Motivational Appraisal of Personal Potential
For

John E Doe

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

This document is a self-discovery tool used in career and educational planning. It is not a psychological assessment.

NARRATIVE INTERPRETATION

INTEREST IN JOB CONTENT
(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.

John is most likely emotionally and sentimentally attached to the familiar, thus typically prefers routine, organized, and methodical procedures in all life activities. This indicates a resistance to, and quite possibly negative feelings toward, sudden or unannounced major changes. This is true even if provided more time, or exposure to the possibility or need of the change, John would accept or even desire such changes. When attachment to the familiar is strong, it is appropriately called the "homestead" trait, best described in the old cliche "Happiness is sleeping on your own pillow". Such routine activities can be mental, administrative, machine-paced, sensory/physical, etc.

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

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

John enjoys social or vocational interaction with others but is not dependent on direct contact and association. If some work responsibilities or activities require functioning apart from others, it can be done

without the need for social breaks to be with others. This flexibility is an asset in trade activities, operating machines or equipment, and in many technical and outdoor activities.

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

John 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.

John 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, John willingly participates and cooperates. Where interests differ, John will independently pursue those interests.

John 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, John 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.

Along with other mental activities, John is aware of abstract ideas and concepts. Ideas about new or different ways of doing things are commonly called innovating or inventing. Rather than creating in ways unrelated to present or past activity, John uses an abstract, innovative, and/or creative set of preferences, to extend or expand what already exists.

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

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.

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

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

John 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 John, but the work role in and of itself is not the motivational factor.

John sees self as talented, self-sufficient, and goal-oriented. Most likely, John 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, John 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.

John enjoys and benefits from being organizationally interactive with others in work or recreational activities. This sort of preference tends to represent a motivation toward association and service. John also has considerable social independence so organizational association with others tends to be on a mutual-interest or mutual-activity basis. If work requires functioning independently of or apart from others, John is comfortable with occasional nonsocial activities.

John's preferences tend to be naturally empathetic, sympathetic, generous, and helpful. John is probably always ready to offer a helping hand to others. (Note: If benevolence is to be a part of vocational or volunteer activities, it is important to identify how it best functions with other traits.) John has a natural motivation towards being generous and helpful relative to current hurts, needs, problems, and wishes of others, particularly those who are in direct contact.

John willingly accepts responsibility for exercising motivated talents. These may include leadership and/or management talents and, therefore, involve responsibilities for others. This is an important, broad, in-depth factor that includes social, leadership, management, and mental activities. Perception and thinking include seeing the big picture and handling responsibilities in that context.

John is open-minded, curious, creative, and innovative, having new ideas and concepts and preference to be involved in creative or developmental activities. These are complementary preferences and motivations rather than any major drive or specialization. It is important, then, to determine how these fit in with other mental and functional preferences and motivations.

John 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 John 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.

Most likely, John is logical and analytical and is motivated to make sense of perceptions by identifying how things logically fit together. This motivation fits well with scientific, research, management and literary and/or computational preferences. This mix of motivational preferences usually function in a conceptual context.

John 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 John's work and/or recreation. But John prefers that it not be an unexpected, abrupt, or radical change.

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

APTITUDE FOR THE JOB
(Expression of performing tasks)

This is a highly generalized section in which the narrative deliberately focuses on the combination of motivations and preferences as they relate to personal talents or skills. It lets the individual look into a vocational mirror and see his/her own talents and then decide for themselves where they fit and function

the best with regard to motivation and preference. It is another context in which to see if priorities are mental, sensory, or physical: "To thine own self be true."

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

John's mind is naturally motivated to put physical abilities and natural talents, whatever they may be, into immediate use in given situations calling on immediate responses. John is conscious of this mental activity and relies on the subconscious link manifesting itself in action. As a result, John naturally prefers activities where attributes include: dexterity, timing, rhythm, and ability with simultaneous functions - like operating a power shovel or crane, or seeing a ball and swinging a bat at the right time and the right place. (NOTE: Excellent skills are the result of subconscious processes taking over from `by-the-numbers' consciousness `telling' the body what to do. That kind of conscious-to-subconscious `switchover' can also be referred to as 'Second Nature'.

John most likely relies on a natural ability to retain and recall great detail. That is detail which registers, as accurately as possible, that something exists. John naturally prefers to consider with greater weight its existence, documentation and availability for later reference or use as compared to its source, meaning, utility, and/or potential. (NOTE: In appraisals, this is the core definition for clerical detail. Computational and literary traits contribute to this awareness in most instances).

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

Regardless of talent or skills, given a choice of activities, John prefers those suggested by the word "workbench" - 1) excellent 'manual' skills with emphasis on use of arms, hands and fingers; 2) good ability to 'handle' materials which require sorting, assembly, disassembly, matching, filing, etc.; 3) repetitious continuation of that activity for extended periods while still remaining alert, accurate and proficient. This also means good visual skills interacting with the 'manual' skills. Where motivation for this type of work is very high, it usually indicates that, the necessary skills are already developed, natural talent exists or the individual can be trained with success to develop the skill-sets required. (NOTE: Because both talent and temperament are skilled for manual 'workbench' activities, it can be assumed that much of that skill is, if already present, or will become, if trained, "Second Nature".

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

Although John does not specifically prefer mathematics, motivation is not swayed one way or the other as there is an adequate awareness and ability utilizing mathematics. Other traits will indicate which kind of math that preference applies to: theoretical, statistical, analytical, computational, business, administrative, clerical, arithmetic, or posting. Wherever it works best, it is a vocational asset.

John's preferences toward 'literary and/or communicative' are, or could become, the basis for sufficient motivation to be vocationally important. Emphasis is on communication: 1) picking up information from the minds of others, or 2) communicating to the minds of others. So John tends to be media-conscious for absorbing or expressing ideas, or both. This may be an activity dedicated to itself, like journalism, or it may be part of other activities: teaching, library work, publication, administration, etc.

John's preferences do not deter from seeing the big picture and handle things in that larger context. This ties yesterday and tomorrow to today, ties possibilities to present fact, and leaves open options instead of closed systems. This is a useful combination of preferences and abilities if John is involved in analysis, planning, strategy, assessment, or choice of options.

John is aware of details for their own sake, and sees the linkage and relationship associating that detail with something larger, unitary, and complete. Therefore detail is seen as a piece of the picture. If not seen as part of the known picture, it is seen as most likely important for a probable picture. In other words, John is motivated to build or fill something meaningful with what is at hand. This is a practical, objective, manipulative, or managerial orientation related to what must be or could be managed.

Intellectual and/or analytical work, most likely represent somewhat important types of mental activities. A review of the other traits will identify John's potential for philosophical, cultural, scientific, managerial, and/or computational activities. Motivation for this factor means that interest in all areas listed probably does not mean equal motivation or ability for all.

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.

John feels both privilege and responsibility to use communication (including persuasion) to voluntarily provide beneficial information to others. This includes strongly motivated benevolent and literary traits. Self-satisfaction comes almost exclusively from the subjective realization that the information, voluntarily given, has been helpful to other persons. John is further motivated to learn and understand the other person(s) needs wishes and listening preferences. Non-persuasive service communication can become persuasive and persistent when expressed in the interest of someone needing John to stand up for them.

John 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, John prefers to be active in service directly involved with and beneficial for others. It is important to see what motivational levels exist for John 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.

John is moderately motivated by being "on stage" in order to pleasantly influence others toward a particular viewpoint, objective, or product. John probably has moderate to high motivational levels in other gregarious and persuasive traits. John is comfortable with a spokesperson role, and may even prefer it or be personally energized by it. John is only moderately motivated within this trait, (s)he is probably not "stage-struck" toward entertaining or acting to the exclusion of other activities or responsibilities. The preference is more toward influencing rather than promoting or selling.

John 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 John prefers to or is motivated to instruct others.

John 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, John 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.

John 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.

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

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

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

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

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

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

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

Manipulating is a special trait that can have a variety of important meanings depending on its interaction with many different traits. In the "things" context of this section, it means the ability with a high motivational

level to manage/ handle material processing that may or may not involve machines. Basically, it is combined mental, sensory, and physical functions tied to scheduling and processing of that which is at hand. John has the high motivational level and perhaps even that ability (or at least the motivational level that supports training). (Note: There can be other meanings to this trait. For instance, if all other mechanical or operator factors have low motivational levels or preferences, but management of people has high levels, this factor then shows that the person is motivated to impersonally manage (manipulate) people as things at hand, as part of the process, to achieve management objectives.)

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

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

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

John 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.

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

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

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

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

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

John prefers an emphasis on utility when called upon to recognize and identify or classify important factors related to the context, content, operations, and objectives of projects. (NOTE: This is an important trait for research, technical activities, systems engineering, operations management, and administrative activity).

John is motivated to coordinate (i.e., manage, manipulate, administer, etc.) that which is at hand to achieve planned, known or strategic objectives. This means that John prefers to do something functional, directional, and goal-oriented with thinking processes, decisions, and actions. When and how John coordinates can be determined by reviewing other traits.

John has analytical, research, and innovative preferences. Establishing an objective for new breakthroughs, innovative pathways, and achieving developmental progress motivate mental activity. It is important to determine where this analytical part of mental activity fits with other mental traits and their preferences or motivations. It assures that John is most likely open to new ideas and also motivated to identify the usefulness of those ideas.

Along with other mental activities and preferences, John sees the big picture or assembles perceptions, thoughts, information, data, numbers, etc. in the context of the big picture. It is important to determine, by scanning other factors in this section, how high motivational levels are for synthesizing relative to other mental processes, regarding analyzing, comparing, and coordinating in particular. This comparison determines whether John prefers to start with the big picture, or build up to it later. Because John has moderate motivational levels for mental process, it will be more "down to earth" than "on cloud nine", more logical than fantasy or abstract.

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.

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

John prefers, perhaps even mentally needs, and most likely enjoys occupational activity which is exclusively methodical, thorough, and routine. Motivation comes from the prospect of an activity that may require mental attention, focus, and concentration. On the other hand, it may not. Consider this: In many very repetitious activities, a worker literally delivers one's body (i.e. sensory/physical system) to a specific work-site, turns that "system" on to function "automatically" (i.e., subconsciously), trusting that it will keep on running while the mind "takes off elsewhere", and comes back at quitting time to take the physical system (body) home. And, it is that kind of person who can do that job best, most accurately, and safely for the longest time and obtain the most satisfaction from it. Many assembly-line operations would have to shut down without this kind of person. And so it isn't surprising to know that it has been argued that

subconscious/sensory/physical systems within one's mind and body are as marvelous and more capable than mainframe computers. As one cartoon caption reads, "Joe's self-esteem went way up when the boss said his mind works like a computer."

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

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

The preferences in John's mind tend to be oriented toward systems engineering: identifying, analyzing, and solving challenges and/or problems by collecting data, establishing facts, connecting abstract and concrete variables, drawing valid conclusions, determining appropriate actions, and devising strategies and systems to achieve objectives. Many traits are involved. Since there is a moderate motivational level to work with systems engineering for John, all of those traits may not have strong or equal motivational levels. Review of all traits will identify which area or areas of engineering represent higher motivational levels for John.

John's mental preferences include holistic and conceptual thinking, awareness of the essential meaning of things, ability to deal with abstract variables, consideration and selection of options. The big picture is kept in mind as John works with ideas, plans, or activities, which is where the motivational level is derived.

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.

John's motivations fully support either natural talents or trained abilities with regard to excellent perception of detail and the ability to accurately create and process records related to that detail. (NOTE: This ability to steadily, consistently, and accurately identify and process detail relies on conscious and particularly subconscious talents). Clearly, preferences for John focus on detail related to data and numbers. Occupations requiring this level of motivation and/or natural or trained abilities include: pharmacists, registered nurses, transportation and distribution, switchboard operators, data processors, etc.

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

Because of John's unique motivations for working with math, it can probably be said that (s)he is deliberate enough, concentrates enough, figures enough, and watches detail enough to be able to add, subtract, multiply and divide to come up with the right numbers. For some otherwise bright people, this is hard to do or very unlikely to happen (e.g., dialing a phone number or putting the right address on an envelope).

Transposing numbers may be a problem for some persons, so this unique preference with regard to math may not always register for this worker trait.

John's preferences tend to be methodically curious, exploratory, analytical and systematic, with math as an important tool for such activity. However, math is not an end in itself but used more as a tool as just stated. John prefers to consider proof as a primary basis for thought.

John prefers to consider math extending more toward theory, abstract concepts, experimental applications, etc. Because of the moderate motivational level for this theoretical activity, it is not likely that it would be satisfying as a primary vocation or have too heavy an emphasis. However, it remains a valuable asset that extends normal capability beyond usual activities.

John is motivated and probably equipped to work with, use, and apply math at management levels for tracking, analyzing, and proving business activities and performance. This is part of a management generalist preference.

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.

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

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

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

John 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 John 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 John's vocational preferences.

VOCATIONAL ANALYSIS

MAJOR VOCATIONAL AREAS

Transportation: Trucks, Bus, Taxi, etc.	66	2
Clerical	65	2
Medicine and Health	62	2
Machine Work	61	2
Mathematics and Science	58	2
Elemental Work	57	2
Crafts	57	2
Farming, Fishing, Forestry	56	3
Writing and Journalism	56	3
Counseling, Guidance	55	3
Entertainment, Promotion	53	3
Merchandising: Selling, Demonstrating	53	3
Personal Services	53	3
Law and Enforcement	52	3
Investigating, Testing	50	3
Education and Training	50	3
Engineering	49	3
Fine Arts: art, music, drama	47	3
Business Relations	46	3

Fine Arts

Artistic Restoration: detail, precision; restore	69	2
Art Work: creative expression, ideas; paint, draw	67	2
Photography: aesthetics, form, color, perspective	62	2
Decorating and Art Work: design, arrange, consult	59	2
Instructive, Fine Arts: drama, art, music	50	3

Business Relations

Corresponding: prepare, edit, send communications	67	2
Information Processing: gather, verify, send, file	63	2
Interview/Inform: gather, dispense information	61	2
Supervisory: responsible for work done by others	61	2
Business Training: teach, demonstrate, communicate	57	2
Managerial/Supervisory - Service: coordinate	57	2
Accounting, Auditing: analyze, compare, report	57	2
Title and Contracts: find, examine, confirm	56	3
Managerial: organize, coordinate departmental work	50	3
Contract Negotiations: confront, persuade, close	50	3
Consulting, Business Services: evaluate, influence	48	3
Corporate Leadership: executive, managerial	45	3

Clerical

Stenographic: shorthand, typing, word processing	80	1
Secretarial: clerical; minor executive assignments	76	1
Cashiering: receive money for goods or services	75	1
Typing, Related Recording: routine data processing	74	1
Paying, Receiving: cash transactions (tellers)	71	1
Routine Checking and Recording: processing totals	71	1
Classify, File: clerical detail, forms, filing	69	2
Switchboard Service: relay incoming office calls	66	2
Inspecting, Stock Checking: inventory, verify, store	66	2
Computing and Related Recording: numerical problems	65	2
Sort, Inspect, Measure: quality, tolerance, value	61	2
Typesetting, Reproducing with Machines: detail, form	60	2
Facilities Services: utilize equipment and people	58	2
Schedule, Dispatch, Expedite: coordinate activities	57	2

Counseling, guidance, Social Work

Guidance, Counseling: personal, work, school, spiritual	54	3
Research, Social Science, Psychological	50	3

Crafts (Skilled Trades)

Craft Management: plan, oversee craft activities	81	1
Cooking and Related: plan, prepare, serve foods; timing	73	1
Costuming, Tailoring, Dressmaking: artistic textile crafts	73	1
Manipulating: sensory/physical/mechanical work	70	1
Craftsmanship: build, process, repair, inspect	61	2
Precision Working: rigid standards, tolerances	61	2
Trade Supervision: direct onsite craft activities of others	57	2

Education And Training

Animal Training: obedience, performance, show	66	2
Instructive: hobbies, crafts, games, recreation	58	2
Kindergarten, Elementary Education: teach, nurture	57	2
Vocational Education: teach/demonstrate; apprentice	57	2
Industrial Training: systems, processes, machines	56	3
High School, College, University; teach/counsel	54	3
Flight and Related: teach aircraft flight/operation	53	3
Training Services: human resource development	52	3
Supervisory and instructive: teach/manage service classes	50	3
Physical Education: sports; coach, develop skills	50	3

Elemental Work

Signaling: alert observation; guide/warn public	82	1

Handling: routine nonmachine tasks, basic work	77	1
Feeding/Offbearing: manual labor, machine-timed	73	1

Engineering

Drafting and Related: graphic layout/diagrams/detail	62	2
Industrial Engineering: plan, direct, install, erect	53	3
Human Engineering: identify, develop/apply human skills	53	3
Systems Engineering: research, design, develop, apply	50	3
Sales Engineering regarding Technical Markets and Customers	49	3
Technical Writing: logic, terminology, explanation	49	3
Surveying, Prospecting: explore, locate, map	48	3
Engineering Research and Design: conceive, experiment	47	3
Engineering, Scientific, Technical Coordination	42	4

Entertainment

Amusement/Entertainment: physical, gymnastics, sports	85	1
Modeling: artistic display; fashions, apparel	76	1
Rhythmics: dancing, ballet; precision of movement	70	1
Recreation/Amusement: challenge, risk; competitive	58	2
Radio, TV Announcing: poise, vocabulary, delivery	55	3
Musical, Instrumental: professional potential	53	3
Dramatics: interpret, portray roles	51	3
Musical, Creative: compose, arrange, improvise	50	3
Creative Entertainment: imagination; spontaneous	50	3
Musical, Vocal: singing, choral, solo; public	49	3
Specialty Entertainment: please others to make sales	46	3

Farming, Fishing, Forestry - Outdoor, Remote

Farming, Fishing, Forestry: outdoor craftsmanship	60	2
Technical/Scientific Support: lab/field service	54	3

Investigate, Inspect, Test - Lab/Field Service

Appraise/Investigate: assess, evaluate, measure	69	2
Transport, Test Drive: operator, pilot, engineer	65	2
Material Analysis/Physical Science: test regarding specs	62	2
Investigate/Protect: monitor, enforce regarding regulations	59	2

Law and Enforcement

Protecting: Monitor, defend persons and property	72	1
Legal and Related: practice of law; judges, lawyers	69	2

Machine Work

Tending: observing operations, instruments, gauges	68	2
Operating/Controlling: stationary machine operation	65	2
Driving/Operating: heavy equipment control and operation	64	2
Setup/Adjust: tuning machines to performance standards	60	2
Setup, All around Machine Work: install, technical	57	2

Math And Science

Health Physics: safety engineering, occupational	60	2
Math regarding Physical Sciences: collect, analyze data	58	2
Scientific Research: probe, analyze, experiment	47	3

Medicine and Health

Nursing, X-Ray; technical care for patients	74	1
Therapeutic: rehabilitation, physical or mental	68	2
Surgery: manual/instrumental operation/correction	62	2
Medical, Veterinary: diagnose, treat, prescribe	61	2
Child and Adult Care: health maintenance, support	49	3

Merchandising

Sales and Service: selling, installing equipment	65	2
Delivery Services: mail, products, services	65	2
Demonstration sales: store contact with customers	58	2
Promotion/Publicity: advertise, market, promote	54	3
Sell in Seller's Interest: gain for self; commissions	48	3
Purchase and Sales: merchandising; stores, markets	47	3

Personal Service

Customer Services: clerical, duplicating, sending	93	1
Beautician/Barber (Stylist): cosmetic services, styling	81	1
Customer Service: craft, repair, improvements	75	1
Courrier Service: escort, assist, deliver	75	1
Volunteer Social Service: social, personal	58	2
Personal Service: valet, butler, maid, food service	51	3

Transportation, Public

Driver, Public Transportation: bus, taxi, limousine	82	1

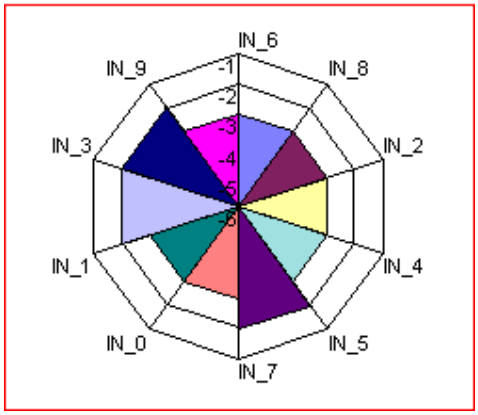
Writing

Translating/Editing: language, format, composition	71	1
Creative Writing: author; imagination, vocabulary	56	3
News Reporting: gather, write, send information	50	3
Journalism and Editorial: write, edit, publish news	49	3

WORKER TRAIT CODE SYSTEM

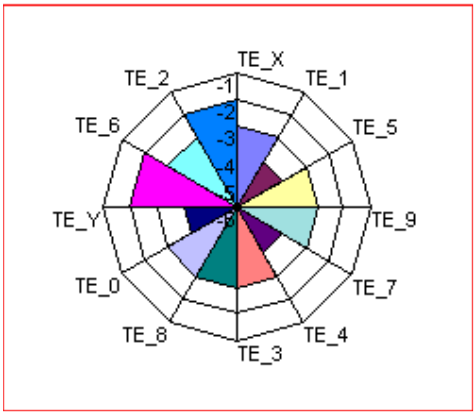
INTEREST IN JOB CONTENT
(Those tasks you want to perform)

IN_3 - Routine, organized, methodical procedures	2
IN_1 - Physical work with materials, tools, equipment	2
IN_5 - Work for personal gain, recognition, status	2
IN_9 - Nonsocial procedures, operations or functions	3
IN_0 - Output drive: production, goals, efficiency	3
IN_6 - Concerned with people, communication of ideas	3
IN_2 - Direct business contact and interaction with others	3
IN_4 - Management of social or organizational activities	3
IN_8 - Abstract, innovative, creative activities	3
IN_7 - Technical, scientific interests and skills	3



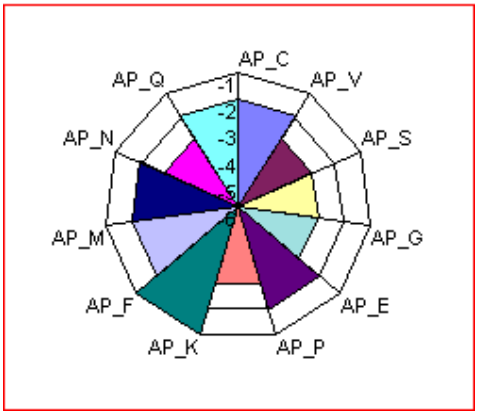
TEMPERAMENT FOR THE JOB
(How you prefer to perform tasks)

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



APTITUDE FOR THE JOB
(Expression of performing tasks)

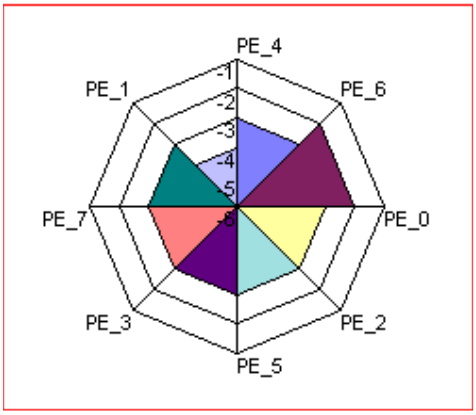
AP_K - Mental/Sensory coordination of physical action	1
AP_E - Simultaneous skills in complex physical tasks	2
AP_Q - Sensory/Mental awareness of detail per se	2
AP_F - Mental/Sensory skills in handling fine detail	2
AP_M - Manual dexterity in routine "workbench" activities	2
AP_C - See and sense colors, shades, patterns, textures	2
AP_N - Computational or analytical use of numbers	3
AP_V - Literary and/or Communicative orientation	3
AP_S - Mental/Sensory awareness of "the big picture"	3
AP_P - Sensory/Mental awareness of "pieces of the picture"	3
AP_G - Intellectual and/or Analytical orientation	3



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

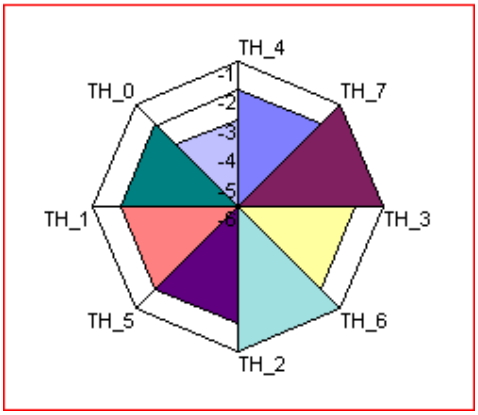
PE_6 - Service communication: voluntarily inform others	2
PE_0 - Mentor: size up people, personalities, motives	3
PE_4 - Entertain: to deliberately influence others	3
PE_2 - Instruct: teach, train, influence, demonstrate	3

PE_5 - Persuade: assertively influence, convince others	3
PE_3 - Supervise: plan, manage work activity of others	3
PE_7 - Social service directly benefiting others	3
PE_1 - Negotiate: confront, communicate to achieve goal	4



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

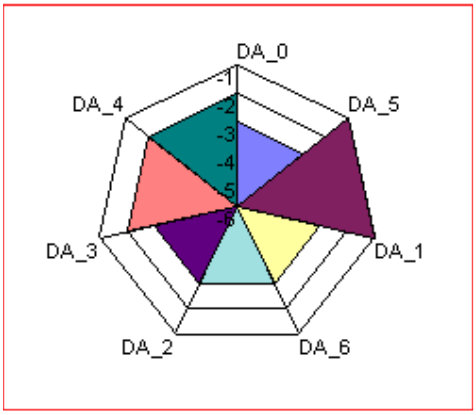
TH_6 - Feeding/offbearing: manual labor timed by machines	1
TH_7 - Handling: basic, routine manual labor	1
TH_5 - Tending: monitoring/adjusting gauges, switches, controls	2
TH_4 - Manipulate: physically manage material processes	2
TH_3 - Drive/Operate: mobile and heavy equipment; controls	2
TH_2 - Operate/control: on-site machine operation	2
TH_1 - Precision/quality: technical, mechanical standards	2
TH_0 - Engineering, technical planning, installation	3



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

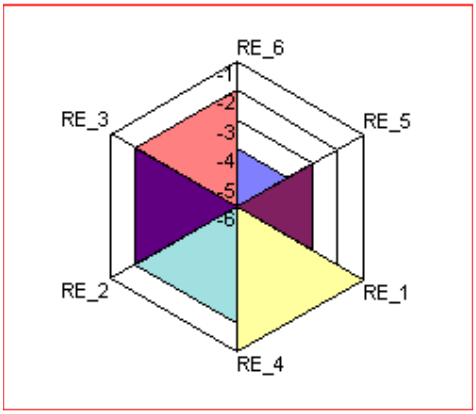
DA_5 - Copy: duplicate, transcribe, record, send	1
DA_4 - Compute: solve routine mathematical problems	2
DA_3 - Compile: gather, classify, store information	2

DA_6 - Compare: recognize important factors for use	3
DA_1 - Coordinate: plan, implement, manage procedures	3
DA_2 - Analyze: investigate, research, experiment	3
DA_0 - Synthesize: holistic, conceptual, strategic thinking	3



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

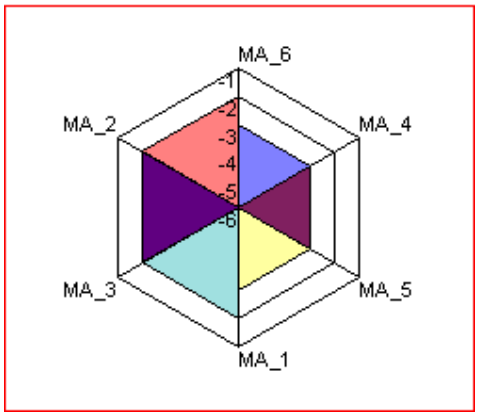
RE_1 - Follow specific directions for basic, routine tasks	1
RE_2 - Methodical and thorough in routine procedures	2
RE_3 - Operational systems, procedures, maintenance	2
RE_4 - Solving on-going problems in familiar areas	2
RE_5 - Apply ideas and strategies to real problems/tasks	3
RE_6 - Holistic concepts, meanings, options, strategies	4



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

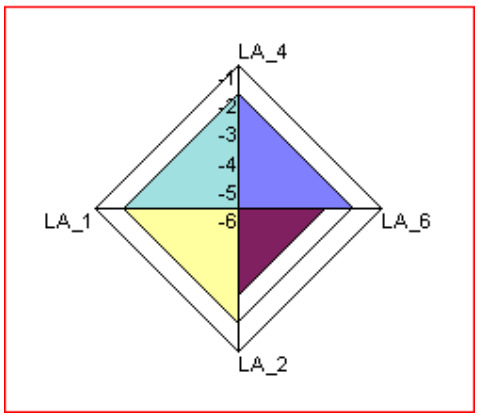
MA_1 - Counting/Posting: inventory, data processing	2
MA_3 - Computational: solving routine math problems	2
MA_2 - Elemental: add, subtract, multiply, divide	2
MA_5 - Statistical, investigative mathematics	3
MA_6 - Research: innovative, experimental use of math	3

MA_4 - Analytical, accounting, auditing use of math 3



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

LA_2 - Record, transmit, post, file information 2
LA_1 - Read, understand, follow basic instructions 2
LA_4 - Systematic, logical explanation and education 2
LA_6 - Creative literary, communicative ability 3



PERSONAL ANALYSIS

TRAITS OF THE PERSON

Attachment to the Familiar	68	2
Detail, Clerical	66	2
Natural/Outdoor	64	2
Gregarious	61	2
Technical (Classic)	56	3
Management, Organizational	55	3
Harmonious, Compatible Relations	55	3
Persuasive	54	3
Computational, Numerical	54	3
Mechanical	54	3
Auditory/Musical	53	3
Philosophical	53	3
Self-oriented	53	3
Literary, Communicative	52	3
Scientific	51	3
Firm Opinions and Positions	51	3
Management, Operational	51	3
Cultural (Romantic)	50	3
Visual/Artistic	48	3
Management, Strategic, Risk	48	3
Benevolent	48	3
Nongregarious	46	3
Change and Variety	38	4

PERSONAL ORIENTATION

LEADERSHIP FACTORS

Expediting, scheduling, dispatching	61	2
Executive leadership, strategy, influence	60	2
Supervision of operational processes and people	59	2
Management: administrative, operational	57	2
Social, fraternal, organizational leadership	55	3

INTERPERSONAL FACTORS

Other-oriented: involvement, sharing, caring	54	3
Strong personal opinions and positions	52	3
Tactful concern for feelings of others	52	3
Avoid conflict; seek harmony, compatibility	50	3
Persuasive motivation to influence others	49	3
Self-aware of status and position regarding others	46	3
Aggressive personal action; confrontation	45	3
Take charge leadership and influence; dominance	44	3

SOCIAL FACTORS

Gregarious involvement and interaction with others	60	2
Philosophical interest in life, meaning, destiny	56	3
Communicative: oral, persuasive or literary	52	3
Organizational involvement and cooperation	52	3
Benevolent concern and service for others	50	3

PERFORMANCE FACTORS

Detail: perception, retention, recall of detail	75	1
Permanence in steady, familiar activities	69	2
Routine: preference for familiar procedures	69	2
Learning through study, analysis, instruction	64	2
Learning by experience; craft apprenticeship	63	2
Known problem solving; familiar, repetitious	63	2
Concentration: topic, detail or procedure	61	2
Logical, sequential, systematic procedure	60	2
Understanding the basic nature of things	51	3
Scholastic, literary search for information	49	3
Adaptability: ability to fit in; tolerance	45	3
New problem solving: theory, hypothesis, options	43	4
Flexibility in decisions, actions, strategy	42	4

MECHANICAL ORIENTATION

Operational performance with machines	67	2

Steady (quantity): concentration, skill, routine	67	2
Awareness: natural understanding of mechanics	64	2
Feel: sensory/physical ability regarding machines	62	2
Skill (quality): engineering, precision, abilities	57	2

MECHANICAL REPAIR

Methodical: logical, sequential repair procedures	71	1
Familiar: repair skill from previous experience	69	2
Safe, clean care of job, tools, worksite	66	2
Natural awareness of machines and parts	57	2
New: mechanical savvy applied to all machines	53	3

MECHANICAL MAINTENANCE

Importance of appearance in machine maintenance	68	2
Ability to maintain and service machines	65	2
Maintenance under adverse physical conditions	65	2
Provide consistent machine/equipment maintenance	61	2
Thoroughness and accuracy in machine maintenance	61	2

EDUCATIONAL ANALYSIS

LEARNING STYLES

MENTAL ORIENTATION
(How you think)

Perceptual/Sensory: sight/sound/taste/smell/feel	70	1
Clerical/Logical: work with known routine and detail	70	1
Computational: systematic use of tangible numbers	66	2
Mechanical/Functional: natural mechanical expertise	64	2
Pragmatic/Factual: work with known facts, problems	62	2
Philosophical: conceptual, strategic; deal w/ideas	56	3
Symbolic/dramatic: visualize/project roles, images	53	3
Scientific: methodical exploration and discovery	48	3
Intuitive/Impulsive: subconscious awareness/action	46	3

PERCEPTUAL ORIENTATION
(How you retain or block information)

Rote retention: verbatim perception and recall regarding fact	75	1
Triggered logic: analytical exploration, procedure	66	2
Triggered computation; numerical and statistical	64	2
Resistance to change; attachment to the familiar	61	2
Dogmatic blockage; set opinions resisting change	59	2
Blockage under stress by anxiety, intimidation, etc.	59	2
General concept retention: primary ideas; essence	56	3
Triggered imagination; innovative use of options	45	3
Blockage of data; not perceptive of fact, detail	41	4
Triggered fantasy; thinking apart from facts/reality	40	4

PERCEPTION RE: INPUT `MEDIA'
(How you prefer to receive information)

Auditory: technical, specialized fact and data	64	2
Published Data: nomenclature, numbers, detail	57	2
Auditory: general ideas, concepts; explanations	53	3
Written essay: informal "literary" explanations	51	3
Written, Technical: specialized content, language	51	3
Visual: pictures, illustrations, artistic forms	51	3
Visual: charts, graphs, blueprints, diagrams	49	3

PREFERRED LEARNING ENVIRONMENTS

Formal Structure: set study conditions, times, rules	68	2
Social (large group) involvement, interaction	51	3
Dialog: learning by talking it over with others	51	3
Absorb information from lectures (oral delivery)	48	3
Nonsocial isolation best for study and output	48	3
Individual study; isolation eliminates distraction	47	3
Social (small group) dialog, sharing, support	47	3
Loose Structure: guidelines with individual choice	47	3
Nonstructured: self-discipline, options, choices	43	4

PREFERRED CLASSROOM ENVIRONMENTS

Benefit from harmonious class environment	56	3
Benefit from friendly/involved class environment	55	3
Cope with authoritarian, dictatorial teaching	54	3
Benefit from friendly/distant class environment	52	3
Cope with critical, pressured environment	50	3
Benefit from benevolent teaching and/or counseling	48	3
Copes well in tolerant classroom environment	45	3
Cope with impersonal expectations, nonpressured	44	3

SKILLS FOR TESTING PROCEDURES
(How you most effectively test)

Tests Graded: rote response and accuracy for test	66	2
Multiple Choice: select best among limited choice	55	3
Written Essay: literary ability to present ideas	52	3
Informal Appraisal: ability with general knowledge	52	3
Oral/Public: drive/ability to influence large audience	51	3
Oral/Private: ability to orally explain, discuss	50	3
Written-Topical: technical presentation of topic	44	3
Tests Timed: concentrate, respond under pressure	27	5