, times, rules	78	1
Social (large group) involvement, interaction	78	1
Individual study; isolation eliminates distraction	76	1
Nonsocial isolation best for study and output	76	1
Nonstructured: self-discipline, options, choices	74	1
Loose Structure: guidelines with individual choice	74	1
Social (small group) dialog, sharing, support	74	1

PREFERRED CLASSROOM ENVIRONMENTS	Score	Level
Benefit from friendly/distant class environment	95	1
Benefit from harmonious class environment	93	1
Benefit from friendly/involved class environment	92	1

PREFERRED CLASSROOM ENVIRONMENTS	Score	Level
Benefit from benevolent teaching and/or counseling	84	1
Cope with impersonal expectations, nonpressured	82	1
Copes well in tolerant classroom environment	78	1
Cope with critical, pressured environment	75	1
Cope with authoritarian, dictatorial teaching	73	1

SKILLS FOR TESTING PROCEDURES (How you most effectively test)	Score	Level
Tests Graded: rote response and accuracy for test	100	1
Informal Appraisal: ability with general knowledge	89	1
Multiple Choice: select best among limited choice	89	1
Written Essay: literary ability to present ideas	85	1
Oral/Public: drive/ability to influence large audience	81	1
Oral/Private: ability to orally explain, discuss	78	1
Written-Topical: technical presentation of topic	75	1
Tests Timed: concentrate, respond under pressure	44	3