MAPP™

Motivational Appraisal of Personal Potential

Steven M Clanton

CAREER MOTIVATIONAL APPRAISAL

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1.   NARRATIVE INTERPRETATION

1.1   INTEREST IN JOB CONTENT

The INTEREST section identifies the ideal job content for the individual by identifying the human motivations and preferences, called Worker Traits, which he or she may bring to the job. These traits are listed in their order of motivational priority and are central to what motivates an individual or towards what the individual may exhibit a high preference. Typically, what one wants to do is that which he/she is most likely to do and do it often enough (including training for it) to transform the raw interest into real skills, and then, to stay on that job.

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

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

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

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

Steven 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.

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

Steven 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, Steven 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.

Steven has a preference for physically working with things and objects, but that activity is probably secondary or a minor part of a more important activity, such as operating a vehicle as a part of his/her work. It is an asset to be handy with one's physical talents, tools, appliances, etc.

Steven's preferences can include routine, organized, and methodical procedures, but this is not a need or dependency. Steven is most likely to adapt immediate preferences to change if it isn't too sudden, radical, or disruptive. The predominant motivation is to strike a good balance between stability and flexibility.

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

1.2 TEMPERAMENT FOR THE JOB

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

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

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

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

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

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

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

Steven 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 Steven'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.

Steven 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 Steven 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.

Steven 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. Steven 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, Steven is comfortable with occasional nonsocial activities.

Steven is tolerant of routine sensory/physical activity that is tied to and timed by machine operation. It usually involves repetitious processes with occasional scheduled breaks. With only medium motivation for assembly line type of work, it is likely that feeding, offbearing, or assembly work is a temporary activity until something more interesting is found, or it is a minor part of the assigned work.

Steven has good ability to remember, find, and use exact detail. Although considered abilities, these generally effect motivations and preferences. This combination can be useful in many activities that include clerical, computational, administrative, literary, technical, operational, supervisory, and/or managerial.

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

1.3 APTITUDE FOR THE JOB

This is a highly generalized section in which the narrative deliberately focuses on the combination of motivations and preferences as they relate to personal talents or skills, without emphasis or even mention of where or how these talents and/or skills should or might be applied. It lets individuals look into a mirror and see his/her own talents - and then decide for themselves where they fit and function the best with regard to motivation and preference. It is another context in which to see if priorities are mental, sensory, or physical: "To thine own self be true."

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

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

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

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

Steven 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. Steven 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).

Although Steven 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.

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

 Steven is moderately motivated for Manual 'workbench' activities regardless of actually developed skills or abilities. 'Workbench' activities mean `handwork' at a stationary place where materials are processed. Steven either already possesses the required skills or has adequate motivation for acquiring such skills to work for long periods of time, but disinterest will finally have an effect on performance. The quality or output of work will decline, or Steven will start to look for something else to do. Breaks in the work, or rotation of work (such as in a "team environment" may be enough variety to keep interest and performance at motivated, good performance levels.

Steven's motivations and preferences adequately relate to the activities of the mind and its immediate response to use available talent as a first response. (Note: This is a `general' definition that identifies how well and quickly the mind decides what to do physically and how to do it). Where the motivation for the activity is only moderately present, it is unlikely that it will have primary vocational emphasis or motivation. Truly

motivated activities for Steven can be either physical or mental depending on other factors (addressed in other traits within this assessment).

Regardless of if Steven has the ability and/or skills or even the aptitude to handle and manipulate small objects rapidly and accurately with good concentration, preferences for this sort of activity are, more than likely, adequate for doing so for a considerable length of time. If Steven does possess the skills, abilities or even aptitude, the only way of knowing if there is an adequate level of motivation is to review all traits related to detail, concentration, keen visual awareness, extended routine, and handling of functional problems.

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

1.4   PEOPLE

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

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

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

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

Steven's personal motivations support the willing acceptance of responsibility for planning, assigning, and supervising work activities of others in operational or administrative activities. Preferences focus on daily scheduling, procedures, expediting, motivating, solving problems as they arise, and meeting functional objectives.

This sort of preference considers the prime responsibility as developing the will to work with employees and motivating them to higher levels of attainment and performance.

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

Steven 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 Steven 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.

Steven is moderately motivated by being "on stage" in order to pleasantly influence others toward a particular viewpoint, objective, or product. Steven probably has moderate to high motivational levels in other gregarious and persuasive traits. Steven is comfortable with a spokesperson role, and may even prefer it or be personally energized by it. Steven 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.

Rather than a motivation for putting others first, Steven's preferences revolve around self as a first priority. Steven is motivated by self-interest, status, and recognition. Steven does not like to lose, so all options and choices are evaluated on the basis of the chance of gain versus the chance of loss **before** a decision or commitment is made. Stress and frustration are experienced when things aren't going Steven's way. Pleasure, enthusiasm, and energy are experienced when things are going Steven's way. Association and relationships are chosen, maintained, or abandoned on the basis of self-interest.

1.5   THINGS

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

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

Steven is moderately motivated to be responsible for technical, operational control of tolerances and quality; for attainment of precise standards and identification of defects. (NOTE: This is a very important preference in industries where production, maintenance, and repair require exact precision, high quality, and almost zero in allowable defects or error).

Steven has a certain level of preference for working with machines, and probably has the ability to operate controls and observe machine performance or is adequately motivated to learn the required skills. Current personal motivations support Steven coping well with the routine involved with fixed-site machine operation. Steven is moderately motivated for on-site machine operation rather than being dedicated to that activity. So

tenure in the position may not be guaranteed for an extended time for this individual. However, merit raises, variety of work assignments or activities, etc, may heighten motivational levels.

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

Steven has moderate mental/sensory/physical preferences for handling material processing. This may or may not involve machines or machine operation. It basically means motivation to manage (i.e., functionally manipulate) things at hand from one place to another, from one process to another, from one material state to a new one because of the process. This can be machine work or craft work or even supervising ("bossing") the work of people.

Steven's motivational level supports the ability (either existing or because of pending training) to be perceptive and alert relative to monitoring operational processes by use of technical recording instruments. This includes remaining interested, alert and responsible throughout steady operational shifts. This activity could appropriately be called operational/clerical because it means monitoring what is going on.

Given the option to participate where an aptitude for manual labor or basic labor activities is required Steven's preferences for participation is moderate. This type of activity involves easily used craft tools, repetitious activity, recognizable detail, outdoor physical exposure, and minor problem solving. It is most often a helper position that can be handled with minimum skill, training, instruction, or supervision. Please note the word "aptitude" which means ability to do something, with no mention or inference about whether the person wants to do it or gains satisfaction from it. It is, therefore, necessary to see other traits to determine if Steven has supportive motivational levels for such work to be satisfying on a steady basis.

Given the full description of any activity requiring a sensory/physical aptitude for feeding materials into machines or offbearing materials from machines efficiently and steadily, Steven's preferences for being involved start at a moderate motivational level. Such activity is usually associated with assembly line processing. It is important to review other worker trait factors to determine if and how long Steven would remain motivated and how that level would effect tolerance, or coping with being locked in with machine-mandated performance. One must be content with this kind of activity before one can be satisfied by it or motivated to continue doing it.

1.6   DATA

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

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

Steven is highly motivated when given the task of identifying factors that are important for vocational use. This trait, **comparing** includes: 1) awareness of the context (big picture) in which the factor or factors would or could fit; 2) relationship of the factors to other factors within that larger context; 3) new possibilities of linkage

or relationships of factors to the big picture; and/or 4) new possibilities of linkage or relationships of factors with factors in a new context. (NOTE: This is an important trait for research, technical activities, systems engineering, operations management, and administrative activity). Many trait combinations can be involved in this activity**: scientific, literary, tangible problem solving, visual-artistic, philosophical**, and **managerial**. It is important to identify which of those traits are involved in Steven's perceptual/mental preferences.

Compiling means more than simply gathering large volumes of data sheets and stuffing them in a filing cabinet. It means that Steven 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.

Steven is strongly motivated to **coordinate**: to take actions, to manipulate that which is at hand in order to "get the show on the road." Because of the strong motivational levels for this, it is very important to determine whether Steven has first seen the big picture, pulled in important pieces of the picture, made plans, and developed strategies **before** taking action. If "Coordination" is the top priority, it becomes a "General Patton Syndrome" which is to begin the charge, then identify the objective, and hope that someone follows with the supplies. If there are equal motivational levels in this trait as in other mental traits, it still means enthusiasm and drive to take action, but it is balanced with other related functions. This trait represents preferences that are goal oriented!

"Synthesize: putting two or more things together to form a whole; the combination of separate elements of thought into a whole; the operation by which divided parts are united" *(Webster).* Steven is motivated by seeing the big picture so much so that (s)he, attempts to see all parts of the picture in that larger context, then sees all parts relative to each other, but still within that larger context. Perception and thinking are therefore holistic and conceptual. Philosophical and intuitive processes are involved. Scientific, managerial, and/or literary preferences may also be involved. Other mental factors in this section are subordinate, secondary, or complementary to this primary motivational attribute. This is an overview and scanning activity that includes ideas, concepts, theory, fiction, hypothesis and assessment. (Note that words in the last sentence are unrelated to logic that Webster defines as "the science of the operations of the understanding subservient to the estimation of evidence.") For Steven, preferences for this sort of synthesis will allow it to get no further toward logic than estimating.

Steven 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).

Copy activity involves detail and routine, which is preferred by Steven 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).

1.7   REASONING

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

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

manager rather than a supervisor.) Considering how pieces of the picture are brought in to the big picture stimulates motivation for the activity.

Steven applies scientific/technical/logical thinking (to the fullest extent this ability exists) to identify, analyze, and solve challenges and/or problems; to collect data, establish facts, connect abstract and concrete variables, draw valid conclusions, determine appropriate action, devise strategies and systems to achieve objectives. (NOTE: This is engineering in the industrial and technical sense). Steven probably relates to the following quote as it illustrates this trait: "What marks the mind of the strategist is an intellectual elasticity or flexibility that enables him to come up with realistic responses to changing conditions...In strategic thinking, one first seeks a clear understanding of the particular character of each element of a situation and then makes the fullest possible use of human brainpower to restructure the elements in the most advantageous way." (Keniche Ohmae, The Mind of the Strategist)

Steven 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 Steven 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, Steven 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).

Steven's motivational levels support activities where an interest in and understanding of operational aspects of systems, procedures, and/or maintenance is required. Steven 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 Steven 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.

Steven 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."

Depending on the situation, Steven generally prefers simple, routine tasks in a familiar environment. This preference of Steven'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.

1.8 MATHEMATICAL CAPACITY

Math is a natural talent like art or music and requires a certain natural preference. In most instances, you have it or you don't; you like it or you don't. If the individual has talent for math, this section shows where the greatest vocational interest and motivation occurs, and that is where he/she has

probably developed the most talent or could. Low ratings for some or all of these factors imply that math, or possibly that specific application of math, is not a motivational factor to this individual.

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

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

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

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

Steven 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.

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

1.9   LANGUAGE CAPACITY

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

Steven is highly motivated to consider creative writing and communicating at professional levels. Preferences are holistic, conceptual, imaginative, and creative. "Ideas trigger more ideas" can probably be said about Steven. High motivational levels for this worker trait indicate an interactive combination of literary and philosophical traits. As Dean W. R. Inge said, *"Literature flourishes best when it is half a trade and half an art."* That probably makes a great deal of sense to Steven. Motivation at this level indicate preferences that probably include writing fiction, poetry, scripts for movies or television, advertising copy, marketing copy, teaching creative writing, etc.

Steven 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 Steven's preferences relative to this trait.

For Steven 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.

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

2.   WORKER TRAIT CODE SYSTEM

The Worker Trait Code System has been in use for over 30 years and has proven to be an outstanding vocational tool for identifying jobs, classifying job requirements, and understanding human motivation. The Worker Trait Code System has been modified from a proposal by the US Department of Labor's 1965 version of the Dictionary of Occupational Titles. The Worker Trait Code has seventy-two factors sorted into nine categories. The code's purpose is to identify "those abilities, personal traits, and individual characteristics required of a worker in order to achieve successful job performance." The architect of MAPP used this same criteria to define job positions and provide a method for individuals to identify their motivations and to improve their odds at success in "worker trait" terms. The Worker Trait Codes of the Position Profile and the Personal Profile can be simply and electronically matched in order to ensure the right person is working in the right job.

The Worker Trait Code Report contains the percentiles which determine the level of motivation the trait has for the person. The higher the percentile or the lower the level number, the greater chance the person has to succeed or compete with the general population in the trait area or activity. For example, a score of 88% (Level 1) indicates that only 12% of the general population is more motivated and interested in vocationally expressing this task. Traits in Level 1 are compulsive; Level 2 is highly motivated; Level 3 is moderately motivated.

2.1   WORKER TRAIT SCORES

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

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

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

0	Evaluation: logical study, analysis	1
1	Change and variety: accept, utilize, cause change	1
8	Handle responsibilities, choices, decisions	2
6	Independent, self-planned, self-performed activity	2
9	Intuition, creativity: ideas, concepts, options	2
X	Provide service dedicated to interest of others	2
7	Aggressively influence, persuade, get agreement	3
4	Plan, control, direct activities of others	3
5	Organizational involvement, teamwork, roles	3
2	Routine activity set by schedule or operations	3

Y	Work with detail, data, records, inventory	4
3	Work under management or supervision by others	4

2.1.3   APTITUDE FOR THE JOB (Expression of performing tasks)

G	Intellectual and/or Analytical orientation	1
P	Sensory/Mental awareness of "pieces of the picture"	1
S	Mental/Sensory awareness of "the big picture"	2
V	Literary and/or Communicative orientation	2
Q	Sensory/Mental awareness of detail per se	2
N	Computational or analytical use of numbers	3
E	Simultaneous skills in complex physical tasks	3
M	Manual dexterity in routine "workbench" activities	3
K	Mental/Sensory coordination of physical action	3
F	Mental/Sensory skills in handling fine detail	4
C	See and sense colors, shades, patterns, textures	4

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

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

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

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

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

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

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

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

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

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

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

6	Creative literary, communicative ability	1
4	Systematic, logical explanation and education	2
2	Record, transmit, post, file information	4
1	Read, understand, follow basic instructions	5

2.2 WORKER TRAIT CODE CHARTS

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

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

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

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

INTEREST IN JOB CONTENT

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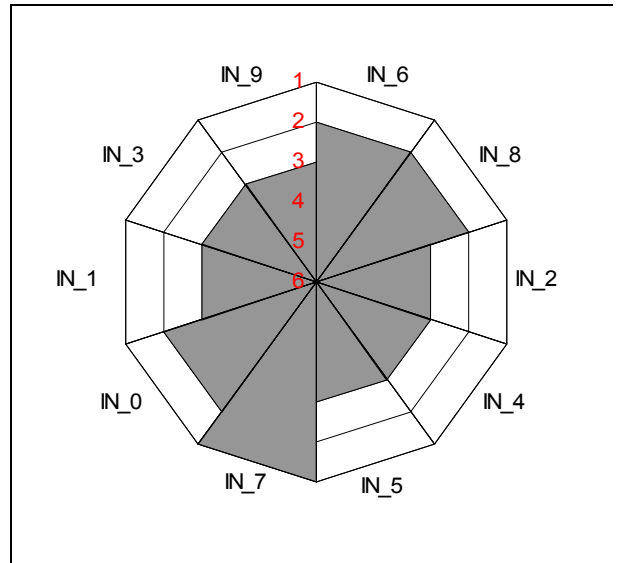
TEMPERAMENT FOR THE JOB

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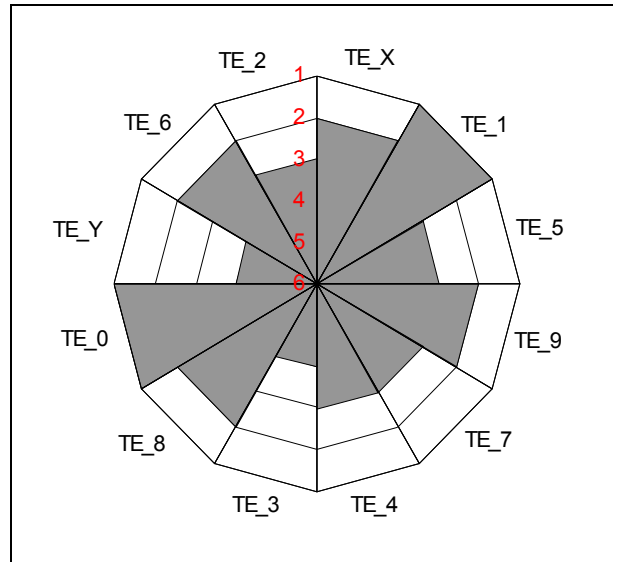
APTITUDE FOR THE JOB

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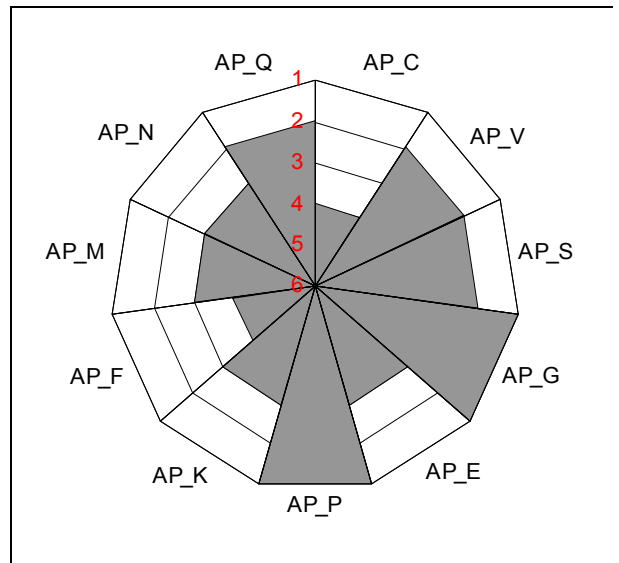
PEOPLE

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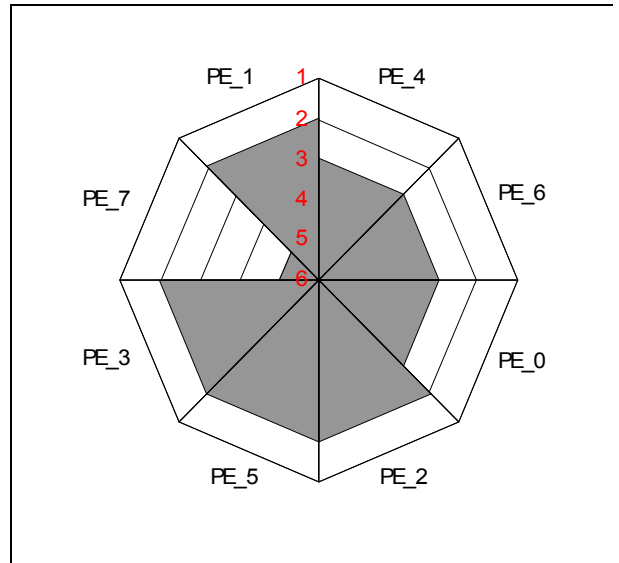
THINGS

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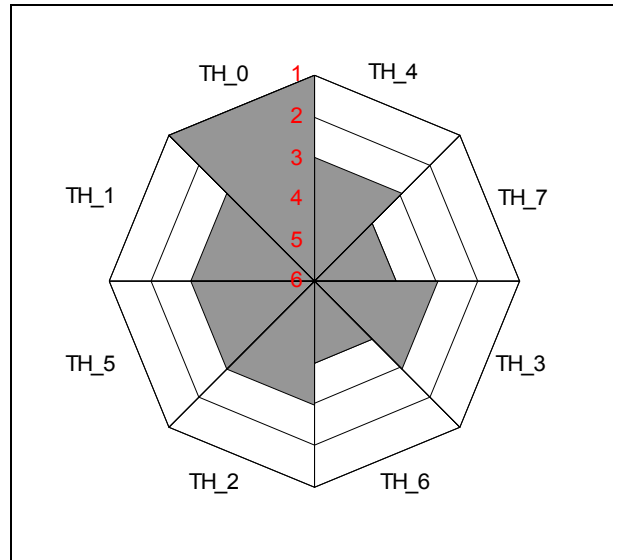
DATA

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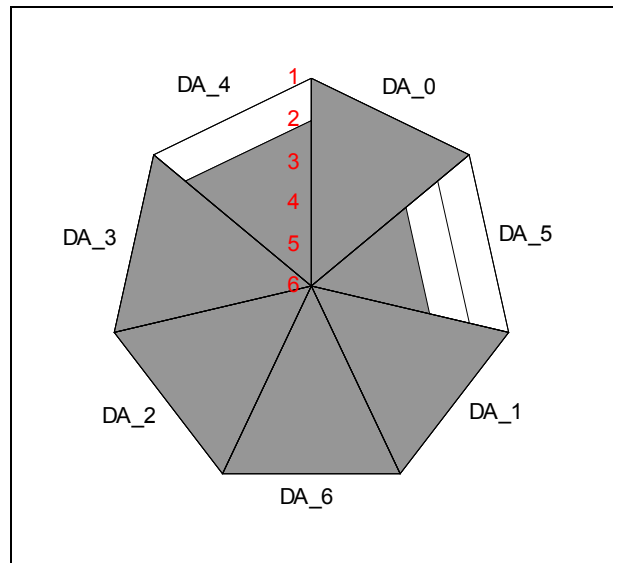
REASONING

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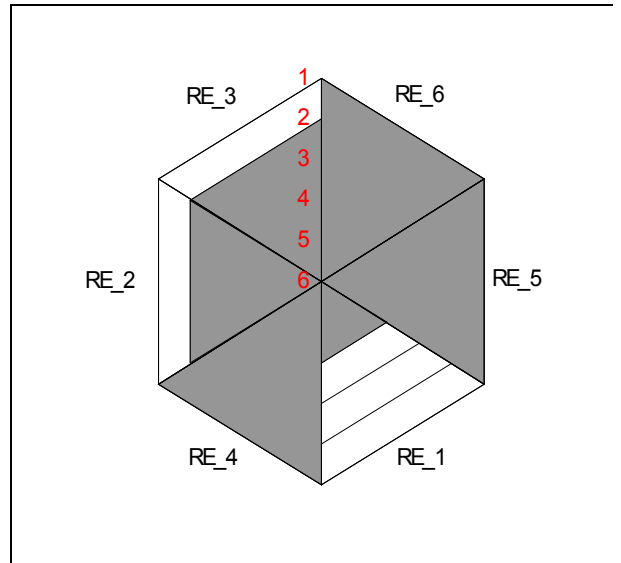
MATHEMATICAL CAPACITY

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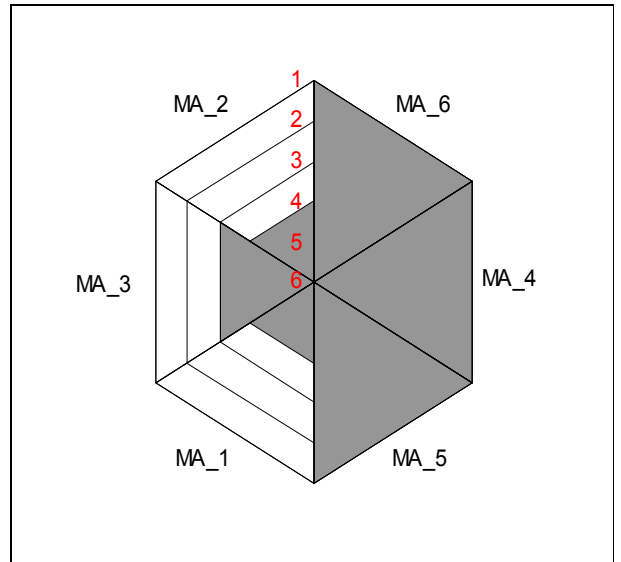
LANGUAGE CAPACITY

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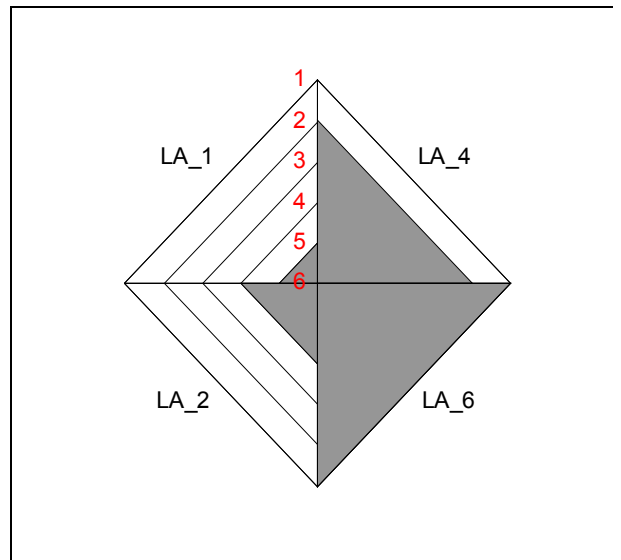
3. VOCATIONAL ANALYSIS

The Vocational Analysis provides nineteen major vocation areas for consideration, based on major vocational categories suggested by the US Department of Labor in sorting its Dictionary of Occupational Titles. These areas are ranked from highest to lowest potential. The ranking is obtained by comparing the individual's score to the general population. Each major vocational area further contains specific occupational titles which are also ranked to identify occupational potential. You may see an occupational title with a high rating while the vocational heading has a low rating, or vice versa. Strong vocational and occupational ratings in the same group indicate the greatest potential for success. However, each occupational statement should be reviewed individually.

3.1 MAJOR VOCATIONAL AREAS

Investigating, Testing	1
Mathematics and Science	1
Engineering	1
Law and Enforcement	2
Farming, Fishing, Forestry	2
Medicine and Health	2
Education and Training	2
Counseling, Guidance	2
Business Relations	3
Machine Work	3
Merchandising: Selling, Demonstrating	3
Writing and Journalism	3
Crafts	3
Fine Arts: art, music, drama	4
Entertainment, Promotion	4
Transportation: Trucks, Bus, Taxi, etc.	4
Clerical	4
Elemental Work	5
Personal Services	5

3.1.1 FINE ARTS

Decorating and Art Work: design, arrange, consult	2
Instructive, Fine Arts: drama, art, music	3
Photography: aesthetics, form, color, perspective	4
Artistic Restoration: detail, precision; restore	4
Art Work: creative expression, ideas; paint, draw	4

3.1.2 BUSINESS RELATIONS

Accounting, Auditing: analyze, compare, report	1
Consulting, Business Services: evaluate, influence	1
Title and Contracts: find, examine, confirm	1
Corporate Leadership: executive, managerial	2
Corresponding: prepare, edit, send communications	2

Information Processing: gather, verify, send, file	2
Business Training: teach, demonstrate, communicate	2
Managerial: organize, coordinate departmental work	2
Contract Negotiations: confront, persuade, close	2
Interview/Inform: gather, dispense information	2
Supervisory: responsible for work done by others	4
Managerial/Supervisory - Service: coordinate	5

3.1.3   CLERICAL

Sort, Inspect, Measure: quality, tolerance, value	2
Typesetting, Reproducing with Machines: detail, form	3
Secretarial: clerical; minor executive assignments	3
Classify, File: clerical detail, forms, filing	3
Computing and Related Recording: numerical problems	3
Inspecting, Stock Checking: inventory, verify, store	3
Typing, Related Recording: routine data processing	4
Facilities Services: utilize equipment and people	4
Schedule, Dispatch, Expedite: coordinate activities	4
Routine Checking and Recording: processing totals	4
Stenographic: shorthand, typing, word processing	4
Paying, Receiving: cash transactions (tellers)	5
Switchboard Service: relay incoming office calls	5
Cashiering: receive money for goods or services	5

3.1.4   COUNSELING, GUIDANCE, SOCIAL WORK

Research, Social Science, Psychological	2
Guidance, Counseling: personal, work, school, spiritual	3

3.1.5   CRAFTS

Trade Management: plan, oversee craft activities	1
Craft Supervision: direct onsite craft activities of others	3
Precision Working: rigid standards, tolerances	3
Craftsmanship: build, process, repair, inspect	3
Costuming, Tailoring, Dressmaking: artistic textile crafts	4
Manipulating: sensory/physical/mechanical work	4
Cooking and Related: plan, prepare, serve foods; timing	4

3.1.6   EDUCATION AND TRAINING

Vocational Education: teach/demonstrate; apprentice	1
High School, College, University; teach/counsel	1
Industrial Training: systems, processes, machines	1
Supervisory and instructive: teach/manage service classes	2
Training Services: human resource development	2
Instructive: hobbies, crafts, games, recreation	2
Flight and Related: teach aircraft flight/operation	2
Animal Training: obedience, performance, show	3

Physical Education: sports; coach, develop skills   3

Kindergarten, Elementary Education: teach, nurture   3

3.1.7   ELEMENTAL WORK

Feeding/Offbearing: manual labor, machine-timed   4

Handling: routine nonmachine tasks, basic work   4

Signaling: alert observation; guide/warn public   5

3.1.8   ENGINEERING

Technical Writing: logic, terminology, explanation   1

Engineering, Scientific, Technical Coordination   1

Industrial Engineering: plan, direct, install, erect   1

Human Engineering: identify, develop/apply human skills   1

Systems Engineering: research, design, develop, apply   1

Sales Engineering regarding Technical Markets and Customers   2

Engineering Research and Design: conceive, experiment   2

Surveying, Prospecting: explore, locate, map   2

Drafting and Related: graphic layout/diagrams/detail   3

3.1.9   ENTERTAINMENT

Recreation/Amusement: challenge, risk; competitive   2

Amusement/Entertainment: physical, gymnastics, sports   3

Radio, TV Announcing: poise, vocabulary, delivery   3

Dramatics: interpret, portray roles   3

Musical, Creative: compose, arrange, improvise   3

Specialty Entertainment: please others to make sales   3

Creative Entertainment: imagination; spontaneous   3

Musical, Instrumental: professional potential   4

Modeling: artistic display; fashions, apparel   5

Musical, Vocal: singing, choral, solo; public   5

Rhythmics: dancing, ballet; precision of movement   5

3.1.10   FARMING, FISHING, FORESTRY - OUTDOOR, REMOTE

Technical/Scientific Support: lab/field service   2

Farming, Fishing, Forestry: outdoor craftsmanship   3

3.1.11   INVESTIGATE, INSPECT, TEST - LAB/FIELD SERVICE

Investigate/Protect: monitor, enforce regarding regulations   1

Material Analysis/Physical Science: test regarding specs   2

Appraise/Investigate: assess, evaluate, measure   2

Transport, Test Drive: operator, pilot, engineer   3

3.1.12   LAW AND ENFORCEMENT

Legal and Related: practice of law; judges, lawyers   2

Protecting: Monitor, defend persons and property   3

3.1.13   MACHINE WORK

Setup, All around Machine Work: install, technical	2
Setup/Adjust: tuning machines to performance standards	3
Operating/Controlling: stationary machine operation	3
Driving/Operating: heavy equipment control and operation	3
Tending: observing operations, instruments, gauges	4

3.1.14   MATH AND SCIENCE

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

3.1.15   MEDICINE AND HEALTH

Medical, Veterinary: diagnose, treat, prescribe	1
Surgery: manual/instrumental operation/correction	2
Nursing, X-Ray; technical care for patients	3
Therapeutic: rehabilitation, physical or mental	4
Child and Adult Care: health maintenance, support	5

3.1.16   MERCHANDISING

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

3.1.17   PERSONAL SERVICE

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

3.1.18   TRANSPORTATION, PUBLIC

Driver, Public Transportation: bus, taxi, limousine	5

3.1.19   WRITING

Journalism and Editorial: write, edit, publish news	2
News Reporting: gather, write, send information	2
Creative Writing: author; imagination, vocabulary	2
Translating/Editing: language, format, composition	3

3.2 TOP TEN VOCATIONAL AREAS

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

Trade Management: plan, oversee craft activities	1
Technical Writing: logic, terminology, explanation	1
Accounting, Auditing: analyze, compare, report	1
Engineering, Scientific, Technical Coordination	1
Industrial Engineering: plan, direct, install, erect	1
Vocational Education: teach/demonstrate; apprentice	1
High School, College, University; teach/counsel	1
Investigate/Protect: monitor, enforce regarding regulations	1
Scientific Research: probe, analyze, experiment	1
Industrial Training: systems, processes, machines	1