MAPP™

Motivational Appraisal of Personal Potential

Allison L Reams

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.

Preferences for Allison 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 Allison'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 Allison: "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."

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

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

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

Allison 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 Allison is more technical, scientific or systems-oriented or if these traits are balanced.

Allison 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.

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

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

Allison 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.

Allison prefers and may even require change and variety. Sameness and routine cause loss of interest, drive, and energy. Allison 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.

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.

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

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

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

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

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

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

Allison 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. Allison is going to persuade; the only questions are: when, how, and for what purpose.

Allison 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 Allison 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.

Allison sees self as talented, self-sufficient, and goal-oriented. Most likely, Allison regards work activity and goals as more important than association, interaction, or involvement with people. If vocation calls for working with others, or managing the skills and or abilities of others as part of achieving work objectives, Allison is motivated and equipped to do that. When others are selected for existing, deliverable skills and/or abilities; then performance is expected. But independent, self-directed, self-achieved activity is preferred.

Allison does not prefer or need to be managed by others. It is important to study related Worker Traits to determine whether Allison 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.

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

Allison does not generally see, retain, and/or recall verbatim detail and, instead, shows an awareness of concepts, patterns, general ideas, etc. Allison "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.

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."

Allison'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.

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

Philosophical, cultural, scientific, literary, managerial, and/or computational work, more than likely, represent very important types of mental activities for Allison. Being capable in those activities, Allison'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 Allison 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. Allison prefers to see the big picture by first putting all the 'pieces' together. Most likely Allison already sees pieces as pieces rather than the big picture first and then breaking it apart into all the various pieces.

Allison'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. Allison probably doesn't consider the saying, "Beauty is more than skin deep" as a cliché. Further, Allison 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.) Allison 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."

Allison's motivations and preferences adequately relate to the activities of the mind and its immediate response to use available talent as a first response. (Note: This is a `general' definition that identifies how well and quickly the mind decides what to do physically and how to do it). Where the motivation for the activity is only moderately present, it is unlikely that it will have primary vocational emphasis or motivation. Truly motivated activities for Allison can be either physical or mental depending on other factors (addressed in other traits within this assessment).

Allison has a moderate level of motivation when considering activities where attributes include: sensory/physical coordination, dexterity, timing, rhythm and ability to perform simultaneous function - called "eye-hand-foot coordination" by the Dictionary of Occupational Titles. Allison's motivational level is effected by whatever ability the mind can adequately and immediately link physical reaction, perception and/or senses. Most likely there is not a 'second nature' response in most instances where an immediate response is required by the mind.

In activities where Allison'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. Allison 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, Allison can actually experience a certain, (what can only be considered a mental form of) claustrophobia that may have adverse effects on mental activity.

Math may be about the same as a foreign language for Allison. At least, it is foreign to Allison's mental preferences in one-way or another. Mathematical problems seem to become bigger problems if Allison 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.

Allison 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) Allison is motivated to do other things, 2) Allison does not naturally have the talent for sensory/physical activity of that kind, 3) the activity is too monotonous for Allison's activity preferences, or 4) it is too non-social where social activities are preferred. It is important to identify the reason(s) so Allison can function where natural talent or already existing skills and abilities as well as motivation are greater.

Allison 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, Allison 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.)

"Mentor: a trusted counselor or guide." Allison 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. Allison 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 Allison 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 Allison'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. Allison 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 Allison 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 Allison 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 Allison 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.)

Allison'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.

Allison'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.

Allison 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. Allison 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 Allison 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. Allison 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).

Allison 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 Allison 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.*

Allison has natural preferences related to mechanical, technical, or systems engineering. It includes natural mechanical savvy about "what makes things tick" and motivation to design, assemble, build, install, or operate machines, equipment, or systems. Engineering may or may not be the major vocational activity.

Allison has motivational levels that support operating heavy, mobile equipment such as trucks, earth-movers, cranes, etc. (NOTE: Sensory/physical skills are involved and important: e.g., coordination, dexterity, timing, spatial awareness: size, shape, distance, dimension, perspective, relationship; depth perception). Because motivational levels are only moderate for equipment operation, Allison identifies more with the required talent or abilities rather than with the equipment; i.e., "it's another job". Nonetheless, persons whose natural preferences support a natural mechanical savvy are always interested in tools, appliances, machines, or equipment. Moderately motivated, this operator trait is probably not occupationally specialized.

Allison 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.

"Being stuck to a machine all day" is not Allison'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.

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

Allison 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.

Allison'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 Allison in a short time.

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

Preferences that direct mental activity for Allison 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.

Allison 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 Allison 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!

Allison 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 Allison's perceptual/mental preferences.

Allison'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 Allison is most likely to be deliberate, methodical, and thorough in compiling, labeling, and storing information for later use.

Routine, factual, mathematical problem solving does not represent any vocational preferences for Allison. Therefore, possibly math is not a willing or well-developed skill, and Allison would probably prefer it typically not be a significant part of vocational responsibilities or activities. Study of all traits, particularly those related to **mathematical capacity**, will identify why this is not a particularly motivational activity.

Allison 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.

Allison 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: Allison 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.

Allison 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). Allison 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)

Allison 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).

Allison literally may get 'system claustrophobia' if he/she has prolonged involvement in running, monitoring, or maintaining systems. The experience will most likely be regarded as boring, frustrating, and

quite stressful. It could eventually lead to the proverbial question of which will have the first breakdown the system or Allison. This of course indicates no motivation or natural preference with regard to systems.

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

Allison 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.

Allison 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 Allison's mind.

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

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

Allison is not motivated by routine, basic mathematic-oriented activities and prefers not to work with math nor depend on math skills in occupational activities.

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

Allison 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.

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.

Allison 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 Allison. 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 Allison. 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.

Allison 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 Allison's preferences relative to this trait.

For Allison 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.

Allison 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)

8	Abstract, innovative, creative activities	84	1
6	Concerned with people, communication of ideas	79	1
2	Direct business contact and interaction with others	75	1
4	Management of social or organizational activities	71	1
7	Technical, scientific interests and skills	64	2
0	Output drive: production, goals, efficiency	43	4
5	Work for personal gain, recognition, status	42	4
9	Nonsocial procedures, operations or functions	30	4
1	Physical work with materials, tools, equipment	29	5
3	Routine, organized, methodical procedures	24	5

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

1	Change and variety: accept, utilize, cause change	87	1
X	Provide service dedicated to interest of others	81	1
9	Intuition, creativity: ideas, concepts, options	75	1
8	Handle responsibilities, choices, decisions	73	1
5	Organizational involvement, teamwork, roles	71	1
0	Evaluation: logical study, analysis	68	2
7	Aggressively influence, persuade, get agreement	57	2
4	Plan, control, direct activities of others	53	3
6	Independent, self-planned, self-performed activity	43	4
3	Work under management or supervision by others	31	4

2	Routine activity set by schedule or operations	22	5
Y	Work with detail, data, records, inventory	15	5

2.1.3   APTITUDE FOR THE JOB (Expression of performing tasks)

S	Mental/Sensory awareness of "the big picture"	84	1
V	Literary and/or Communicative orientation	79	1
G	Intellectual and/or Analytical orientation	73	1
P	Sensory/Mental awareness of "pieces of the picture"	65	2
C	See and sense colors, shades, patterns, textures	58	2
K	Mental/Sensory coordination of physical action	41	4
E	Simultaneous skills in complex physical tasks	40	4
Q	Sensory/Mental awareness of detail per se	30	4
N	Computational or analytical use of numbers	29	5
M	Manual dexterity in routine "workbench" activities	26	5
F	Mental/Sensory skills in handling fine detail	23	5

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

0	Mentor: size up people, personalities, motives	83	1
2	Instruct: teach, train, influence, demonstrate	78	1
5	Persuade: assertively influence, convince others	72	1
4	Entertain: to deliberately influence others	69	2
3	Supervise: plan, manage work activity of others	66	2
6	Service communication: voluntarily inform others	63	2
1	Negotiate: confront, communicate to achieve goal	62	2
7	Social service directly benefiting others	47	3

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

0	Engineering, technical planning, installation	45	3
3	Drive/Operate: mobile and heavy equipment; controls	38	4
4	Manipulate: physically manage material processes	36	4
2	Operate/control: on-site machine operation	34	4
7	Handling: basic, routine manual labor	31	4
1	Precision/quality: technical, mechanical standards	28	5
6	Feeding/offbearing: manual labor timed by machines	26	5
5	Tending: monitoring/adjusting gauges, switches, controls	19	5

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

0	Synthesize: holistic, conceptual, strategic thinking	90	1
2	Analyze: investigate, research, experiment	77	1
1	Coordinate: plan, implement, manage procedures	65	2
6	Compare: recognize important factors for use	60	2
3	Compile: gather, classify, store information	49	3
4	Compute: solve routine mathematical problems	34	4
5	Copy: duplicate, transcribe, record, send	27	5

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

6	Holistic concepts, meanings, options, strategies	88	1
5	Apply ideas and strategies to real problems/tasks	74	1
4	Solving on-going problems in familiar areas	41	4
3	Operational systems, procedures, maintenance	31	4
2	Methodical and thorough in routine procedures	29	5
1	Follow specific directions for basic, routine tasks	28	5

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

6	Research: innovative, experimental use of math	73	1
4	Analytical, accounting, auditing use of math	63	2
5	Statistical, investigative mathematics	59	2
3	Computational: solving routine math problems	29	5
1	Counting/Posting: inventory, data processing	12	5
2	Elemental: add, subtract, multiply, divide	8	5

2.1.9   LANGUAGE CAPACITY   (How you relate to the usage of language)

6	Creative literary, communicative ability	86	1
4	Systematic, logical explanation and education	70	1
2	Record, transmit, post, file information	21	5
1	Read, understand, follow basic instructions	16	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
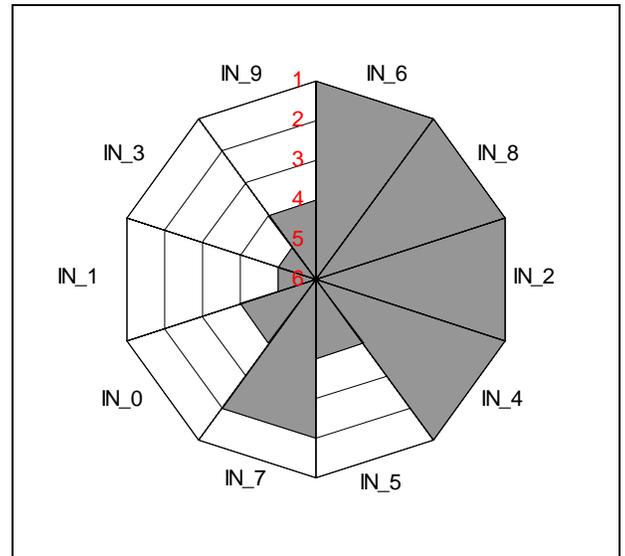
TEMPERAMENT FOR THE JOB

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
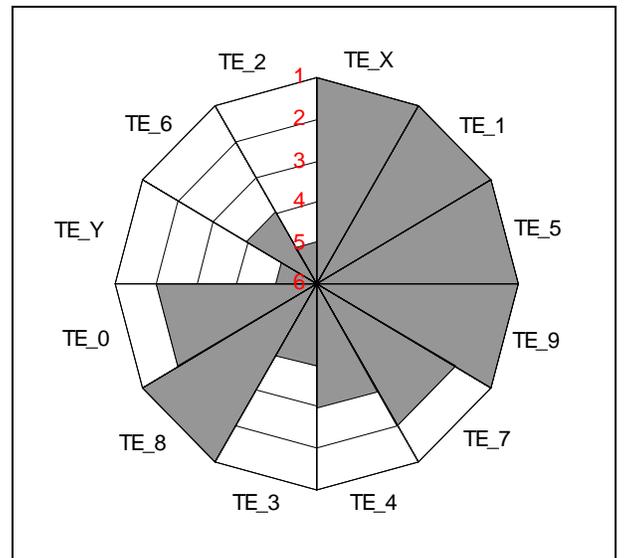
APTITUDE FOR THE JOB

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   Intelectual 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
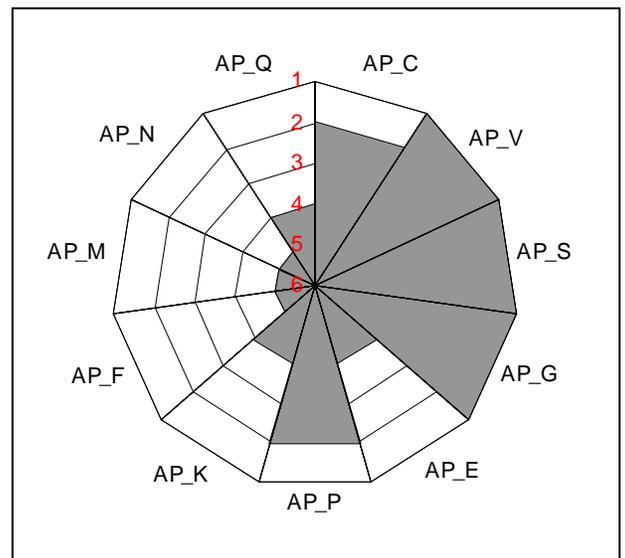
PEOPLE

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
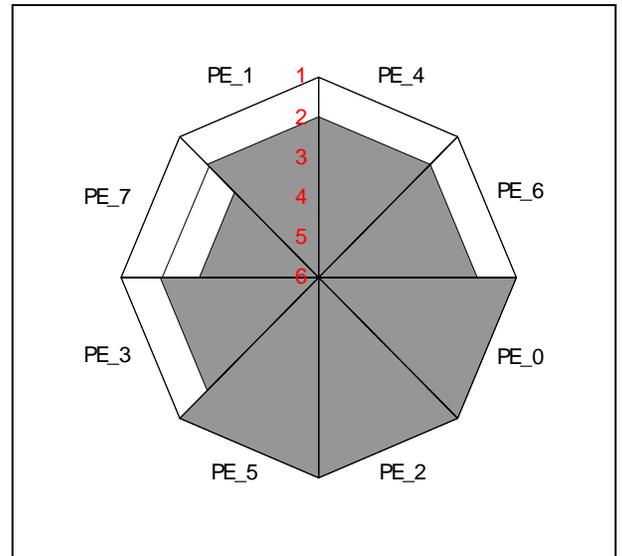
THINGS

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
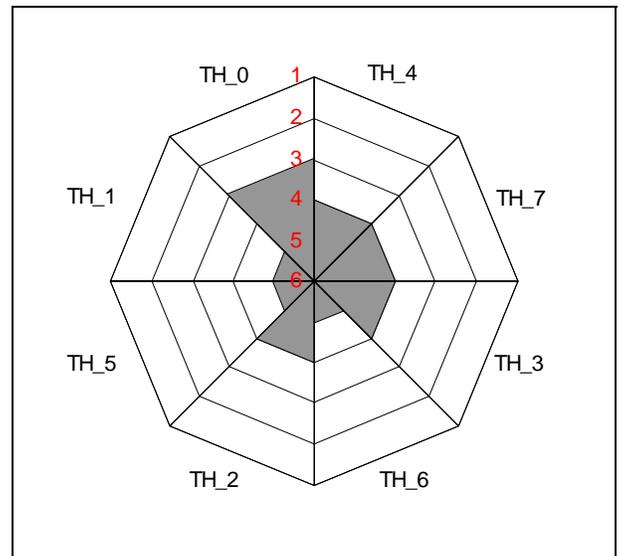
DATA

DA_0 Syntethize: 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
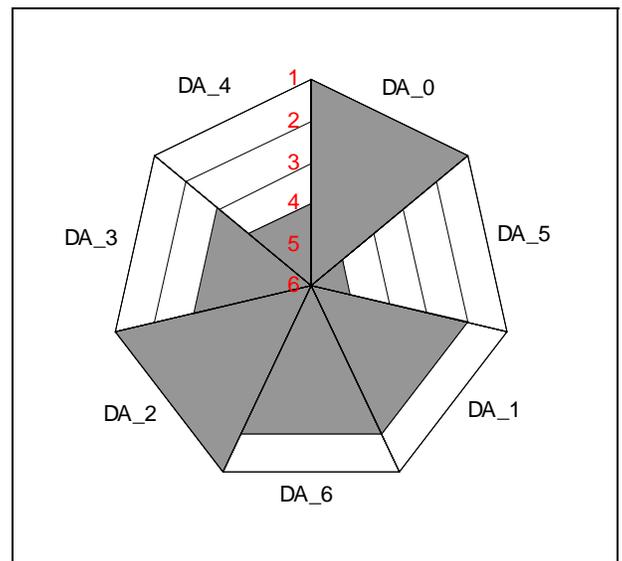
REASONING

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

RE_3   RE_6
RE_2   RE_5
RE_4   RE_1
1 2 3 4 5 6
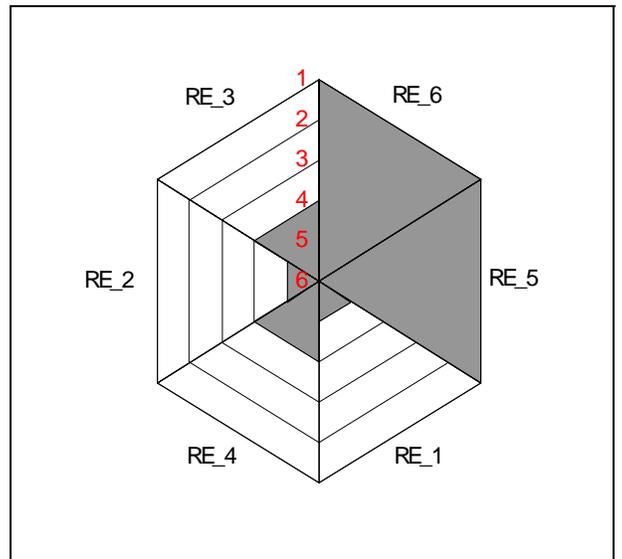
MATHEMATICAL CAPACITY

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

MA_2   MA_6
MA_3   MA_4
MA_1   MA_5
1 2 3 4 5 6
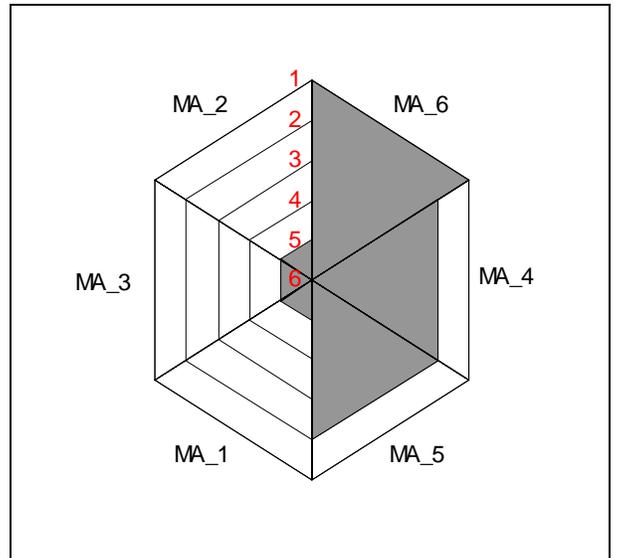
LANGUAGE CAPACITY

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

LA_1   LA_4
LA_2   LA_6
1 2 3 4 5 6
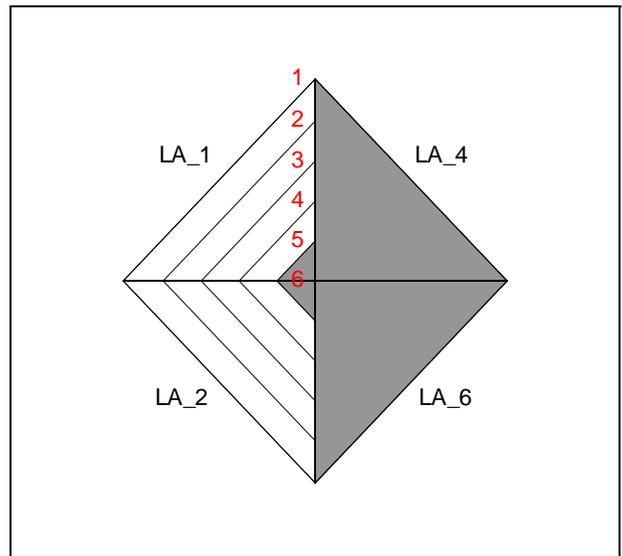
3.   VOCATIONAL ANALYSIS

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

Counseling, Guidance	85	1
Investigating, Testing	81	1
Medicine and Health	77	1
Law and Enforcement	76	1
Merchandising: Selling, Demonstrating	73	1
Education and Training	72	1
Entertainment, Promotion	72	1
Business Relations	66	2
Fine Arts: art, music, drama	61	2
Writing and Journalism	60	2
Engineering	51	3
Mathematics and Science	50	3
Farming, Fishing, Forestry	44	3
Personal Services	41	4
Transportation: Trucks, Bus, Taxi, etc.	31	4
Machine Work	29	5
Crafts	23	5
Clerical	19	5
Elemental Work	14	5

3.1.1   FINE ARTS

Decorating and Art Work: design, arrange, consult	78	1
Instructive, Fine Arts: drama, art, music	73	1
Art Work: creative expression, ideas; paint, draw	60	2
Photography: aesthetics, form, color, perspective	55	3
Artistic Restoration: detail, precision; restore	25	5

3.1.2   BUSINESS RELATIONS

Consulting, Business Services: evaluate, influence	84	1
Corresponding: prepare, edit, send communications	73	1
Interview/Inform: gather, dispense information	72	1
Contract Negotiations: confront, persuade, close	71	1
Corporate Leadership: executive, managerial	67	2

Business Training: teach, demonstrate, communicate	66	2
Accounting, Auditing: analyze, compare, report	53	3
Title and Contracts: find, examine, confirm	48	3
Information Processing: gather, verify, send, file	48	3
Managerial: organize, coordinate departmental work	35	4
Supervisory: responsible for work done by others	29	5
Managerial/Supervisory - Service: coordinate	12	5

3.1.3 CLERICAL

Secretarial: clerical; minor executive assignments	55	3
Typesetting, Reproducing with Machines: detail, form	28	5
Sort, Inspect, Measure: quality, tolerance, value	27	5
Inspecting, Stock Checking: inventory, verify, store	26	5
Facilities Services: utilize equipment and people	24	5
Typing, Related Recording: routine data processing	23	5
Computing and Related Recording: numerical problems	22	5
Routine Checking and Recording: processing totals	22	5
Switchboard Service: relay incoming office calls	20	5
Classify, File: clerical detail, forms, filing	17	5
Schedule, Dispatch, Expedite: coordinate activities	16	5
Stenographic: shorthand, typing, word processing	13	5
Paying, Receiving: cash transactions (tellers)	10	5
Cashiering: receive money for goods or services	8	5

3.1.4 COUNSELING, GUIDANCE, SOCIAL WORK

Research, Social Science, Psychological	84	1
Guidance, Counseling: personal, work, school, spiritual	71	1

3.1.5 CRAFTS

Trade Management: plan, oversee craft activities	76	1
Manipulating: sensory/physical/mechanical work	34	4
Craft Supervision: direct onsite craft activities of others	32	4
Craftsmanship: build, process, repair, inspect	28	5
Costuming, Tailoring, Dressmaking: artistic textile crafts	25	5
Precision Working: rigid standards, tolerances	24	5
Cooking and Related: plan, prepare, serve foods; timing	23	5

3.1.6 EDUCATION AND TRAINING

High School, College, University; teach/counsel	83	1
Training Services: human resource development	82	1
Supervisory and instructive: teach/manage service classes	79	1
Kindergarten, Elementary Education: teach, nurture	73	1
Physical Education: sports; coach, develop skills	71	1
Animal Training: obedience, performance, show	70	1
Vocational Education: teach/demonstrate; apprentice	67	2
Instructive: hobbies, crafts, games, recreation	64	2

Industrial Training: systems, processes, machines	45	3
Flight and Related: teach aircraft flight/operation	37	4

3.1.7 ELEMENTAL WORK

Feeding/Offbearing: manual labor, machine-timed	31	4
Handling: routine nonmachine tasks, basic work	30	4
Signaling: alert observation; guide/warn public	24	5

3.1.8 ENGINEERING

Engineering, Scientific, Technical Coordination	80	1
Sales Engineering regarding Technical Markets and Customers	77	1
Human Engineering: identify, develop/apply human skills	76	1
Technical Writing: logic, terminology, explanation	69	2
Industrial Engineering: plan, direct, install, erect	52	3
Surveying, Prospecting: explore, locate, map	43	4
Engineering Research and Design: conceive, experiment	42	4
Systems Engineering: research, design, develop, apply	40	4
Drafting and Related: graphic layout/diagrams/detail	24	5

3.1.9 ENTERTAINMENT

Musical, Creative: compose, arrange, improvise	73	1
Creative Entertainment: imagination; spontaneous	69	2
Recreation/Amusement: challenge, risk; competitive	69	2
Dramatics: interpret, portray roles	67	2
Radio, TV Announcing: poise, vocabulary, delivery	64	2
Specialty Entertainment: please others to make sales	62	2
Musical, Instrumental: professional potential	59	2
Musical, Vocal: singing, choral, solo; public	52	3
Amusement/Entertainment: physical, gymnastics, sports	51	3
Rhythmics: dancing, ballet; precision of movement	43	4
Modeling: artistic display; fashions, apparel	41	4

3.1.10 FARMING, FISHING, FORESTRY - OUTDOOR, REMOTE

Technical/Scientific Support: lab/field service	44	3
Farming, Fishing, Forestry: outdoor craftsmanship	29	5

3.1.11 INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE

Investigate/Protect: monitor, enforce regarding regulations	71	1
Material Analysis/Physical Science: test regarding specs	41	4
Appraise/Investigate: assess, evaluate, measure	39	4
Transport, Test Drive: operator, pilot, engineer	33	4

3.1.12 LAW AND ENFORCEMENT

Legal and Related: practice of law; judges, lawyers	66	2
Protecting: Monitor, defend persons and property	66	2

3.1.13 MACHINE WORK

Driving/Operating: heavy equipment control and operation	34	4
Setup, All around Machine Work: install, technical	29	5
Operating/Controlling: stationary machine operation	29	5
Setup/Adjust: tuning machines to performance standards	18	5
Tending: observing operations, instruments, gauges	18	5

3.1.14 MATH AND SCIENCE

Health Physics: safety engineering, occupational	88	1
Scientific Research: probe, analyze, experiment	65	2
Math regarding Physical Sciences: collect, analyze data	39	4

3.1.15 MEDICINE AND HEALTH

Medical, Veterinary: diagnose, treat, prescribe	65	2
Nursing, X-Ray; technical care for patients	55	3
Surgery: manual/instrumental operation/correction	51	3
Therapeutic: rehabilitation, physical or mental	51	3
Child and Adult Care: health maintenance, support	47	3

3.1.16 MERCHANDISING

Promotion/Publicity: advertise, market, promote	75	1
Demonstration sales: store contact with customers	66	2
Purchase and Sales: merchandising; stores, markets	52	3
Sell in Seller's Interest: gain for self; commissions	36	4
Sales and Service: selling, installing equipment	34	4
Delivery Services: mail, products, services	29	5

3.1.17 PERSONAL SERVICE

Customer Services: clerical, duplicating, sending	50	3
Volunteer Social Service: social, personal	35	4
Customer Service: craft, repair, improvements	21	5
Usher/Messenger Service: escort, assist, deliver	18	5
Beautician/Barber: cosmetic services, styling	16	5
Personal Service: valet, butler, maid, food service	14	5

3.1.18 TRANSPORTATION, PUBLIC

Driver, Public Transportation: bus, taxi, limousine	30	4

3.1.19 WRITING

Creative Writing: author; imagination, vocabulary	75	1
Journalism and Editorial: write, edit, publish news	73	1
News Reporting: gather, write, send information	70	1
Translating/Editing: language, format, composition	20	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.

Health Physics: safety engineering, occupational	88	1
Consulting, Business Services: evaluate, influence	84	1
Research, Social Science, Psychological	84	1
High School, College, University; teach/counsel	83	1
Training Services: human resource development	82	1
Engineering, Scientific, Technical Coordination	80	1
Supervisory and instructive: teach/manage service classes	79	1
Decorating and Art Work: design, arrange, consult	78	1
Sales Engineering regarding Technical Markets and Customers	77	1
Trade Management: plan, oversee craft activities	76	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 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.

Management, Strategic, Risk	93	1
Philosophical	92	1
Change and Variety	91	1
Scientific	81	1
Cultural (Romantic)	81	1
Literary, Communicative	78	1
Benevolent	70	1
Persuasive	62	2
Gregarious	60	2
Management, Organizational	60	2
Auditory/Musical	47	3
Visual/Artistic	43	4
Technical (Classic)	43	4
Harmonious, Compatible Relations	37	4
Firm Opinions and Positions	37	4
Natural/Outdoor	37	4
Management, Operational	36	4

Nongregarious	32	4
Mechanical	31	4
Self-oriented	29	5
Computational, Numerical	18	5
Attachment to the Familiar	16	5
Detail, Clerical	6	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	84	1
Social, fraternal, organizational leadership	61	2
Management: administrative, operational	58	2
Supervision of operational processes and people	40	4
Expediting, scheduling, dispatching	26	5

4.2.2   INTERPERSONAL FACTORS

Other-oriented: involvement, sharing, caring	72	1
Aggressive personal action; confrontation	71	1
Persuasive motivation to influence others	69	2
Tactful concern for feelings of others	66	2
Take charge leadership and influence; dominance	60	2
Avoid conflict; seek harmony, compatibility	52	3
Self-aware of status and position regarding others	39	4
Strong personal opinions and positions	24	5

4.2.3   SOCIAL FACTORS

Philosophical interest in life, meaning, destiny	85	1
Benevolent concern and service for others	75	1
Communicative: oral, persuasive or literary	75	1
Organizational involvement and cooperation	74	1
Gregarious involvement and interaction with others	56	3

4.2.4   PERFORMANCE FACTORS

New problem solving: theory, hypothesis, options	94	1
Flexibility in decisions, actions, strategy	86	1
Adaptability: ability to fit in; tolerance	71	1
Understanding the basic nature of things	70	1
Scholastic, literary search for information	64	2
Concentration: topic, detail or procedure	63	2
Learning by experience; craft apprenticeship	49	3
Learning through study, analysis, instruction	49	3

Logical, sequential, systematic procedure	42	4
Detail: perception, retention, recall of detail	35	4
Permanence in steady, familiar activities	24	5
Routine: preference for familiar procedures	24	5
Known problem solving; familiar, repetitious	18	5

4.2.5　　　　MECHANICAL ORIENTATION

Feel: sensory/physical ability regarding machines	41	4
Awareness: natural understanding of mechanics	37	4
Operational performance with machines	37	4
Skill (quality): engineering, precision, abilities	36	4
Steady (quantity): concentration, skill, routine	18	5

4.2.6　　　　MECHANICAL REPAIR

New: mechanical savvy applied to all machines	53	3
Natural awareness of machines and parts	48	3
Methodical: logical, sequential repair procedures	39	4
Familiar: repair skill from previous experience	32	4
Safe, clean care of job, tools, worksite	13	5

4.2.7　　　　MECHANICAL MAINTENANCE

Thoroughness and accuracy in machine maintenance	27	5
Maintenance under adverse physical conditions	26	5
Ability to maintain and service machines	25	5
Provide consistent machine/equipment maintenance	25	5
Importance of appearance in machine maintenance	25	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	85	1
Intuitive/Impulsive: subconscious awareness/action	82	1
Symbolic/dramatic: visualize/project roles, images	77	1
Scientific: methodical exploration and discovery	60	2
Perceptual/Sensory: sight/sound/taste/smell/feel	50	3
Computational: systematic use of tangible numbers	43	4
Mechanical/Functional: natural mechanical expertise	37	4
Clerical/Logical: work with known routine and detail	29	5
Pragmatic/Factual: work with known facts, problems	15	5

5.1.2 PERCEPTUAL ORIENTATION (How you retain information)

Triggered imagination; innovative use of options	88	1
General concept retention: primary ideas; essence	85	1
Triggered fantasy; thinking apart from facts/reality	72	1
Blockage of data; not perceptive of fact, detail	67	2
Triggered logic: analytical exploration, procedure	46	3
Triggered computation; numerical and statistical	42	4
Rote retention: verbatim perception and recall regarding fact	35	4
Dogmatic blockage; set opinions resisting change	16	5
Resistance to change; attachment to the familiar	11	5
Blockage under stress by anxiety, intimidation, etc.	6	5

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

Written essay: informal "literary" explanations	84	1
Auditory: general ideas, concepts; explanations	79	1
Visual: charts, graphs, blueprints, diagrams	65	2
Auditory: technical, specialized fact and data	63	2
Written, Technical: specialized content, language	61	2
Visual: pictures, illustrations, artistic forms	56	3
Published Data: nomenclature, numbers, detail	49	3

5.1.4   COPING WITH LEARNING ENVIRONMENTS

Social (small group) dialog, sharing, support	88	1
Dialog: learning by talking it over with others	88	1
Nonstructured: self-discipline, options, choices	86	1
Loose Structure: guidelines with individual choice	85	1
Absorb information from lectures (oral delivery)	84	1
Social (large group) involvement, interaction	81	1
Individual study; isolation eliminates distraction	72	1
Nonsocial isolation best for study and output	71	1
Formal Structure: set study conditions, times, rules	30	4

5.1.5   COPING WITH CLASSROOM ENVIRONMENTS

Benefit from friendly/involved class environment	82	1
Benefit from harmonious class environment	82	1
Benefit from benevolent teaching and/or counseling	82	1
Benefit from friendly/distant class environment	81	1
Copes well in tolerant classroom environment	81	1
Cope with impersonal expectations, nonpressured	80	1
Cope with critical, pressured environment	72	1
Cope with authoritarian, dictatorial teaching	68	2

5.1.6   SKILLS FOR TESTING PROCEDURES (How you most effectively test)

Written Essay: literary ability to present ideas	87	1
Oral/Private: ability to orally explain, discuss	86	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	82	1
Tests Graded: rote response and accuracy for test	65	2
Multiple Choice: select best among limited choice	64	2
Tests Timed: concentrate, respond under pressure	40	4