



**MAPP**<sup>™</sup>

Jane Doe

## Executive Appraisal

*The contents of this document are confidential and are not to be reproduced in any fashion without the explicit written permission of Assessment.com.*

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

# 1. NARRATIVE INTERPRETATION

## 1.1. INTEREST IN JOB CONTENTS (Those tasks you want to perform)

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

Jane is interested in ideas, concepts, and meaning as part of perceptual and mental activities. Intellectual, theoretical and/or creative activities are balanced with other activities and do not have a priority or emphasis.

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

Jane is moderately motivated to manage others on a social or organizational basis as part of overall vocational responsibilities and activities. Rather than functioning in the top executive or managerial position or role, Jane is possibly more comfortable with a position in middle management or as a group or team leader. Motivational levels of related traits can identify reasons and/or preferences for such management roles and responsibility.

Jane enjoys associating and interacting with people but likes independence as well. So the activity, rather than people, is more than likely the deciding factor. Where mutual interest is the purpose for association, Jane willingly participates and cooperates. Where interests differ, Jane will independently pursue those interests.

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

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

Jane's preferences are oriented toward fact, reality, and tangible processes. Perceptions, thinking, and expression are not related to intangibles, abstract ideas, theory, fiction, hypothesis, etc. Instead, logical, analytical, computational, administrative, clerical, operational, and/or sensory/physical activities fit Jane's motivations and preferences.

Deadlines do not motivate Jane as they only increase the pressure. "Deadline" is the word that comes to mind when Jane thinks or hears of plans, schedules, assignments, objectives, and/or goals. Jane needs and values leisure, flexibility, and opportunity to set and go at a self-pace (sometimes insisting on the right). If others try to push for faster performance from Jane, it could have the effect of slowing down progress even further.

Jane 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.

Jane is generally not interested in or motivated by scientific research of a technical nature or in technical systems, equipment, programs, or activities. This strongly suggests that trait combinations and/or trait motivation for scientific and/or technical activities are probably not vocationally important.

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

*This Temperament section identifies the motivation and talent an individual possesses in twelve Worker Trait Areas and coincides with the Interest section. The Temperament and Interest sections say the same thing from a different perspective. Your highest motivators will be displayed first. In this section you will learn things such as; do you prefer lots of change and variety on the job, are you persuasive, do you prefer to work in teams or independently, are you a naturally driven to evaluate and analyze, and more.*

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

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

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

Jane indicates a moderate preference to work under the competent leadership of others, closely with peers, or function independently. It is valuable to identify which social environment may be best suited for Jane, but the work role in and of itself is not the motivational factor.

Jane 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 Jane 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.

Jane is motivated to influence and convince others as part of social, organizational, vocational, or recreational activities. A motivation exists to speak up when there is reason, occasion, or opportunity to sway others to Jane's ideas or way of thinking. Persuasive efforts may be oral, written, or via some media (like email). Motivation behind that persuasion is to get others to accept what one is communicating.

Jane prefers not to have primary responsibility for exercising options, decisions, and actions relative to future possibilities and choices. Personal awareness, activities, roles, and relationships are based on current knowledge, experience, and/or relationships. Abstract, theoretical, hypothetical, and intangible matters are not part of everyday perceptions and thinking.

Jane 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, Jane seeks and needs frequent breaks and other change and/or variety. Performance and quality of work tend to fade as repetitive activity continues.

Jane 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.

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

Perception, thinking, logic, decisions, and actions of Jane are more than likely based in fact, resulting from personal experience. Experience is the process for learning, development, turning natural talents or preferences or motivations into usable skills, and functioning in vocational activities. Preferences for Jane are not generally oriented toward fantasy, abstract ideas, creativity, theory, hypothesis, research, or experimentation.

Jane's preferences are generally oriented toward what is tangible, factual, and functional, where logic is based on utility: Motivation comes from considering questions such as: What is it? How do I use it? What can I do with it? Logic is used to figure things out, often by trial and error in actual practice. Learning is probably achieved best by apprenticeship. Regarding problem solving, Jane most likely relies heavily on past experience.

### 1.3. APTITUDE FOR THE JOB (Expression of performing tasks)

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

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

Jane has few artistic preferences, and where preferences are lowest, artistic talent has probably not been developed to any usable ability. (NOTE: Given industry norms, the use of artistic details and processes in job context is problematic for people without such preferences).

Jane's preferences revolve around reality, tangible evidence, practical utility, and talent and/or abilities gained through experience. The big picture tends to be like some mirage on a desert; it is hard to get a handle on things that keep moving further and further from the here and now. Jane prefers to count on things and pin them down in order to best use and rely on them.

The motivations and preferences influencing Jane'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 Jane has a high preference for sensory/physical activities.

More than likely, Jane 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, Jane prefers to consider the sensory/physical system (the body) as 'on call' and adequately able to perform as expected.

In activities where Jane'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. Jane 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, Jane 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 Jane. At least, it is foreign to Jane's mental preferences in one-way or another. Mathematical problems seem to become bigger problems if Jane 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.

Jane 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, Jane would likely indicate that these are not a preferred career or avocation.

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

Intellectual and/or analytical activities aren't particularly important to Jane.

Jane most likely prefers to "wing it" by intuitive or conceptual awareness of the big picture without taking into account, or taking count of, the specific pieces of the picture. Very often, such intuition is (or has been) reliable and therefore is trusted for guidance and decisions. Such assumption carries greater risk. It is something akin to driving without a map or flying without instruments.

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

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

Jane'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.

Jane does prefer considering people both philosophically, and psychologically. This natural motivation towards an interest in people causes a personal, ethical interest in the potential and destiny of others. If that interest is reinforced by strong benevolence, Jane prefers to be active in service directly involved with and beneficial for others. It is important to see what motivational levels exist for Jane with regard to benevolence, gregariousness, managerial activities, persuasiveness and/or dedication to harmonious relations. Each or all of those traits can be interactive with this mentoring trait and strongly influence the if, how and why that mentoring is done.

Jane is ready, willing, and perhaps even able (or trainable) to persuasively influence others with the intent or hope to convince them to agree with what is said. Because this trait is moderately motivated, Jane is probably not inclined to make a living by selling on a

commission basis. Instead, persuasion is interactive with other traits and finds expression in other ways such as teaching, counseling, etc.

Jane is motivated to voluntarily communicate to others with the intent or hope that the information will be in their interest and for their benefit. At this motivational level, it is probable that Jane is more strongly motivated in benevolent and literary traits rather than just this persuasive trait. The persuasive trait here might have a lower motivational level, however, the sense of service responsibility will cause certain willingness, even duty, to communicate persuasively if warranted.

Jane can be motivated in some situations to assume the responsibilities for planning, assigning, directing, supervising, and monitoring work activities of others. Preferences lean toward steady, on-site contact and interaction with those being supervised. Motivational levels are effected by the amount of responsibilities that include morale, attitudes, attendance, training, safety, and getting adequate quality and performance from employees.

Jane is motivated to educate, which means to share knowledge that will be useful for the persons taught. Instructing can be in many forms: teaching, training, influencing, and demonstrating. It is done through various combinations of traits, and there are many traits that could be involved. So it is necessary to scan all traits to discover why and how Jane prefers to or is motivated to instruct others.

Jane 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 Jane to ignore or say "no" to anyone less fortunate.

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

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

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

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

Jane'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 Jane in a short time.

Jane 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.

Jane'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 Jane's preferences.

"Being stuck to a machine all day" is not Jane'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, Jane does not prefer working with heavy equipment operation.

Jane 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.

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

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

*The data section identifies preferences, motivations and priorities for certain kinds of mental activities. If interests and preferences are primarily intellectual, academic, scholarly, scientific, mathematical, or professional, this may be the most important section of the Worker Trait Code System for the person appraised. If his/her preferences are not primarily mental, this section may have little value. If these factors are important for this profile, then factors in the reasoning, math, and language sections will also be both relevant and important.*

Copy activity involves detail and routine, which is preferred by Jane and includes reproducing images, information, etc. by machine operation and/or graphic design and layout. (NOTE: It is an asset for database management, computer publishing activity, administrative or library work, and/or warehouse processing).

Jane is not motivated to lead, manage, coordinate, manipulate, or administratively control processes. Therefore, mental preferences tend to be independent of strategic, competitive, operational, or administrative management or manipulation. Preferences behind 'thinking' tend to be an end in and of itself and possibly somewhat distant from direct functional applications.

Jane does not prefer analytical, exploratory or investigative activities. This is suggestive of one of three other mental preferences or the combination of two of those: 1) imaginative, creative, abstract perception and thought (rather than logic); 2) methodical, linear computation or reasoning; or 3) natural, subconscious savvy directly connected with sensory or sensory/physical talents and or abilities, whatever they may be. It is important to determine, by reviewing all traits, which of those indicate a higher motivational level for Jane.

Jane's mental preferences are a factual, realistic, logical handling of that which is directly related to knowledge and experience. Jane wants proof, like biting a nickel to see if it is made of wood or metal. Fantasy, fiction, abstract ideas, theory, and hypothesis are not a preferred set of mental exercises for Jane. Jane is motivated on the basis of logic, reasoning, personal natural talent-based savvy or sensory/physical abilities whatever they may be. Because Jane is not motivated to function on the basis of the big picture, it is important to determine, from review of all traits related to mental activity, which piece or pieces of the picture set primary motivations.

Routine, factual, mathematical problem solving does not represent any vocational preferences for Jane. Therefore, possibly math is not a willing or well-developed skill, and Jane 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.

Jane is not naturally motivated to remain attentive to detail and does not prefer clerical or administrative activities. Jane can probably see the truth and perhaps humor in the statement: 'If information is saved for future reference or use, it is quite likely that it will not be remembered, or its location will be forgotten'. Jane is mostly likely to remember information in general terms relative to the main theme or subject.

Jane's preferences don't even support a curiosity about where things could be used, where they fit, or how they could be fit together in new ways. Instead, preferences tend to lean toward seeing things as they are, in abstraction, without regard to linkage or relationship with other things.

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

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

Depending on the situation, Jane generally prefers simple, routine tasks in a familiar environment. This preference of Jane's is probably limited to hearing or reading exactly what was meant and doing as instructed. (NOTE: This is a good trait for operational, administrative, or clerical activities. {In fast-food establishments for example, it is essential.}) Three kinds of persons typically have issues with this kind of job: 1) Those who don't hear (sometimes won't hear) or remember specific instructions, 2) those who feel entitled or licensed to do it some other way, and 3) those who simply cannot, for many reasons, "keep their nose to the grindstone" in such basic, routine tasks.

Jane prefers to work with facts and tangibles. Intangibles, abstract ideas, theories, and hypotheses do not stimulate any motivation within any vocation. Plans, schedules, and processes are the kinds of things that Jane can get a handle on and is motivated to use constructively.

Problems and problem-solving responsibilities do not motivate Jane. Management responsibilities for problem solving are more than likely avoided. Jane assumes or hopes that things will occur without problems. When problems arise, they may be experienced as frustrating and stressful.

Systems and technical strategies are not part of what motivates Jane. Jane is not naturally motivated to perceive or think about life, situations or things as jigsaw puzzles that are to be taken apart, analyzed, and then put back together, especially if they aren't in the same place as before. Jane sees things as they are and for what they are without a natural preference for curiosity or questions.

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

Jane 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 Jane. This of course indicates no motivation or natural preference with regard to systems.

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

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

Jane is naturally motivated when called upon to be aware of and attentive to detail in perception, recording, and processing. This is valuable in many occupations such as pharmacist, registered nurse, transportation and distribution, switchboard activity, data processing centers, etc.

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

Jane 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.

Management responsibility based on mathematical calculations and decisions is not a preferred activity for Jane.

Statistical and/or investigative kinds of math are not motivational for Jane's perception of math and may even consider the practice as too esoteric. Arithmetic and business math may be within the range of what Jane considers self as able, but it still probably falls outside of what is motivational. In that instance, Jane probably relates to the old saying: "I can, but who says I want to?"

Theoretical, abstract math does not define a preference for Jane, and perhaps math itself simply may not be a motivational factor. Review of all related traits identify if and where math may motivate Jane and how that may be applicable to occupational activities.

## 1.9. LANGUAGE CAPACITY (How you relate to the usage of language)

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

Logical explanation and education can be motivational for Jane in some instances. This motivational level is based on the complementary interaction of a number of traits: social, leadership, influential, technical, service and functional. Review of all worker traits will identify Jane's specific journalistic motivations and or preferences.

Jane has creative writing and communicating preferences that are important vocational motivators. Mental preferences are holistic and conceptual and include abstract ideas, concepts, theory, capacity for fiction, and symbols. Writing probably is not so motivational as to be a specialized or professional activity, but Jane probably does consider it in particular areas. Other worker traits should be screened to determine where and how writing and other communicative media fits into Jane's vocational preferences.

Jane 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.

For Jane 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.

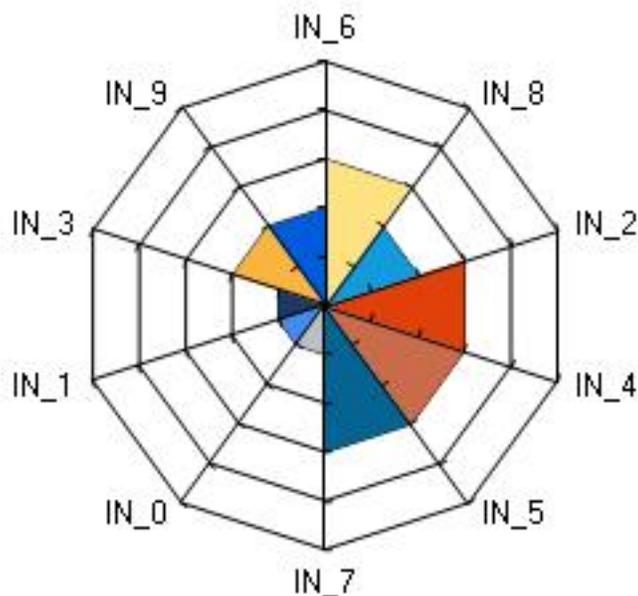
## 2. WORKER TRAIT CODE SYSTEM

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.

### WORKER TRAIT SCORES

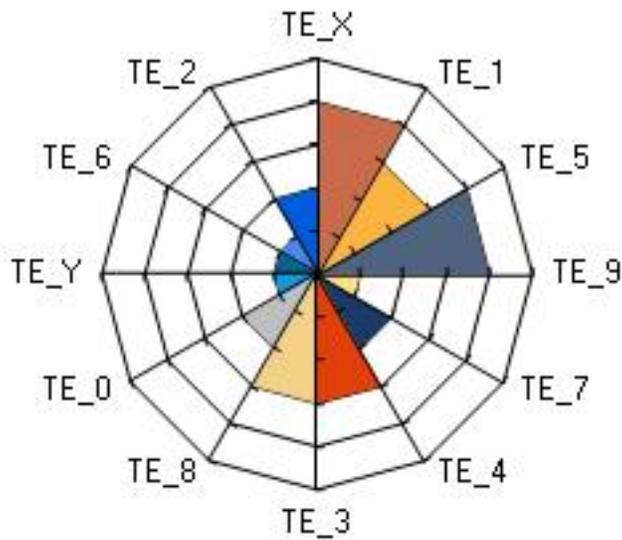
#### 2.1. INTEREST IN JOB CONTENT

IN_2 - Direct business contact and interaction with others	3	55
IN_4 - Management of social or organizational activities	3	55
IN_5 - Work for personal gain, recognition, status	3	55
IN_6 - Concerned with people, communication of ideas	3	55
IN_3 - Routine, organized, methodical procedures	4	35
IN_9 - Nonsocial procedures, operations or functions	4	32
IN_8 - Abstract, innovative, creative activities	4	30
IN_0 - Output drive: production, goals, efficiency	5	29
IN_1 - Physical work with materials, tools, equipment	5	24
IN_7 - Technical, scientific interests and skills	5	21



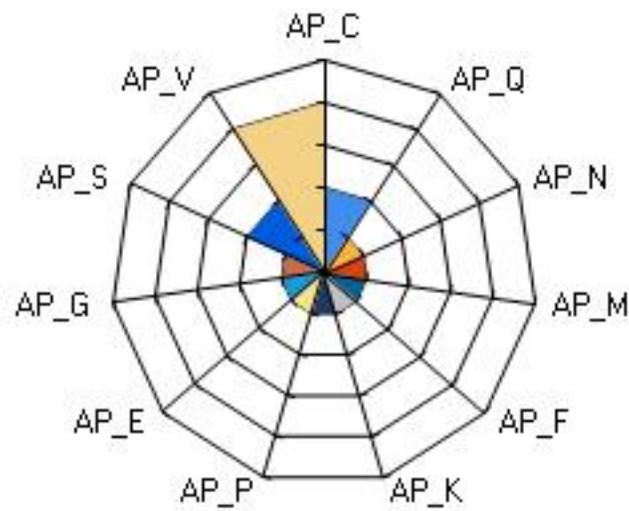
## 2.2. TEMPERAMENT FOR THE JOB

TE_5 - Organizational involvement, teamwork, roles	2	64
TE_X - Provide service dedicated to interest of others	2	59
TE_1 - Change and variety: accept, utilize, cause change	3	56
TE_3 - Work under management or supervision by others	3	48
TE_4 - Plan, control, direct activities of others	3	44
TE_7 - Aggressively influence, persuade, get agreement	4	43
TE_8 - Handle responsibilities, choices, decisions	4	36
TE_2 - Routine activity set by schedule or operations	4	30
TE_6 - Independent, self-planned, self-performed activity	5	28
TE_Y - Work with detail, data, records, inventory	5	27
TE_9 - Intuition, creativity: ideas, concepts, options	5	26
TE_0 - Evaluation: logical study, analysis	5	22



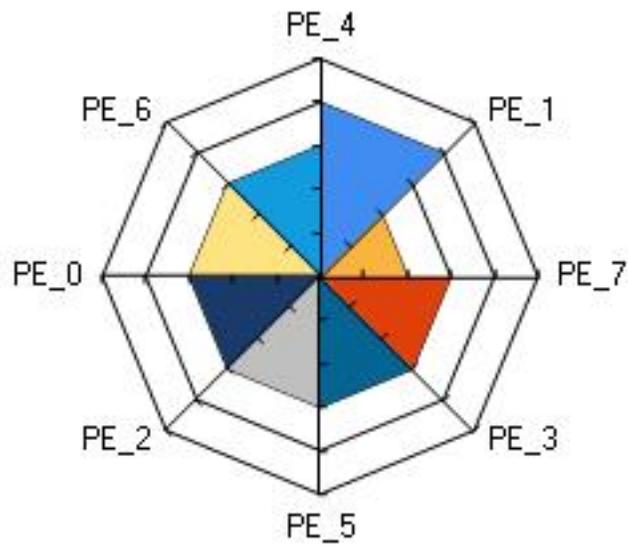
### 2.3. APTITUDE FOR THE JOB

AP_V - Literary and/or Communicative orientation	2	58
AP_C - See and sense colors, shades, patterns, textures	4	34
AP_S - Mental/Sensory awareness of "the big picture"	4	31
AP_K - Mental/Sensory coordination of physical action	5	29
AP_Q - Sensory/Mental awareness of detail per se	5	27
AP_E - Simultaneous skills in complex physical tasks	5	27
AP_N - Computational or analytical use of numbers	5	26
AP_F - Mental/Sensory skills in handling fine detail	5	25
AP_G - Intellectual and/or Analytical orientation	5	24
AP_M - Manual dexterity in routine "workbench" activities	5	24
AP_P - Sensory/Mental awareness of "pieces of the picture"	5	23



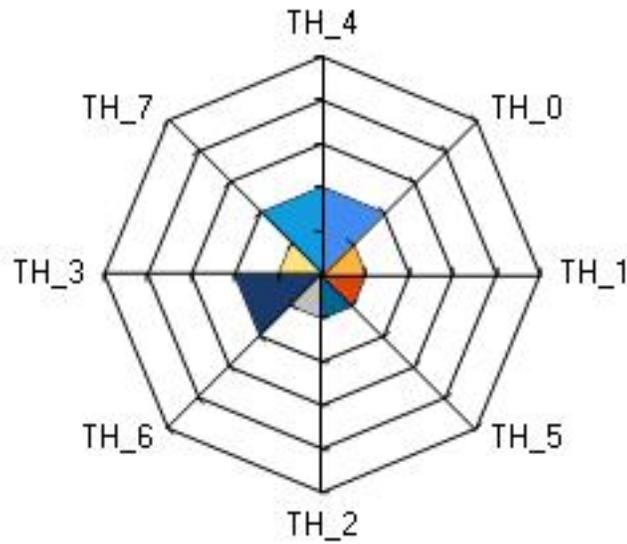
## 2.4. PEOPLE

PE_4 - Entertain: to deliberately influence others	2	58
PE_0 - Mentor: size up people, personalities, motives	3	56
PE_5 - Persuade: assertively influence, convince others	3	55
PE_6 - Service communication: voluntarily inform others	3	52
PE_3 - Supervise: plan, manage work activity of others	3	50
PE_2 - Instruct: teach, train, influence, demonstrate	3	48
PE_7 - Social service directly benefiting others	3	46
PE_1 - Negotiate: confront, communicate to achieve goal	4	38



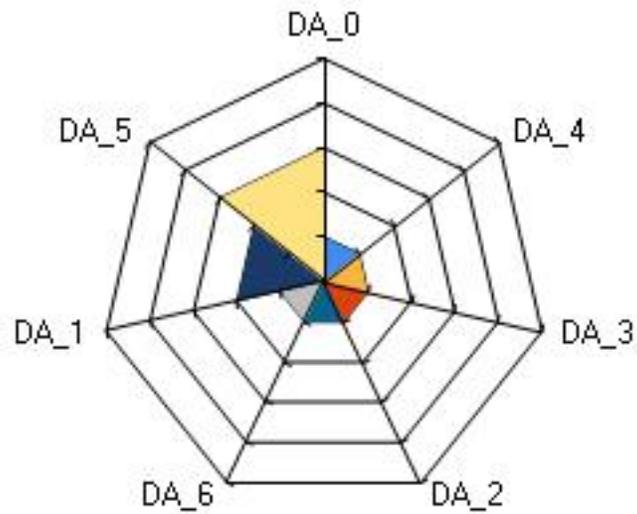
## 2.5. THINGS

TH_7 - Handling: basic, routine manual labor	4	36
TH_6 - Feeding/offbearing: manual labor timed by machines	4	33
TH_4 - Manipulate: physically manage material processes	4	31
TH_5 - Tending: monitoring/adjusting gauges, switches, controls	5	29
TH_2 - Operate/control: on-site machine operation	5	27
TH_3 - Drive/Operate: mobile and heavy equipment; controls	5	25
TH_1 - Precision/quality: technical, mechanical standards	5	23
TH_0 - Engineering, technical planning, installation	5	15



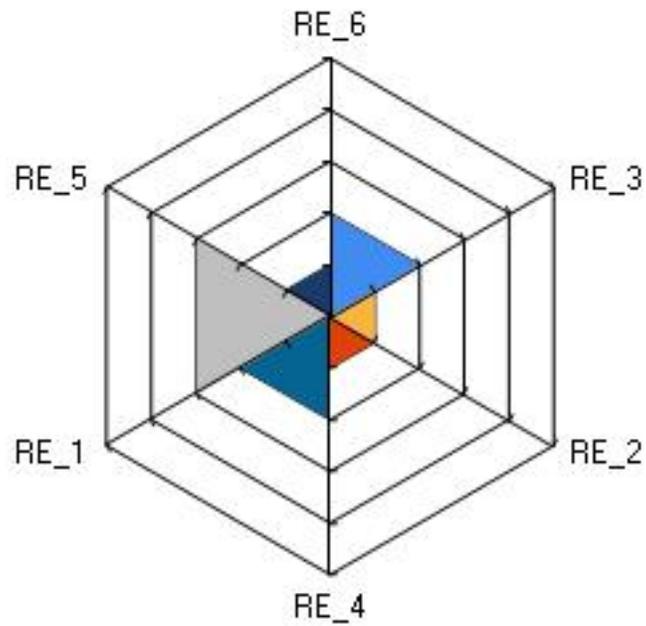
## 2.6. DATA

DA_5 - Copy: duplicate, transcribe, record, send	3	48
DA_1 - Coordinate: plan, implement, manage procedures	4	36
DA_0 - Synthesize: holistic, conceptual, strategic thinking	5	26
DA_2 - Analyze: investigate, research, experiment	5	26
DA_3 - Compile: gather, classify, store information	5	24
DA_4 - Compute: solve routine mathematical problems	5	24
DA_6 - Compare: recognize important factors for use	5	23



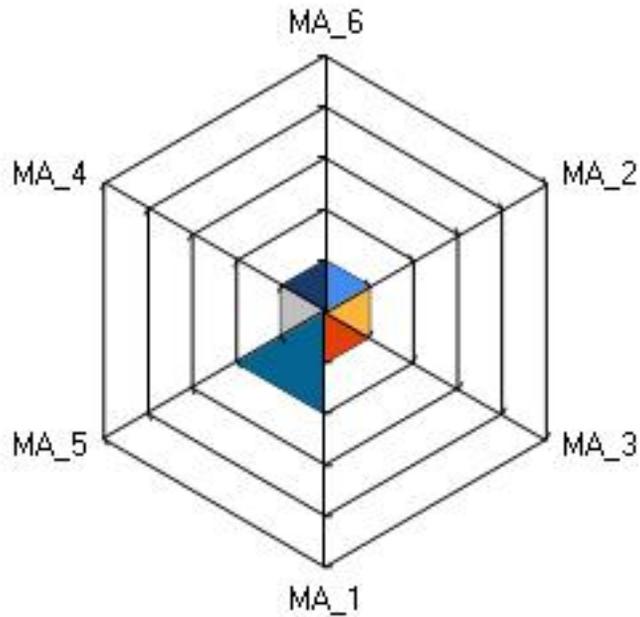
## 2.7. REASONING

RE_1 - Follow specific directions for basic, routine tasks	3	44
RE_6 - Holistic concepts, meanings, options, strategies	4	33
RE_4 - Solving on-going problems in familiar areas	4	30
RE_5 - Apply ideas and strategies to real problems/tasks	5	28
RE_3 - Operational systems, procedures, maintenance	5	27
RE_2 - Methodical and thorough in routine procedures	5	27



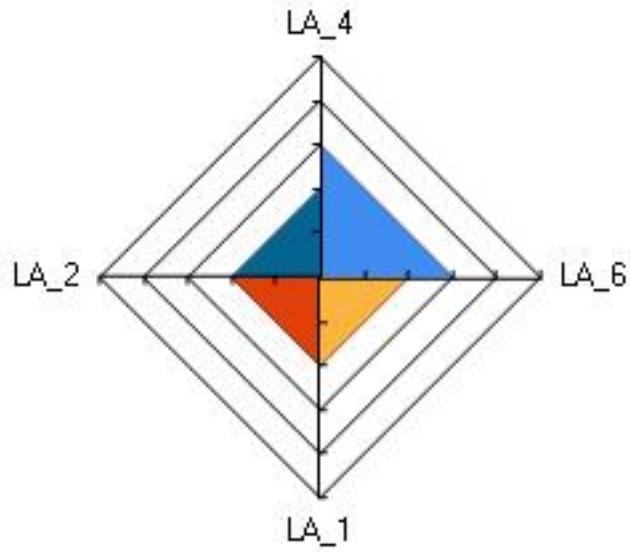
## 2.8. MATHEMATICAL CAPACITY

MA_1 - Counting/Posting: inventory, data processing	4	37
MA_3 - Computational: solving routine math problems	5	26
MA_4 - Analytical, accounting, auditing use of math	5	25
MA_2 - Elemental: add, subtract, multiply, divide	5	25
MA_5 - Statistical, investigative mathematics	5	23
MA_6 - Research: innovative, experimental use of math	5	22



## 2.9. LANGUAGE CAPACITY

LA_4 - Systematic, logical explanation and education	3	47
LA_6 - Creative literary, communicative ability	4	39
LA_1 - Read, understand, follow basic instructions	4	36
LA_2 - Record, transmit, post, file information	4	34



### 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

Entertainment, Promotion	2	62
Merchandising: Selling, Demonstrating	3	54
Counseling, Guidance	3	53
Personal Services	3	48
Business Relations	3	48
Education and Training	3	47
Writing and Journalism	3	44
Law and Enforcement	3	44
Elemental Work	4	41
Fine Arts: art, music, drama	4	41
Medicine and Health	4	38
Clerical	4	35
Crafts	4	31
Transportation: Trucks, Bus, Taxi, etc.	4	30
Investigating, Testing	5	26
Farming, Fishing, Forestry	5	26
Mathematics and Science	5	25
Machine Work	5	21
Engineering	5	18

#### 3.2. FINE ARTS

Decorating and Art Work: design, arrange, consult	3	45
Instructive, Fine Arts: drama, art, music	3	45
Artistic Restoration: detail, precision; restore	4	32
Art Work: creative expression, ideas; paint, draw	5	25
Photography: aesthetics, form, color, perspective	5	21

### 3.3. BUSINESS RELATIONS

Corresponding: prepare, edit, send communications	3	55
Interview/Inform: gather, dispense information	3	54
Contract Negotiations: confront, persuade, close	4	43
Supervisory: responsible for work done by others	4	42
Business Training: teach, demonstrate, communicate	4	42
Consulting, Business Services: evaluate, influence	4	34
Corporate Leadership: executive, managerial	4	32
Managerial/Supervisory - Service: coordinate	5	28
Managerial: organize, coordinate departmental work	5	27
Information Processing: gather, verify, send, file	5	26
Title and Contracts: find, examine, confirm	5	20
Accounting, Auditing: analyze, compare, report	5	20

### 3.4. CLERICAL

Secretarial: clerical; minor executive assignments	3	50
Routine Checking and Recording: processing totals	4	39
Stenographic: shorthand, typing, word processing	4	38
Switchboard Service: relay incoming office calls	4	38
Cashiering: receive money for goods or services	4	37
Facilities Services: utilize equipment and people	4	34
Schedule, Dispatch, Expedite: coordinate activities	4	34
Typing, Related Recording: routine data processing	4	33
Inspecting, Stock Checking: inventory, verify, store	4	33
Computing and Related Recording: numerical problems	5	29
Paying, Receiving: cash transactions (tellers)	5	27
Sort, Inspect, Measure: quality, tolerance, value	5	23
Classify, File: clerical detail, forms, filing	5	21
Typesetting, Reproducing with Machines: detail, form	5	19

### 3.5. COUNSELING, GUIDANCE, SOCIAL WORK

Guidance, Counseling: personal, work, school, spiritual	2	58
Research, Social Science, Psychological	4	37

### 3.6. CRAFTS (Skilled Trades)

Craft Management: plan, oversee craft activities	3	55
Cooking and Related: plan, prepare, serve foods; timing	4	37
Manipulating: sensory/physical/mechanical work	4	35
Costuming, Tailoring, Dressmaking: artistic textile crafts	5	29
Trade Supervision: direct onsite craft activities of others	5	28
Craftsmanship: build, process, repair, inspect	5	22
Precision Working: rigid standards, tolerances	5	21

### 3.7. EDUCATION AND TRAINING

Kindergarten, Elementary Education: teach, nurture	3	56
Training Services: human resource development	3	51
High School, College, University; teach/counsel	3	45
Supervisory and instructive: teach/manage service classes	3	44
Animal Training: obedience, performance, show	4	37
Physical Education: sports; coach, develop skills	4	37
Instructive: hobbies, crafts, games, recreation	4	35
Vocational Education: teach/demonstrate; apprentice	4	34
Industrial Training: systems, processes, machines	5	24
Flight and Related: teach aircraft flight/operation	5	14

### 3.8. ELEMENTAL WORK

Signaling: alert observation; guide/warn public	3	47
Handling: routine nonmachine tasks, basic work	4	40
Feeding/Offbearing: manual labor, machine-timed	4	36

### 3.9. ENGINEERING

Sales Engineering regarding Technical Markets and Customers	4	43
Human Engineering: identify, develop/apply human skills	4	36
Technical Writing: logic, terminology, explanation	5	24
Drafting and Related: graphic layout/diagrams/detail	5	23
Industrial Engineering: plan, direct, install, erect	5	21
Engineering, Scientific, Technical Coordination	5	21
Surveying, Prospecting: explore, locate, map	5	19
Systems Engineering: research, design, develop, apply	5	11
Engineering Research and Design: conceive, experiment	5	9

### 3.10. ENTERTAINMENT

Modeling: artistic display; fashions, apparel	2	58
Creative Entertainment: imagination; spontaneous	3	52
Radio, TV Announcing: poise, vocabulary, delivery	3	51
Musical, Vocal: singing, choral, solo; public	3	49
Dramatics: interpret, portray roles	3	48
Specialty Entertainment: please others to make sales	3	46
Musical, Creative: compose, arrange, improvise	3	46
Rhythmics: dancing, ballet; precision of movement	4	40
Musical, Instrumental: professional potential	4	37
Amusement/Entertainment: physical, gymnastics, sports	4	35
Recreation/Amusement: challenge, risk; competitive	5	26

### 3.11. FARMING, FISHING, FORESTRY - OUTDOOR, REMOTE

Farming, Fishing, Forestry: outdoor craftsmanship	5	28
Technical/Scientific Support: lab/field service	5	19

### 3.12. INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE

Investigate/Protect: monitor, enforce regarding regulations	4	36
Transport, Test Drive: operator, pilot, engineer	5	29
Appraise/Investigate: assess, evaluate, measure	5	25
Material Analysis/Physical Science: test regarding specs	5	21

### 3.13. LAW AND ENFORCEMENT

Legal and Related: practice of law; judges, lawyers	3	52
Protecting: Monitor, defend persons and property	3	44

### 3.14. MACHINE WORK

Driving/Operating: heavy equipment control and operation	4	33
Operating/Controlling: stationary machine operation	4	32
Tending: observing operations, instruments, gauges	5	28
Setup, All around Machine Work: install, technical	5	23
Setup/Adjust: tuning machines to performance standards	5	22

### 3.15. MATH AND SCIENCE

Health Physics: safety engineering, occupational	3	44
Scientific Research: probe, analyze, experiment	5	18
Math regarding Physical Sciences: collect, analyze data	5	16

### 3.16. MEDICINE AND HEALTH

Child and Adult Care: health maintenance, support	3	51
Nursing, X-Ray; technical care for patients	3	44
Therapeutic: rehabilitation, physical or mental	4	36
Medical, Veterinary: diagnose, treat, prescribe	4	32
Surgery: manual/instrumental operation/correction	5	22

### 3.17. MERCHANDISING

Demonstration sales: store contact with customers	2	57
Promotion/Publicity: advertise, market, promote	2	57
Sell in Seller's Interest: gain for self; commissions	3	48
Purchase and Sales: merchandising; stores, markets	4	39
Sales and Service: selling, installing equipment	4	36
Delivery Services: mail, products, services	5	28

### 3.18. PERSONAL SERVICE

Customer Services: clerical, duplicating, sending	2	69
Beautician/Barber (Stylist): cosmetic services, styling	3	46
Volunteer Social Service: social, personal	3	45
Courier Service: escort, assist, deliver	4	43
Customer Service: craft, repair, improvements	4	33
Personal Service: valet, butler, maid, food service	4	32

### 3.19. TRANSPORTATION, PUBLIC

Driver, Public Transportation: bus, taxi, limousine	4	41
---	---	----

### 3.20. WRITING

News Reporting: gather, write, send information	3	50
Journalism and Editorial: write, edit, publish news	3	48
Creative Writing: author; imagination, vocabulary	3	45
Translating/Editing: language, format, composition	5	24

## 4. 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.*

Customer Services: clerical, duplicating, sending	2	69
Entertainment, Promotion	2	62
Guidance, Counseling: personal, work, school, spiritual	2	58
Modeling: artistic display; fashions, apparel	2	58
Demonstration sales: store contact with customers	2	57
Promotion/Publicity: advertise, market, promote	2	57
Kindergarten, Elementary Education: teach, nurture	3	56
Corresponding: prepare, edit, send communications	3	55
Craft Management: plan, oversee craft activities	3	55
Merchandising: Selling, Demonstrating	3	54

## 5. 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!*

### 5.1. 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.*

Gregarious	2	68
Persuasive	2	63
Benevolent	2	59
Management, Organizational	3	55
Literary, Communicative	3	52
Change and Variety	3	50
Cultural (Romantic)	3	49
Philosophical	3	48
Harmonious, Compatible Relations	3	48
Management, Strategic, Risk	3	44
Firm Opinions and Positions	4	41
Attachment to the Familiar	4	38
Self-oriented	4	38
Detail, Clerical	4	34
Natural/Outdoor	4	33
Auditory/Musical	4	32
Visual/Artistic	4	30
Nongregarious	5	29
Scientific	5	27
Management, Operational	5	27
Computational, Numerical	5	26
Technical (Classic)	5	22
Mechanical	5	22

## 6. 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.*

### 6.1. LEADERSHIP FACTORS

Social, fraternal, organizational leadership	3	55
Executive leadership, strategy, influence	3	52
Supervision of operational processes and people	3	45
Expediting, scheduling, dispatching	4	36
Management: administrative, operational	5	27

### 6.2. INTERPERSONAL FACTORS

Other-oriented: involvement, sharing, caring	2	64
Tactful concern for feelings of others	2	59
Persuasive motivation to influence others	3	55
Take charge leadership and influence; dominance	3	52
Aggressive personal action; confrontation	3	48
Avoid conflict; seek harmony, compatibility	3	45
Strong personal opinions and positions	4	42
Self-aware of status and position regarding others	4	37

### 6.3. SOCIAL FACTORS

Benevolent concern and service for others	2	65
Organizational involvement and cooperation	2	63
Gregarious involvement and interaction with others	2	63
Communicative: oral, persuasive or literary	2	59
Philosophical interest in life, meaning, destiny	3	50

### 6.4. PERFORMANCE FACTORS

Adaptability: ability to fit in; tolerance	2	58
Flexibility in decisions, actions, strategy	3	48
New problem solving: theory, hypothesis, options	4	37
Routine: preference for familiar procedures	4	35
Permanence in steady, familiar activities	4	35
Detail: perception, retention, recall of detail	4	34
Understanding the basic nature of things	4	33
Concentration: topic, detail or procedure	4	33
Logical, sequential, systematic procedure	4	30
Learning by experience; craft apprenticeship	5	27
Known problem solving; familiar, repetitious	5	27
Scholastic, literary search for information	5	26
Learning through study, analysis, instruction	5	25

## 6.5. MECHANICAL ORIENTATION

Steady (quantity): concentration, skill, routine	5	27
Skill (quality): engineering, precision, abilities	5	24
Operational performance with machines	5	20
Awareness: natural understanding of mechanics	5	20
Feel: sensory/physical ability regarding machines	5	17

## 6.6. MECHANICAL REPAIR

Methodical: logical, sequential repair procedures	4	40
Familiar: repair skill from previous experience	5	28
Safe, clean care of job, tools, worksite	5	24
Natural awareness of machines and parts	5	23
New: mechanical savvy applied to all machines	5	16

## 6.7. MECHANICAL MAINTENANCE

Maintenance under adverse physical conditions	4	31
Ability to maintain and service machines	4	31
Provide consistent machine/equipment maintenance	4	30
Importance of appearance in machine maintenance	5	25
Thoroughness and accuracy in machine maintenance	5	23

## 7. 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.*

### LEARNING STYLES

#### 7.1. MENTAL ORIENTATION (How you think)

Symbolic/dramatic: visualize/project roles, images	3	50
Philosophical: conceptual, strategic; deal w/ideas	3	50
Pragmatic/Factual: work with known facts, problems	5	29
Perceptual/Sensory: sight/sound/taste/smell/feel	5	29
Clerical/Logical: work with known routine and detail	5	27
Intuitive/Impulsive: subconscious awareness/action	5	27
Computational: systematic use of tangible numbers	5	25
Scientific: methodical exploration and discovery	5	20
Mechanical/Functional: natural mechanical expertise	5	20

#### 7.2. PERCEPTUAL ORIENTATION (How you retain or block information)

Blockage of data; not perceptive of fact, detail	2	66
Triggered fantasy; thinking apart from facts/reality	3	54
General concept retention: primary ideas; essence	3	50
Resistance to change; attachment to the familiar	3	49
Dogmatic blockage; set opinions resisting change	3	49
Blockage under stress by anxiety, intimidation, etc.	4	42
Triggered imagination; innovative use of options	4	40
Rote retention: verbatim perception and recall regarding fact	4	34
Triggered logic: analytical exploration, procedure	5	25
Triggered computation; numerical and statistical	5	24

#### 7.3. PERCEPTION REGARDING INPUT "MEDIA" (How you prefer to receive information)

Auditory: general ideas, concepts; explanations	3	50
Written essay: informal "literary" explanations	3	46
Auditory: technical, specialized fact and data	5	27
Visual: charts, graphs, blueprints, diagrams	5	26
Visual: pictures, illustrations, artistic forms	5	26
Published Data: nomenclature, numbers, detail	5	24
Written, Technical: specialized content, language	5	23

#### 7.4. PREFERRED LEARNING ENVIRONMENTS

Social (large group) involvement, interaction	3	54
Social (small group) dialog, sharing, support	3	48
Loose Structure: guidelines with individual choice	3	46
Nonstructured: self-discipline, options, choices	3	45
Dialog: learning by talking it over with others	3	45
Absorb information from lectures (oral delivery)	4	40
Formal Structure: set study conditions, times, rules	4	33
Individual study; isolation eliminates distraction	5	29
Nonsocial isolation best for study and output	5	29

#### 7.5. PREFERRED CLASSROOM ENVIRONMENTS

Cope with authoritarian, dictatorial teaching	3	52
Benefit from harmonious class environment	3	49
Benefit from friendly/involved class environment	3	48
Cope with critical, pressured environment	3	47
Benefit from benevolent teaching and/or counseling	4	42
Copes well in tolerant classroom environment	4	32
Benefit from friendly/distant class environment	4	31
Cope with impersonal expectations, nonpressured	5	25

#### 7.6. SKILLS FOR TESTING PROCEDURES (How you most effectively test)

Oral/Private: ability to orally explain, discuss	3	51
Oral/Public: drive/ability to influence large audience	3	50
Written Essay: literary ability to present ideas	3	45
Informal Appraisal: ability with general knowledge	3	44
Tests Graded: rote response and accuracy for test	4	40
Written-Topical: technical presentation of topic	4	30
Multiple Choice: select best among limited choice	5	27
Tests Timed: concentrate, respond under pressure	5	19