



John Example

PERSONAL APPRAISAL

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1. NARRATIVE INTERPRETATION

1.1 INTEREST IN JOB CONTENT

The INTEREST section identifies the ideal job content for the individual by identifying the human motivations and preferences, called Worker Traits, which he or she may bring to the job. These traits are listed in their order of motivational priority and are central to what motivates an individual or towards what the individual may exhibit a high preference. 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.

John 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** John is motivated to associate and interact with others.

John is motivated to manage people and their activities. Such management can be exercised with a variety of talents John 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 John as a service role where the managing is in the interest of those being managed. Whether John 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.

John is conscious of existence, meaning, purpose, potential and destiny of humankind, people, and self. John 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.

Preferences for John 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 John'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 John: "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."

John is motivated to assertively or aggressively gain personal recognition, status, prestige, and worth in the process of social, organizational, and/or vocational interaction with others. John looks for opportunity, challenge, and risk if and when odds are strongly favorable. But John does not prefer challenge or risk if they might result in loss of status, role, or ownership. In many vocational activities, recognition is a primary motivator and, therefore, an important asset. John probably understands what Mark Twain meant when he said, "I can write for two weeks on one compliment."

John has a curiosity and awareness about the nature and utility of things. Analysis and experimentation are part of vocational and recreational activities. But those are probably not specialized or professional activities. Instead, they are a part of a mix of functional preferences. Preferences that are technically oriented cause John to think systematically and to be motivated where challenging activities are developmental or experimental.

John is motivated to work on projects that are planned, scheduled, and completed. This indicates a preference to complete a project rather than leave it unfinished. But completion or achievement may be offset by switching to a project of higher priority and/or interest, with the hope that the uncompleted project may be done another day. What is not completed will probably be kept in mind until it is completed.

John prefers and may even require change and variety. Sameness and routine cause loss of interest, drive, and energy. John probably sees a truth in the saying “a change is as good as a rest.” This individual enjoys vocation, recreation, and/or vacations that include lots of change and variety, new challenges and experiences as well as new contacts and acquaintances.

John prefers to be with people and will most likely avoid activities that are done apart from others. John considers “one-among-others” togetherness as an essential environment for personal, work, and/or recreational activities.

John is motivated very little by physically working with things and objects as a primary or important part of work or recreation. Other activities carry a higher priority. Sensory/physical traits have probably not been developed well enough to be considered a motivational feature of work.

1.2 TEMPERAMENT FOR THE JOB

This Temperament section identifies the motivation and talent an individual possesses and utilizes to accomplish what the above interest section says he/she wants to do. Therefore, these two sections should confirm each other. They are supposed to say the same thing from a different perspective. Here too, factors with high ratings simply identify who the individual is and the motivation and/or preferences he/she brings to a job.

John prefers and needs change and variety. Change is motivating, stimulating, and energizing. John looks for new options, challenges, assignments, acquaintances, relationships, and even new careers in new places. John tires of sameness, repetition, and routine even in activities that were interesting at the start. Once things become routine for John, this becomes a motivation to move on to more interesting things.

John 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) John 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, John probably exhibits benevolence toward all persons. But benevolence does have priorities about eligibility of persons for help.

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

John 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 John's preferences are identified by many other traits. The purpose of this factor is to emphasize that John 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.

(NOTE: “Evaluation: to appraise carefully; to judge as to worth or amount; to estimate generally.”) Most likely, John 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.

John prefers and actually seeks organizational management responsibility. Emphasis is on firm, take charge management to get things done through utilizing the talents and abilities of others. Skills are primary. John is not interested in the activity in order to socialize, empathize, sympathize, or manage on a psychological, personality, emotional, or ego basis. It is management with balance between the big picture and pieces of the

picture. This management is fairly administered, as long as performance, quality, and results are the measuring criteria.

Mind and mental activity are very central to John'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) John 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.

John is strongly motivated to: 1) have direct access to the listener, 2) intentionally, assertively (maybe aggressively), orally communicate to the listener, 3) cause the listener to hear and understand what is said, 4) cause the listener to willingly or otherwise accept what was said, and 5) cause the listener to act on what was said if that was the intent. Persuasion suggests confrontation of wills and may include intimidation, intentional or otherwise, overt or covert. It is important to look at other traits to identify the motivation, purpose, style and objective of this persuasive trait. John is going to persuade; the only questions are: when, how, and for what purpose.

John highly prefers a given, known, managed, and supported organizational position and role, in which and from which, to functionally serve the interests of the organization. This is an involved service role.

John does not prefer or need to be managed by others. It is important to study related Worker Traits to determine whether John is motivated to manage, influence, persuade, or work independently. Persons who don't wish to be managed sometimes do not perform or adjust well when closely monitored or supervised. They resent being dominated, managed, or controlled by others.

John does not generally see, retain, and/or recall verbatim detail and, instead, shows an awareness of concepts, patterns, general ideas, etc. John "Gets the drift" of what is seen, read, or heard. Recall is in general and in relative terms and not in specifics. Numbers are sometimes transposed. Words are read as form or pattern rather than by specific letters. Although this concept is built around ability, addressed here is how these abilities generally affect current preferences and specific motivations pertaining to the situation.

John does not prefer being tied to or tied down by timed, repetitious sensory/physical activity. Such work quickly becomes boring, frustrating, and stressful. In such work, John seeks and needs frequent breaks and other change and/or variety. Performance and quality of work tend to fade as repetitive activity continues.

1.3 APTITUDE FOR THE JOB

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, without emphasis or even mention of where or how these talents and/or skills should or might be applied. It lets individuals look into a 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."

John'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 John's literary and/or communicative preferences and motivations.

John'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.

Philosophical, cultural, scientific, literary, managerial, and/or computational work, more than likely, represent very important types of mental activities for John. Being capable in those activities, John'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 John 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.

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. John prefers to see the big picture by first putting all the 'pieces' together. Most likely John already sees pieces as pieces rather than the big picture first and then breaking it apart into all the various pieces.

John's preferences are effected but not dominated by such things as beauty, color, and spatial measure: size, shape, perspective, and dimension. If and how that artistic awareness is applied depends on the presence, motivation, and influence of related traits and to what extent talents and or abilities exist. (NOTE: art, photography, oil painting, sketching, abstract art, mechanical drawing, landscape architecture for golf courses, layout of newspaper ads, computer publishing are all examples of potentially appealing activities given certain skill sets). Depending on the extent to which talents and abilities may exist will determine certain motivational levels John will have and how these preferences will be used and applied.

Math may be about the same as a foreign language for John. At least, it is foreign to John's mental preferences in one-way or another. Mathematical problems seem to become bigger problems if John tries to solve them. Mental gears seem to get jammed in the middle of a math problem, and success in the form of a solution is without internal reward or satisfaction.

The motivations and preferences influencing John's mind tend to not be oriented toward placing importance or emphasis on sensory/physical activity. Instead of 'thinking' what to do physically, or how to do it, other activities have much higher priority and therefore, preferences and motivations tend to lean towards those alternative activities. It is unlikely that John has a high preference for sensory/physical activities.

In activities where John's motivational levels are highest is where awareness of specific detail is most likely. Otherwise, preferences lean towards other considerations not necessarily oriented toward details. John probably knows the saying 'There is a place for everything . . .', but everything doesn't always (or very often) get to that assigned place. If involved too much or too long where a preference for detail is required, John can actually experience a certain, (what can only be considered a mental form of) claustrophobia that may have adverse effects on mental activity.

More than likely, John does not have highly developed, consistently reliable sensory/physical motivations either learned or naturally. There is little motivation to physically perform better each time, to beat one's last score (as in a game), to be the best operator in the crew, to look forward and back at sensory/physical activity as challenging and fun. Instead, John prefers to consider the sensory/physical system (the body) as 'on call' and adequately able to perform as expected.

John is not motivated for what is called 'workbench' activity where a person manually (primarily arms, hands, fingers) processes materials. There can be many reasons for disinterest in that activity: 1) John is motivated to do other things, 2) John does not naturally have the talent for sensory/physical activity of that kind, 3) the activity is too monotonous for John's activity preferences, or 4) it is too non-social where social activities

are preferred. It is important to identify the reason(s) so John can function where natural talent or already existing skills and abilities as well as motivation are greater.

John has clear preferences that do not include handling minute manipulation of detail for extended periods of time. If asked, splicing telephone wires at a switchboard installation or knitting a sweater to enter in a county fair competition, John would likely indicate that these are not a preferred career or avocation.

1.4 PEOPLE

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 or preference 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.)

John'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.

Philosophical, literary, scientific, managerial and/or persuasive traits may be involved in John'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. John 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.

Highly motivated **persuasion** means that John intends to assertively, even aggressively, make direct personal contact with others, orally project a message with the deliberate intent and attempt to cause the listener or listeners to hear what is said, accept what is said, and act on what was said, so that John can close the deal. If it is for commission (i.e., in the seller's interest), it will be a hard-sell even though it might come across as a soft-sell. If it has philosophical or benevolent objectives, it will be a soft-sell. But if John is defending and/or championing the cause of the underdog or the less fortunate, then it will seem as if some modern-day Don Quixote and/or Joan of Arc are doing the persuading. (Note: As a single trait, persuasion is the most deliberately assertive, often aggressive, psychological expression/effort of an individual.)

"Mentor: a trusted counselor or guide." John 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. John 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 John 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**.

John'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.

John 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. John 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 John to stand up for them.

This high drive to negotiate is intellectual more than psychological, assertive more than aggressive, logical more than emotional, strategically winning the contest more than persuasively winning a skirmish. John is strongly motivated to represent one position in a confrontation of different views and objectives and is motivated and determined to apply logic, strategies, and communicative skills to cause agreement, compromise, concession, or submission by opposing positions or views. Persuasion is probably involved; at least it is an asset, but it is not essential. Intimidation may be involved, but it is considered a poor tool for achieving objectives. Strategic thinking is preferred as the key element and is also represented in the **reasoning** section (Factor 1).

John is empathetically and sympathetically aware of the hurts, needs, problems, and wishes of others and is motivated to help whenever possible. There is inclination and willingness to get personally involved in the personal lives of others in order to help with one's talents and resources. Although only moderately motivated in this social service trait, it is hard for John to ignore or say "no" to anyone less fortunate.

1.5 THINGS

*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 natural mechanical savvy, and likes to work with his/her hands, this becomes a highly important and relevant Worker Trait Code section.*

Engineering activities, regarding mechanics, systems, etc., do not fit John's vocational interests.

"Being stuck to a machine all day" is not John's definition for a satisfying vocation, occupation, or job. There is little preference for understanding machines, little preference for steadily monitoring machine performance, and little motivation for coping with the routine that is required.

For one or more of a variety of possible reasons, John does not prefer working with heavy equipment operation.

John is not motivated toward processing activities, no matter what is being processed or who is doing the processing. There is no natural preference for this sort of activity.

John is most likely not motivated to engage in activities requiring close, constant attention to precise standards, exact measurements, close tolerances, detection of minor defects, and long concentration on the process. Instead, there is a demonstrated preference for change, variety, and activities with less concentration and specialized focus.

John's motivations are not compatible with assembly line activity where one is locked into operational processes by station, function, and timing. Such activity would most likely be boring, tiring, frustrating, and stressful for John in a short time.

Manual labor is not an activity where John is in any way motivated. Routine, elementary, sensory/physical activity is not preferred; instead, it probably is experienced as boring, frustrating, and stressful.

John's preferences and motivations in vocational activity are not oriented toward routine, alert monitoring, recording, and reporting of operational or machine processes. Such activity is too clerical for John's preferences.

1.6 DATA

*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.*

“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*). John 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 John, preferences for this sort of synthesis will allow it to get no further toward logic than estimating.

John 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 John 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!

Preferences that direct mental activity for John 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.

John 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 John's perceptual/mental preferences.

John’s motivational levels support being conscious of the importance of information and evidence relative to the “whole story” of a subject or topic. This support extends into perception that there is a natural sorting process of separating what is important from what is trivial. And John is most likely to be deliberate, methodical, and thorough in compiling, labeling, and storing information for later use.

John is motivated to a degree for handling and solving routine, factual, mathematical problems. This set of preferences holds value in operational, technical, processing, or administrative activities. (NOTE: When interacting with other traits, as it does here, this trait has vocational value in many areas).

John does not prefer mailroom activities; i.e., duplicating and processing forms, bulletins, envelopes, etc. Detail and routine are most likely avoided as are activities related to them.

1.7 REASONING

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.

John 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: John 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.

John 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). John 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*)

John is motivated and perhaps even mentally equipped for troubleshooting: to recognize or otherwise identify problems or developing problems in familiar operational or procedural areas; to tackle problems with intent to solve the problems and restore function to former levels or better. (NOTE: This requires onsite familiarity with those operations, a sense or suspicion of where things might or could break down, and savvy about ways to fix the problem).

Given the vocational task, John's motivational level is adequate to participate where understanding of operational aspects of systems, procedures, and/or maintenance is required. Because John has only motivation for an activity that is based on repetition (in both function and time), it is likely that tenure will not be for the long haul unless John seeks, needs, or enjoys stability and routine. (NOTE: Motivation doesn't guarantee the ability or talent just as aptitude for an activity doesn't guarantee the motivation).

Methodical, meticulous, routine activities do not motivate, are not acceptable, or tolerable for John. Change, variety, options, challenge, and opportunity to move up based on merit represent more preferred activities.

John is not motivated to participate where simple, routine, basic tasks are primary.

1.8 MATHEMATICAL CAPACITY

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: Accounting Control of Numbers is "management math" because management uses it for tracking, analyzing, and verifying business activities and performance). John 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).

John 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 John's mind.

Statistical, investigative use of mathematics plays a major role in what motivates John. 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.

John has a moderate motivation where business math related to commercial calculations and transactions are called for. This means there exists a natural ability to be competent and accurate with addition, subtraction, multiplication and division. (NOTE: Where the ability does not already naturally exist for John, in this instance, motivational levels support training, most likely).

John may simply lack interest or the motivation to express self vocationally through the use of basic math skills while possibly quite capable. This is most likely demonstrated by consistent inaccuracy when making basic arithmetic calculations.

John does not prefer activities requiring verbatim perception, recording, and/or processing of details, especially where numbers are involved.

1.9 LANGUAGE CAPACITY

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.

John 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 John. 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 John. 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.

John 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 John's preferences relative to this trait.

For John technical information management is not a motivational factor. There is seemingly too much detail, routine, and paper work to maintain interest beyond a brief period of time.

John does not pay particularly close attention to non-motivational information, data, or detail such as elementary and basic instructions. The natural preference may be to simply use common sense or to experiment in order to figure it out.

2. WORKER TRAIT CODE SYSTEM

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.

2.1 WORKER TRAIT SCORES

2.1.1 INTEREST IN JOB CONTENTS (Those tasks you want to perform)

2	Direct business contact and interaction with others	82	1
4	Management of social or organizational activities	81	1
6	Concerned with people, communication of ideas	76	1
8	Abstract, innovative, creative activities	71	1
5	Work for personal gain, recognition, status	66	2
7	Technical, scientific interests and skills	55	3
0	Output drive: production, goals, efficiency	53	3
3	Routine, organized, methodical procedures	23	5
9	Nonsocial procedures, operations or functions	23	5
1	Physical work with materials, tools, equipment	18	5

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

1	Change and variety: accept, utilize, cause change	88	1
X	Provide service dedicated to interest of others	77	1
5	Organizational involvement, teamwork, roles	76	1
8	Handle responsibilities, choices, decisions	75	1
0	Evaluation: logical study, analysis	65	2
4	Plan, control, direct activities of others	64	2
9	Intuition, creativity: ideas, concepts, options	64	2
7	Aggressively influence, persuade, get agreement	63	2
6	Independent, self-planned, self-performed activity	35	4
3	Work under management or supervision by others	20	5

Y	Work with detail, data, records, inventory	19	5
2	Routine activity set by schedule or operations	17	5
2.1.3	APTITUDE FOR THE JOB (Expression of performing tasks)		
V	Literary and/or Communicative orientation	84	1
S	Mental/Sensory awareness of “the big picture”	78	1
G	Intellectual and/or Analytical orientation	70	1
P	Sensory/Mental awareness of “pieces of the picture”	63	2
C	See and sense colors, shades, patterns, textures	50	3
N	Computational or analytical use of numbers	33	4
K	Mental/Sensory coordination of physical action	28	5
Q	Sensory/Mental awareness of detail per se	27	5
E	Simultaneous skills in complex physical tasks	26	5
M	Manual dexterity in routine “workbench” activities	17	5
F	Mental/Sensory skills in handling fine detail	16	5
2.1.4	PEOPLE (How you relate to people, in priority order)		
3	Supervise: plan, manage work activity of others	82	1
2	Instruct: teach, train, influence, demonstrate	81	1
5	Persuade: assertively influence, convince others	79	1
0	Mentor: size up people, personalities, motives	78	1
4	Entertain: to deliberately influence others	74	1
6	Service communication: voluntarily inform others	73	1
1	Negotiate: confront, communicate to achieve goal	70	1
7	Social service directly benefiting others	55	3
2.1.5	THINGS (How you relate to things, in priority order)		
0	Engineering, technical planning, installation	34	4
2	Operate/control: on-site machine operation	23	5
3	Drive/Operate: mobile and heavy equipment; controls	23	5
4	Manipulate: physically manage material processes	23	5
1	Precision/quality: technical, mechanical standards	22	5
6	Feeding/offbearing: manual labor timed by machines	19	5
7	Handling: basic, routine manual labor	19	5
5	Tending: monitoring/adjusting gauges, switches, controls	16	5
2.1.6	DATA (How you relate to data, in priority order)		
0	Synthesize: holistic, conceptual, strategic thinking	81	1
1	Coordinate: plan, implement, manage procedures	78	1
2	Analyze: investigate, research, experiment	73	1
6	Compare: recognize important factors for use	61	2
3	Compile: gather, classify, store information	51	3
4	Compute: solve routine mathematical problems	38	4
5	Copy: duplicate, transcribe, record, send	26	5

2.1.7	REASONING (How you relate to reasoning, in priority order)		
6	Holistic concepts, meanings, options, strategies	84	1
5	Apply ideas and strategies to real problems/tasks	75	1
4	Solving on-going problems in familiar areas	50	3
3	Operational systems, procedures, maintenance	37	4
2	Methodical and thorough in routine procedures	29	5
1	Follow specific directions for basic, routine tasks	20	5
2.1.8	MATHEMATICAL CAPACITY (How you relate to the applied usage of math)		
4	Analytical, accounting, auditing use of math	69	2
6	Research: innovative, experimental use of math	67	2
5	Statistical, investigative mathematics	62	2
3	Computational: solving routine math problems	37	4
2	Elemental: add, subtract, multiply, divide	15	5
1	Counting/Posting: inventory, data processing	14	5
2.1.9	LANGUAGE CAPACITY (How you relate to the usage of language)		
6	Creative literary, communicative ability	83	1
4	Systematic, logical explanation and education	78	1
2	Record, transmit, post, file information	16	5
1	Read, understand, follow basic instructions	15	5

2.2 WORKER TRAIT CODE CHARTS

Worker Trait Code Charts present a graphical representation of personal scores, listed in the Section “Worker Trait Scores”. Each chart represents one group of Traits, accordingly:

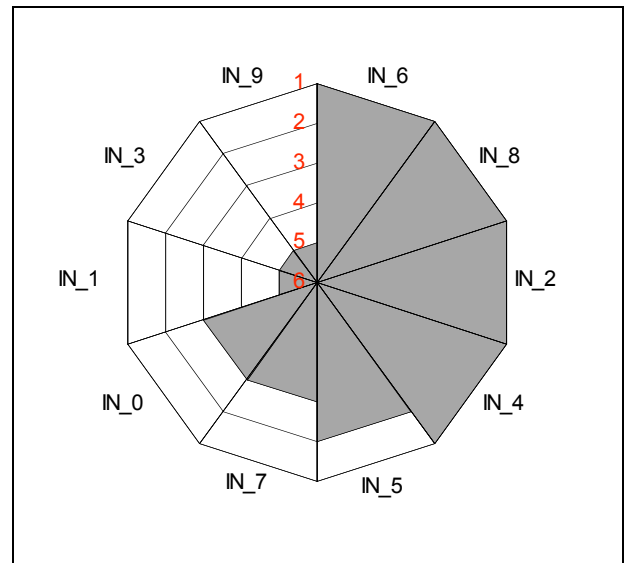
*Interest in Job Content
 Temperament for the Job
 Aptitude for the Job
 People
 Things
 Data
 Reasoning
 Mathematical Capacity
 Language Capacity*

The MAPP charts are divided into sectors representing individual Traits. Every Trait (chart sector) is marked by the label adjacent to it. The first two letters of a label specify the Trait group. The ending symbol of a label, digit or letter, specifies the Trait in the group as shown in the Section. 2.1, “Worker Trait Scores”. For example: IN_1 means: the “Interest in the Job” group and the “Physical work with materials, tools, equipment” trait. All possible score levels are marked as units on vertical axes of each chart as gridlines: 1, 2, 3, 4, 5. Personal scores for Traits are marked as the gray colored areas.

The sequence of Traits in each chart is fixed and reflects the sequence of highest to lowest scores for the Romantic type of the person, when reading a chart in a clock-wise direction. This means that a sequence of Traits in the charts is independent of personal scores and is in the same order for each appraisal. Construction of charts in this manner allows the reader to quickly assess the personal potential and compare it to the Romantic (or Classic) type as well as to other people scores if required.

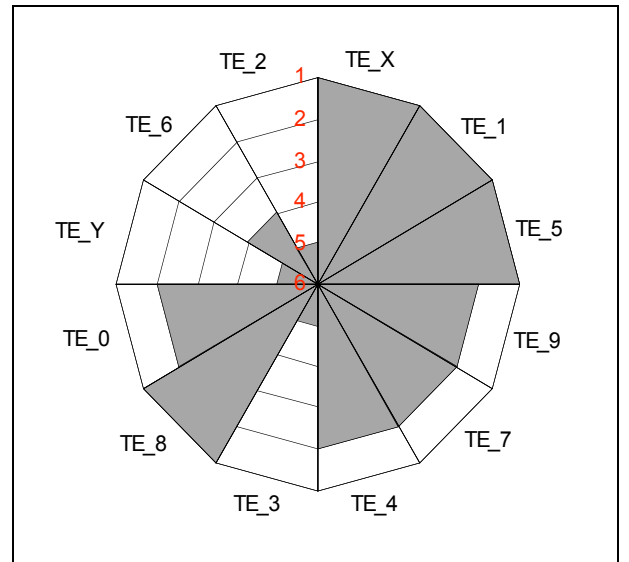
INTEREST IN JOB CONTENT

- IN_6 Concerned with people, communication of ideas
- IN_8 Abstract, innovative, creative activities
- IN_2 Direct business contact and interaction w/others
- IN_4 Management of social or organizational activities
- IN_5 Work for personal gain, recognition, status
- IN_7 Technical, scientific interest and skills
- IN_0 Output drive: production, goals, efficiency
- IN_1 Physical work with materials, tools, equipment
- IN_3 Routine, organized, methodical procedures
- IN_9 Nonsocial procedures, operations or functions



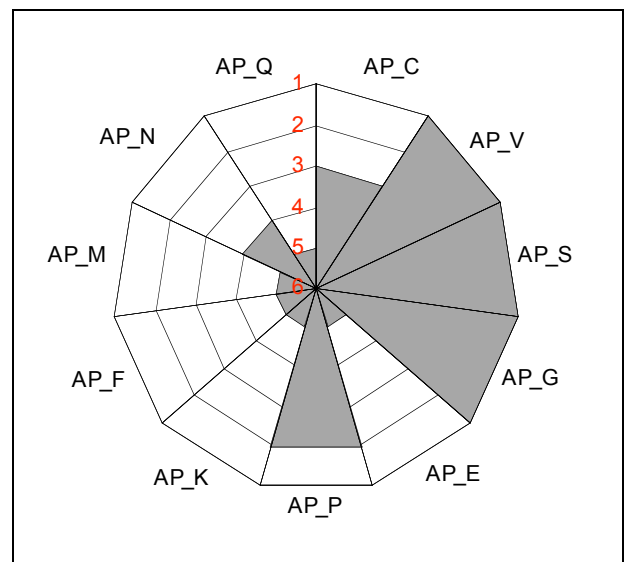
TEMPERAMENT FOR THE JOB

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



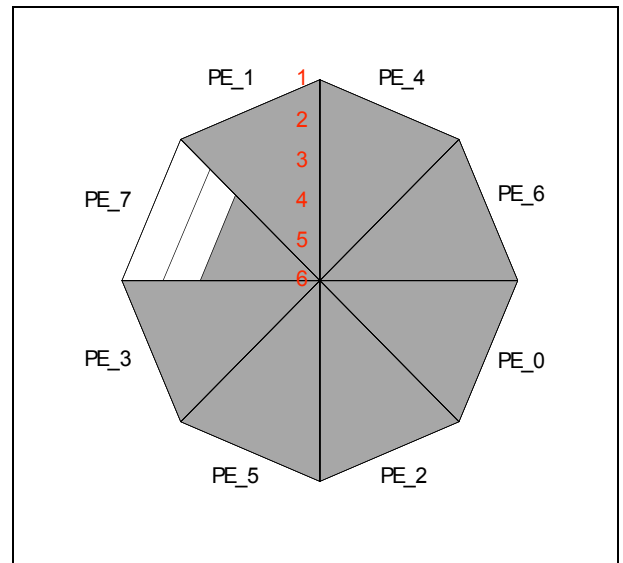
APTITUDE FOR THE JOB

- AP_C See and sense colors, shades, patterns, textures
- AP_V Literary and/or Communicative orientation
- AP_S Mental/sensory awareness of "the big picture"
- AP_G Intellectual and/or Analytical orientation
- AP_E Simultaneous skills in complex physical tasks
- AP_P Sensory/mental awareness of "pieces of a picture"
- AP_K Mental/sensory coordination of physical action
- AP_F Mental/Sensory skill in handling fine detail
- AP_M Manual dexterity in routine "workbench" activities
- AP_N Computational or analytical use of numbers
- AP_Q Sensory/mental awareness of detail per se



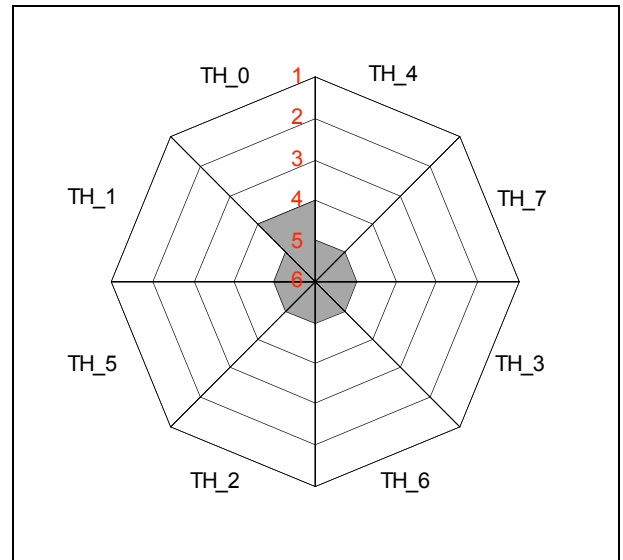
PEOPLE

- PE_4** Entertain: to deliberately influence others
- PE_6** Service communication: voluntarily inform others
- PE_0** Mentor: size up people, personalities, motives
- PE_2** Instruct: teach, train, influence, demonstrate
- PE_5** Persuade: assertively influence, convince others
- PE_3** Supervise: plan, manage work activity of others
- PE_7** Social service directly benefiting others
- PE_1** Negotiate: confront, communicate to achieve goal



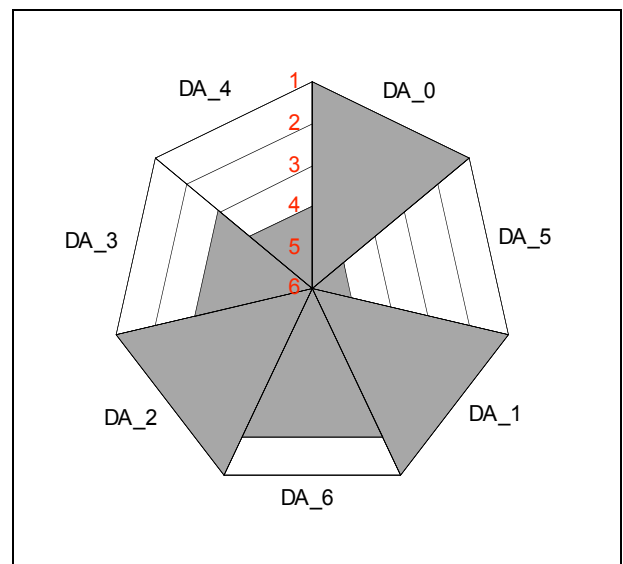
THINGS

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



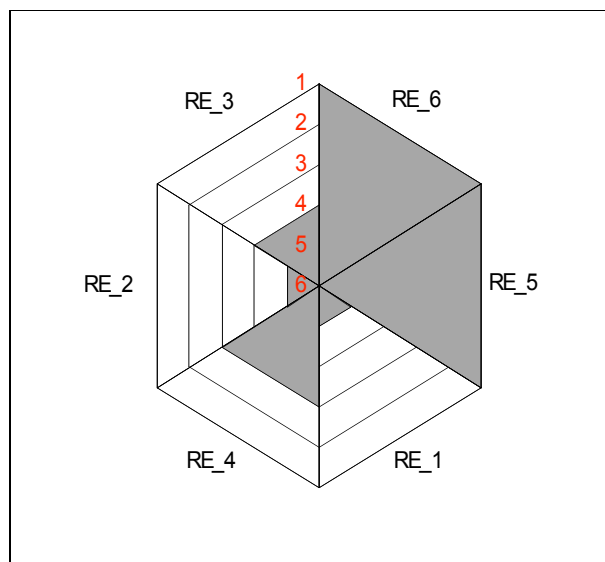
DATA

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



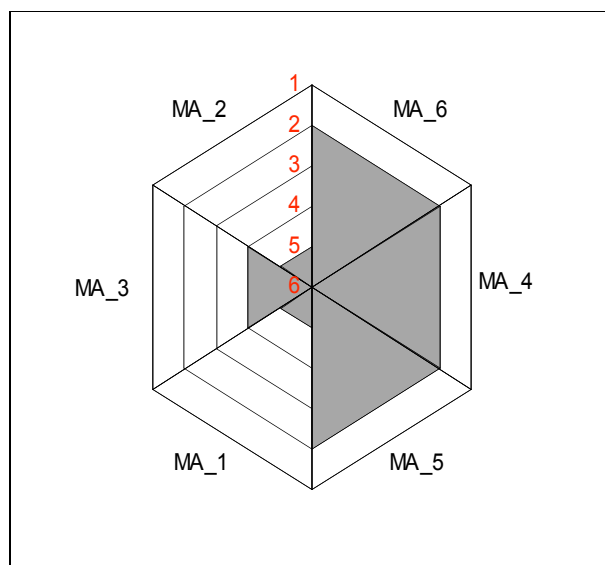
REASONING

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



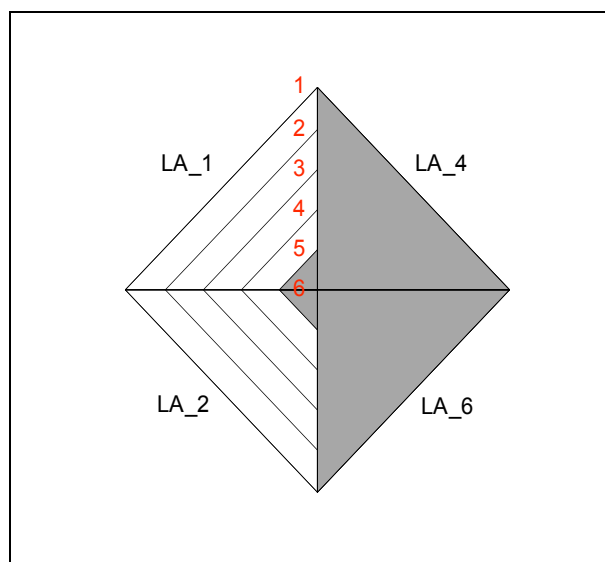
MATHEMATICAL CAPACITY

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



LANGUAGE CAPACITY

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



3. 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.

3.1 MAJOR VOCATIONAL AREAS

Business Relations	84	1
Counseling, Guidance	80	1
Entertainment, Promotion	78	1
Merchandising: Selling, Demonstrating	78	1
Law and Enforcement	77	1
Education and Training	76	1
Investigating, Testing	75	1
Medicine and Health	67	2
Fine Arts: art, music, drama	60	2
Writing and Journalism	60	2
Personal Services	44	3
Engineering	43	4
Mathematics and Science	40	4
Farming, Fishing, Forestry	30	4
Machine Work	20	5
Clerical	15	5
Transportation: Trucks, Bus, Taxi, etc.	15	5
Crafts	14	5
Elemental Work	9	5

3.1.1 FINE ARTS

Decorating and Art Work: design, arrange, consult	81	1
Instructive, Fine Arts: drama, art, music	70	1
Art Work: creative expression, ideas; paint, draw	52	3
Photography: aesthetics, form, color, perspective	42	4
Artistic Restoration: detail, precision; restore	14	5

3.1.2 BUSINESS RELATIONS

Consulting, Business Services: evaluate, influence	83	1
Contract Negotiations: confront, persuade, close	79	1
Business Training: teach, demonstrate, communicate	79	1
Interview/Inform: gather, dispense information	79	1
Corporate Leadership: executive, managerial	74	1

Corresponding: prepare, edit, send communications	71	1
Supervisory: responsible for work done by others	57	2
Accounting, Auditing: analyze, compare, report	53	3
Managerial: organize, coordinate departmental work	50	3
Title and Contracts: find, examine, confirm	45	3
Information Processing: gather, verify, send, file	41	4
Managerial/Supervisory - Service: coordinate	29	5
3.1.3 CLERICAL		
Secretarial: clerical; minor executive assignments	59	2
Schedule, Dispatch, Expedite: coordinate activities	32	4
Facilities Services: utilize equipment and people	32	4
Switchboard Service: relay incoming office calls	28	5
Sort, Inspect, Measure: quality, tolerance, value	22	5
Inspecting, Stock Checking: inventory, verify, store	19	5
Computing and Related Recording: numerical problems	18	5
Paying, Receiving: cash transactions (tellers)	15	5
Classify, File: clerical detail, forms, filing	15	5
Typesetting, Reproducing with Machines: detail, form	15	5
Typing, Related Recording: routine data processing	14	5
Routine Checking and Recording: processing totals	14	5
Cashiering: receive money for goods or services	12	5
Stenographic: shorthand, typing, word processing	10	5
3.1.4 COUNSELING, GUIDANCE, SOCIAL WORK		
Research, Social Science, Psychological	73	1
Guidance, Counseling: personal, work, school, spiritual	72	1
3.1.5 CRAFTS		
Trade Management: plan, oversee craft activities	79	1
Craft Supervision: direct onsite craft activities of others	38	4
Manipulating: sensory/physical/mechanical work	22	5
Precision Working: rigid standards, tolerances	18	5
Costuming, Tailoring, Dressmaking: artistic textile crafts	18	5
Cooking and Related: plan, prepare, serve foods; timing	17	5
Craftsmanship: build, process, repair, inspect	15	5
3.1.6 EDUCATION AND TRAINING		
Training Services: human resource development	85	1
High School, College, University; teach/counsel	81	1
Supervisory and instructive: teach/manage service classes	80	1
Kindergarten, Elementary Education: teach, nurture	78	1
Physical Education: sports; coach, develop skills	72	1
Vocational Education: teach/demonstrate; apprentice	66	2
Instructive: hobbies, crafts, games, recreation	63	2
Animal Training: obedience, performance, show	47	3

Industrial Training: systems, processes, machines	43	4
Flight and Related: teach aircraft flight/operation	31	4
3.1.7	ELEMENTAL WORK	
Feeding/Offbearing: manual labor, machine-timed	20	5
Handling: routine nonmachine tasks, basic work	20	5
Signaling: alert observation; guide/warn public	17	5
3.1.8	ENGINEERING	
Sales Engineering regarding Technical Markets and Customers	84	1
Human Engineering: identify, develop/apply human skills	78	1
Engineering, Scientific, Technical Coordination	76	1
Technical Writing: logic, terminology, explanation	63	2
Industrial Engineering: plan, direct, install, erect	52	3
Systems Engineering: research, design, develop, apply	34	4
Surveying, Prospecting: explore, locate, map	33	4
Engineering Research and Design: conceive, experiment	31	4
Drafting and Related: graphic layout/diagrams/detail	16	5
3.1.9	ENTERTAINMENT	
Creative Entertainment: imagination; spontaneous	73	1
Dramatics: interpret, portray roles	68	2
Musical, Creative: compose, arrange, improvise	68	2
Radio, TV Announcing: poise, vocabulary, delivery	68	2
Specialty Entertainment: please others to make sales	66	2
Modeling: artistic display; fashions, apparel	61	2
Musical, Vocal: singing, choral, solo; public	60	2
Musical, Instrumental: professional potential	58	2
Recreation/Amusement: challenge, risk; competitive	53	3
Amusement/Entertainment: physical, gymnastics, sports	45	3
Rhythmics: dancing, ballet; precision of movement	41	4
3.1.10	FARMING, FISHING, FORESTRY - OUTDOOR, REMOTE	
Technical/Scientific Support: lab/field service	30	4
Farming, Fishing, Forestry: outdoor craftsmanship	18	5
3.1.11	INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE	
Investigate/Protect: monitor, enforce regarding regulations	64	2
Appraise/Investigate: assess, evaluate, measure	36	4
Material Analysis/Physical Science: test regarding specs	25	5
Transport, Test Drive: operator, pilot, engineer	18	5
3.1.12	LAW AND ENFORCEMENT	
Legal and Related: practice of law; judges, lawyers	76	1
Protecting: Monitor, defend persons and property	59	2

3.1.13	MACHINE WORK		
	Setup, All around Machine Work: install, technical	26	5
	Driving/Operating: heavy equipment control and operation	21	5
	Operating/Controlling: stationary machine operation	17	5
	Setup/Adjust: tuning machines to performance standards	14	5
	Tending: observing operations, instruments, gauges	10	5
3.1.14	MATH AND SCIENCE		
	Health Physics: safety engineering, occupational	78	1
	Scientific Research: probe, analyze, experiment	47	3
	Math regarding Physical Sciences: collect, analyze data	23	5
3.1.15	MEDICINE AND HEALTH		
	Child and Adult Care: health maintenance, support	55	3
	Nursing, X-Ray; technical care for patients	52	3
	Medical, Veterinary: diagnose, treat, prescribe	51	3
	Therapeutic: rehabilitation, physical or mental	47	3
	Surgery: manual/instrumental operation/correction	40	4
3.1.16	MERCHANDISING		
	Promotion/Publicity: advertise, market, promote	82	1
	Demonstration sales: store contact with customers	72	1
	Purchase and Sales: merchandising; stores, markets	68	2
	Sell in Seller's Interest: gain for self; commissions	53	3
	Sales and Service: selling, installing equipment	44	3
	Delivery Services: mail, products, services	18	5
3.1.17	PERSONAL SERVICE		
	Customer Services: clerical, duplicating, sending	68	2
	Volunteer Social Service: social, personal	34	4
	Usher/Messenger Service: escort, assist, deliver	27	5
	Beautician/Barber: cosmetic services, styling	19	5
	Personal Service: valet, butler, maid, food service	18	5
	Customer Service: craft, repair, improvements	14	5
3.1.18	TRANSPORTATION, PUBLIC		
	Driver, Public Transportation: bus, taxi, limousine	24	5
3.1.19	WRITING		
	Journalism and Editorial: write, edit, publish news	82	1
	Creative Writing: author; imagination, vocabulary	76	1
	News Reporting: gather, write, send information	75	1
	Translating/Editing: language, format, composition	23	5

3.2 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.

Training Services: human resource development	85	1
Sales Engineering regarding Technical Markets and Customers	84	1
Consulting, Business Services: evaluate, influence	83	1
Promotion/Publicity: advertise, market, promote	82	1
Journalism and Editorial: write, edit, publish news	82	1
Decorating and Art Work: design, arrange, consult	81	1
High School, College, University; teach/counsel	81	1
Supervisory and instructive: teach/manage service classes	80	1
Contract Negotiations: confront, persuade, close	79	1
Business Training: teach, demonstrate, communicate	79	1

4. 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!

4.1 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 interdependency 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.

Management, Strategic, Risk	87	1
Change and Variety	86	1
Philosophical	81	1
Gregarious	79	1
Literary, Communicative	79	1
Management, Organizational	79	1
Cultural (Romantic)	78	1
Persuasive	77	1
Scientific	68	2
Benevolent	66	2
Harmonious, Compatible Relations	51	3
Management, Operational	43	4
Auditory/Musical	39	4
Visual/Artistic	36	4
Technical (Classic)	33	4
Self-oriented	31	4
Firm Opinions and Positions	31	4

Mechanical	26	5
Computational, Numerical	26	5
Nongregarious	23	5
Natural/Outdoor	20	5
Detail, Clerical	17	5
Attachment to the Familiar	17	5

4.2 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.

4.2.1 LEADERSHIP FACTORS

Executive leadership, strategy, influence	86	1
Social, fraternal, organizational leadership	79	1
Management: administrative, operational	69	2
Supervision of operational processes and people	49	3
Expediting, scheduling, dispatching	39	4

4.2.2 INTERPERSONAL FACTORS

Aggressive personal action; confrontation	79	1
Persuasive motivation to influence others	79	1
Other-oriented: involvement, sharing, caring	79	1
Take charge leadership and influence; dominance	70	1
Tactful concern for feelings of others	65	2
Avoid conflict; seek harmony, compatibility	52	3
Strong personal opinions and positions	33	4
Self-aware of status and position regarding others	30	4

4.2.3 SOCIAL FACTORS

Organizational involvement and cooperation	82	1
Communicative: oral, persuasive or literary	81	1
Philosophical interest in life, meaning, destiny	80	1
Gregarious involvement and interaction with others	75	1
Benevolent concern and service for others	71	1

4.2.4 PERFORMANCE FACTORS

New problem solving: theory, hypothesis, options	88	1
Flexibility in decisions, actions, strategy	87	1
Adaptability: ability to fit in; tolerance	76	1
Concentration: topic, detail or procedure	62	2
Scholastic, literary search for information	59	2
Understanding the basic nature of things	52	3
Learning through study, analysis, instruction	51	3
Logical, sequential, systematic procedure	48	3

	Detail: perception, retention, recall of detail	43	4
	Learning by experience; craft apprenticeship	34	4
	Known problem solving; familiar, repetitious	26	5
	Permanence in steady, familiar activities	21	5
	Routine: preference for familiar procedures	21	5
4.2.5	MECHANICAL ORIENTATION		
	Skill (quality): engineering, precision, abilities	43	4
	Feel: sensory/physical ability regarding machines	26	5
	Operational performance with machines	25	5
	Awareness: natural understanding of mechanics	24	5
	Steady (quantity): concentration, skill, routine	17	5
4.2.6	MECHANICAL REPAIR		
	New: mechanical savvy applied to all machines	42	4
	Methodical: logical, sequential repair procedures	38	4
	Natural awareness of machines and parts	33	4
	Familiar: repair skill from previous experience	24	5
	Safe, clean care of job, tools, worksite	12	5
4.2.7	MECHANICAL MAINTENANCE		
	Thoroughness and accuracy in machine maintenance	19	5
	Maintenance under adverse physical conditions	15	5
	Ability to maintain and service machines	14	5
	Provide consistent machine/equipment maintenance	14	5
	Importance of appearance in machine maintenance	13	5

5. EDUCATIONAL ANALYSIS

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.

5.1 LEARNING STYLES

5.1.1 MENTAL ORIENTATION (How you think)

Philosophical: conceptual, strategic; deal w/ideas	80	1
Symbolic/dramatic: visualize/project roles, images	77	1
Intuitive/Impulsive: subconscious awareness/action	72	1
Computational: systematic use of tangible numbers	48	3
Scientific: methodical exploration and discovery	46	3
Perceptual/Sensory: sight/sound/taste/smell/feel	27	5
Mechanical/Functional: natural mechanical expertise	24	5
Pragmatic/Factual: work with known facts, problems	24	5
Clerical/Logical: work with known routine and detail	22	5

5.1.2 PERCEPTUAL ORIENTATION (How you retain information)

Triggered imagination; innovative use of options	82	1
General concept retention: primary ideas; essence	80	1
Triggered fantasy; thinking apart from facts/reality	71	1
Blockage of data; not perceptive of fact, detail	60	2
Triggered computation; numerical and statistical	47	3
Triggered logic: analytical exploration, procedure	46	3
Rote retention: verbatim perception and recall regarding fact	43	4
Blockage under stress by anxiety, intimidation, etc.	21	5
Dogmatic blockage; set opinions resisting change	19	5
Resistance to change; attachment to the familiar	13	5

5.1.3 PERCEPTION REGARDING INPUT “MEDIA” (How you prefer to receive information)

Written essay: informal “literary” explanations	82	1
Auditory: general ideas, concepts; explanations	76	1
Visual: charts, graphs, blueprints, diagrams	63	2
Auditory: technical, specialized fact and data	61	2
Written, Technical: specialized content, language	56	3
Visual: pictures, illustrations, artistic forms	46	3
Published Data: nomenclature, numbers, detail	41	4

5.1.4	COPING WITH LEARNING ENVIRONMENTS		
	Dialog: learning by talking it over with others	87	1
	Social (small group) dialog, sharing, support	84	1
	Social (large group) involvement, interaction	83	1
	Loose Structure: guidelines with individual choice	83	1
	Nonstructured: self-discipline, options, choices	82	1
	Absorb information from lectures (oral delivery)	76	1
	Nonsocial isolation best for study and output	64	2
	Individual study; isolation eliminates distraction	63	2
	Formal Structure: set study conditions, times, rules	28	5
5.1.5	COPING WITH CLASSROOM ENVIRONMENTS		
	Benefit from friendly/involved class environment	85	1
	Benefit from harmonious class environment	85	1
	Benefit from benevolent teaching and/or counseling	83	1
	Cope with critical, pressured environment	81	1
	Cope with authoritarian, dictatorial teaching	80	1
	Copes well in tolerant classroom environment	80	1
	Benefit from friendly/distant class environment	79	1
	Cope with impersonal expectations, nonpressured	73	1
5.1.6	SKILLS FOR TESTING PROCEDURES (How you most effectively test)		
	Oral/Private: ability to orally explain, discuss	85	1
	Written Essay: literary ability to present ideas	84	1
	Informal Appraisal: ability with general knowledge	83	1
	Oral/Public: drive/ability to influence large audience	82	1
	Written-Topical: technical presentation of topic	76	1
	Tests Graded: rote response and accuracy for test	67	2
	Multiple Choice: select best among limited choice	62	2
	Tests Timed: concentrate, respond under pressure	40	4