

Pat E Doe

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 talents, called Worker Traits, which he or she brings to the job. These talents are listed in their order of motivational priority and are central to the vocational potential of an individual. 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.

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

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

Pat is emotionally and sentimentally attached to the familiar and typically prefers routine, organized, and methodical procedures in all life activities. This indicates a resistance to, and negative feelings toward, sudden or unannounced major changes. This is true even if Pat would accept or even desire such changes provided more time, or exposure to the possibility or need of the change. When attachment to the familiar is strong, it is appropriately called the "homestead" trait. Like Charles Schultz's Charlie Brown says, "Happiness is sleeping on your own pillow." Such routine activities can be mental, administrative, machine-paced, sensory/physical, etc.

Pat seeks association with others socially, organizationally, and recreationally. In addition to assuring company with others, association is an important arena and environment for interacting with people in a variety of ways: leadership, managing, supervising, communicating, serving, caring, etc. Other traits have to be considered to determine **how** and **why** Pat associates and interacts with others.

Pat has the interest and skill for physically working with things and objects. Work of this sort is more sensory and physical than mental. When working with machines or equipment, timing, dexterity, coordination, and visual skills are important. Much of the activity is outdoors or where environmental conditions aren't well controlled to assure physical comfort. Pat relies on the natural talent that has developed since birth for the ability and savvy to do such work.

Once Pat has begun an activity, a priority (perhaps the highest) 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. Pat becomes 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.

Pat is motivated to manage people and their activities. Such management can be exercised with a variety of talents and a variety of reasons. The primary reasons are: 1) to exercise executive, managerial, or supervisory responsibility and authority, 2) to have the management position, role and recognition, 3) to not be in a subordinate, supervised position or role. Because emphasis is on the management of people, this is seen by

Pat as a service role where the managing is in the interest of those being managed. Whether Pat is motivated and equipped to manage on a “take charge” or “given charge” basis (an important difference) can be determined by the motivational strength and involvement of other traits such as persuasive, benevolent need of harmony, etc.

Pat has natural savvy and curiosity about the nature of things and about “what makes things tick” and possesses a mind which is 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 Pat is more technical, scientific or systems-oriented or if these talents are balanced.

Pat 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 of 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.

Pat enjoys being in the limelight when recognition is earned, deserved, or given. However, there is no “ego trip” involved in the effort. Pat can comfortably function in the foreground or the background. Nonetheless, recognition is an energizing 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 talent he/she brings to a job.

Mind and mental activity are very central to Pat’s vocational activities. “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*) Pat has talent for experiencing abstract ideas, creativity, concepts, theory, assessment, and choice of options. New ideas and creativity must have an important place in vocation.

Pat has excellent perception, retention, and literal recall of detail per se. This is a valuable talent in 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 Worker Trait factors to see how this talent fits with or complements related talents. (Note: This awareness of detail per se may be accompanied by awareness of essential detail which is related to essence rather than to fact or data. See factor “Intuition: ideas, concepts, creativity, options”, under Temperament for the Job.)

Pat subjectively exercises responsibility for social, vocational, or recreational perceptions, thinking, options, choices, decisions, and actions. This is an important, broadscoped, in-depth factor which includes social, leadership, management, and mental activities. Responsibilities which fit Pat’s orientation are identified by many Worker Trait Code factors. There is a great variety of possibilities, so no assumptions should be made until all Worker Trait Code sections are reviewed. The purpose of this factor is to emphasize that Pat accepts, assumes, and acts responsibly (and probably assertively) relative to the exercise of talents, and those talents 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.

Pat is 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. Please note emphasis 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: Pat is more benevolent toward persons not intimately, formally, or organizationally related. Benevolence expects those in close relationships to join in the **giving** rather than being a priority recipient. Nonetheless, Pat is benevolent toward all persons. But benevolence does have priorities about eligibility of persons for help. Motivation for this trait is compounded if functioning interactively with a strongly motivated philosophical trait.

“Evaluation: to appraise carefully; to judge as to worth or amount; to estimate generally.” Pat has a logical mind which “makes sense” of what is perceived regarding the big picture and pieces of the picture but in 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.

Pat is strongly motivated to be organizationally active with others. Traits which may be included are: **gregarious, managerial, benevolent, persuasive** and/or **philosophical**. Because so many traits could be involved in this rating and probably are, it is important to read appraisal data to know the motivational levels for each of those traits. Depending on the traits involved and motivation for each, the full definition of this factor can have a variety of meanings. It probably represents a service activity with organizational loyalty, intentional cooperation with others, and efforts in behalf of others. Pat senses and accepts a certain degree of self-assumed responsibility for the good, growth, and gain of others.

Pat is talented, self-sufficient, and goal-oriented, demonstrating independence in two ways: (1) motivated to manage own operational, technical, professional, scientific, and/or administrative activities without management or involvement by others; or (2) impersonally but objectively manage the skills of others 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, or it could include applying the talents of others. If it includes management of people, they are expected, perhaps even required, to perform at quality skill levels. Personality and psychology are not included. Pat does not want to be managed or dominated by others or to rigidly conform to organization rules or expectations.

Pat has a strong preference to work under the management or supervision of others who are competent and knowledgeable in their area of expertise. This also may indicate a preference to avoid work of an independent nature (i.e. self-directed, self-planned, self-managed). Performance, morale, energy, enthusiasm, and quality of work tend to reflect how satisfied Pat is with the working environment as created and managed by the motivational and inspirational leadership of a manager, director, supervisor, or lead-person.

Pat has motivation and talent for 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.

Pat accepts and exercises both responsibility and role for organizational management. Emphasis is on management of people, but that is directly tied to performance of existing, available skills. Performance and results are the main emphasis. Other Worker Traits must be studied to determine if Pat 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.

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

Pat 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 Pat’s ideas or way of thinking. Persuasive efforts may be oral, written, or via some media (like computer network hookups). Motivation behind that persuasion is to get others to accept what one is communicating. The objective of the communicative content can only be known by looking at many other Worker Trait factors and the list of personal traits.

1.3 APTITUDE FOR THE JOB

This is a highly generalized section in which the narrative deliberately focuses on talents, without emphasis or even mention of where or how these talents 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. It is another context in which to see if priorities are mental, sensory, or physical: "To thine own self be true."

Mind and senses of Pat are subconsciously connected so that perception and thinking are automatically and subconsciously converted to sensory signals which trigger physical action. 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. Pat's mind UTILIZES physical talent as the most immediately available system for its use.

At its highest development and talent/ this trait means sensing and seeing aesthetics, essence, philosophical and psychological meaning, and effect of color (i.e., "beauty is more than skin deep"), pattern, texture, and spatial measure: size, shape, distance, dimension, perspective, relationship, etc. It includes abstract dimensions and patterns, graphics, layouts, etc. That higher artistic sense is the source of abstract art, animated films, computer graphics, fractal geometry, new clothing designs and styles, modern architecture, etc. "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." (*Carl Jung*)

Subconsciously and consciously, Pat senses and uses (HIS/HER) senses and physical talents as an immediately available system for use by the mind. That causes good coordination, 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. 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 `switch-over' usually occurs about 21 days if it is going to be effective and fully subconscious.

Pat has 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 Worker Trait. Its basic orientation is perceptual and mental seeing.

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). Pat has that construct of talents in order to get a high rating for this Worker Trait. With continued industry emphasis on miniaturization, this is a valuable talent.

Pat has excellent talent for a wide range of mental activities: philosophical, cultural, scientific, literary, managerial, and/or computational. Being capable in those activities, Pat's mind is adept with 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 Pat has for each of those mental activities. High rating for this trait indicates an intellectual orientation which is functional in, or has potential for, academic, scientific, research, literary, executive, or consulting activities.

Pat has natural, constant perception, retention, and recall of verbatim detail. That is detail which registers, as accurately as possible, that something exists. Its source, meaning, utility, and/or potential are secondary or irrelevant compared to its existence, documentation, and availability for later reference or use. In appraisals, this is the core definition for clerical detail. Computational and literary traits contribute to this awareness.

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. If awareness of the pieces is more strongly motivated than seeing the big picture, then Pat gets to see the big picture by putting the pieces together.

Pat understands the 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 new “information highway” via computer, 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 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 talent. By now, you can see that only a review of all Worker Traits will clearly show the specific content of Pat’s literary and/or communicative orientation.

Pat has good talent and temperament for activities suggested by the word “workbench” - (a) excellent ‘manual’ skills with emphasis on use of arms, hands and fingers; (b) good ability to ‘handle’ materials which require sorting, assembly, disassembly, matching, filing, etc.; (c) 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. Because both talent and temperament are skilled for manual ‘workbench’ activities, it can be assumed that much of that skill is now subconsciously activated and maintained.

High rating with this **computational/analytical** factor means that all kinds and uses of numbers naturally make sense to Pat. Mathematical talent is as much a natural gift as artistic or musical talent, even though few people, educators in particular, acknowledge that fact. (But it is readily acknowledged as a natural gift by those that have it as well as by those who don’t. As Charles Schultz’s Charlie Brown says, “How can you do new math with an old-math mind?”) Pat is conceptual, theoretical, analytical, and computational in the awareness in, use of, and application of math. As such, math is an important vocational asset whether it be vocational specialization or vocational application.

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 talented for associating and interacting with people. They may also be important traits for certain “people intensive” jobs. (Low 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.)

Pat feels both privilege and responsibility to use communicative talent (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. That service communication is enhanced by Pat having empathetic interest in knowing the other person or persons, their needs, wishes, and communicative (listening) orientation. Nonpersuasive service communication can become persuasive and persistent when expressed in the interest of someone needing Pat to stand up for them.

“Mentor: a wise or faithful adviser or monitor.” Pat is interested in and conscious of existence, meaning, purpose, potential, and destiny of mankind, people, persons, and self; with self-felt, self-accepted responsibility to influence and/or cause good, growth, and gain in the lives of all concerned. Pat has intuition and philosophical curiosity which causes an awareness of personality, intentions, emotions, ethics, values, and moods of other persons, and of self. By itself, this is not benevolence; it may or may not be accompanied by

strongly (or moderately) motivated benevolence. If it is, this trait is compulsively central to personal and vocational activities. If not, it tends to be more philosophical or academic in nature, but still **service oriented**.

Philosophical, literary, scientific, managerial and/or **persuasive** traits may be involved in Pat's talent and drive to educate, train, or influence others. The main objective is to share knowledge and information that will be useful. So, conveying information to others assumes that educating self precedes educating others. Pat enjoys learning, sees the big picture, recognizes how pieces fit the picture, and gains from passing information on to others. Because so many traits might be involved in instructing activities, it is important to scan the Worker Traits to see which traits are important.

Pat relies on persuasive, gregarious, auditory-musical, visual-artistic, and communicative traits to entertain others with intent to convince them toward a particular idea, viewpoint, direction, objective, or product. In this Worker Trait context, entertainment is more than pleasing people. It has promotional and marketing objectives. Some activities for this trait are: marketing, sales, public relations, television commercials, lobbying, political campaigns, promotional consulting, sports announcing, etc. It can also be the effort of the individual to get ahead in various areas of entertainment and/or acting, i.e., to advance one's own career. Persuasion is the primary trait. There is an element of risk involved because the effort has a goal tied to the end of the act.

Pat is compulsively motivated to personally help others, to voluntarily, perhaps even sacrificially, give of self in their interest. On a single trait basis, this trait subjectively imposes more vocational calling, responsibility, and duty on the individual than any other trait. It is compounded if accompanied by a strongly motivated philosophical trait. It is further equipped for vocational ability by motivated managerial, gregarious, persuasive, scientific, clerical, and/or routine traits. It becomes more sensitive, intuitive, empathetic, and sympathetic if accompanied by need for, and dedication to, harmonious, and compatible relations with others. Therefore, it is evident that many other traits can be involved. Review of all worker traits will show which traits are involved in Pat's social service. Medical practice, nursing, psychiatry, psychology, counseling, guidance, ministry, social work, volunteer social service, search and rescue, public defender activity in law are specific areas where Pat would find vocational expression and satisfaction.

Pat willingly accepts responsibility for planning, assigning, and supervising work activities of others in operational or administrative activities. Emphasis is on daily scheduling, procedures, expediting, motivating, solving problems as they arise, and meeting functional objectives. This activity has prime responsibility for developing the will to work in employees and motivating them to higher levels of attainment and performance.

Pat is ready, willing, and able to persuasively influence others with the intent or hope to convince them to agree with what is said. Because this trait is moderately motivated, Pat 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.

Pat has motivation and talent for assertively negotiating. 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 the key element.

1.5 THINGS

*Working with things, manipulation of materials and processes, and cognizance of operational and mechanical forces or objects, highlight this Worker Trait Code section. None of the factors in this section are directly related to people nor call for exclusive mental talents. However, these factors do call for the interaction and interplay between **mental**, **sensory**, **physical**, and **mechanical** skills. 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.*

Pat is able to exercise sensory/physical skills 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.

Pat is well equipped 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.

Manipulating is a special trait which can have a variety of important meanings depending on its interaction with many different traits. In the “**things**” context of this section, it means motivated ability to manage/ handle material processing which may or may not involve machines. Basically, it is combined mental, sensory, and physical function tied to scheduling and processing of that which is at hand. Pat has that ability. (note: There can be other meanings to this trait. For instance, if all other mechanical or operator factors have low ratings, but management of people has high ratings (where listed in other Worker Trait Code sections), 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.)

Pat enjoys operating heavy, mobile equipment such as trucks, earth-movers, cranes, etc. Sensory and sensory/physical skills are primary: e.g., coordination, dexterity, timing, spatial awareness: size, shape, distance, dimension, perspective, relationship; depth perception. These skills have a fused linkage with equipment controls so that operator and machine are one unit. Natural machine savvy causes Pat to subconsciously know what the machine is capable of doing and operate it to get excellent performance. This usually includes proud identification, through one’s skills, with the equipment one operates. Work is most often outdoors or where conditions for physical comfort aren’t closely controlled. Mobility of work and residence is often another important factor.

Pat has good awareness and ability to run/manage fixed machine operation, and to be responsible for machine performance, condition, output, and quality. 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, the most important being machine savvy, alert monitoring of operations, and coping with routine.

Pat has highly developed skills which interact to cause excellent awareness of technical and mechanical standards as they relate to quality and precision. Concentration and focus are strong. Precision, quality, and standards are natural, highly developed elements of perception, thinking, and logic. This is a very important skill in industries where production, maintenance, and repair require exact precision, high quality, almost zero in allowable defects or error.

Pat is motivated and equipped for **tending** of operational/clerical activities. This means monitoring ongoing operational processes through observation of recording instruments which 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.

Pat is motivated and talented for mechanical engineering, including: (1) natural mechanical awareness of assembly, fabrication, operation, leverage, motion, force, and power, (2) ability to design and/or draw technical plans, (3) technical, statistical, and numerical analysis, and (4) layout and installation capability. This highly motivated, multi-talented engineering orientation probably means professional dedication to a major engineering vocation.

1.6 DATA

*The **data** section identifies talents and priorities for certain kinds of mental activities. If interests and talents 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 talents 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.*

A strongly motivated **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. This is an asset for database management, administrative work, warehouse processing, or library activities. It is particularly valuable for persons operating printing or copy shops or persons involved in publishing with computers.

Compiling means more than simply gathering large volumes of data sheets and stuffing them in a filing cabinet. It means that Pat is motivated to find, identify, classify, store, remember, and retrieve what is important or what might be important for future use. This is crucial for researchers, technical writers, lawyers, academic teachers, consultants, systems engineers, and programmers. This trait has “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 thorough, practical, and efficient this trait is.

“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*) Pat sees the big picture, 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 talents may also be involved. Other mental factors in this section are subordinate, secondary, or complementary to this primary function. 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 which Webster defines as “the science of the operations of the understanding subservient to the estimation of evidence.”) Synthesis gets no further toward logic than estimating.

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

Pat has excellent skill for identifying factors which are important for vocational use. **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. This is an important worker 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 this perceptual/mental activity.

Pat is curious, inquisitive, investigative, exploratory, analytical, and experimental. Words such as “if” and “why” are central to this trait. It is a factor which 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. It includes nonlinear speculating about new forms, possibilities, relations, and fits. In other words, it tends to be an executive function dedicated to possibilities.

Pat is strongly motivated to **coordinate**: to take action, to manipulate that which is at hand in order to “get the show on the road.” Because this trait is strongly motivated, it is very important to see the other factors of the **mental activity** section, and the **mental priority** section to determine whether Pat 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:” begin the charge, then identify the objective, and hope that someone follows with the supplies. If this trait is equally motivated with other mental traits, it still means enthusiasm and drive to take action, but it is balanced with other related functions. This trait is goal oriented!

1.7 REASONING

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

Pat is capable of carrying out instructions for simple, routine tasks in a familiar environment. Many maintenance positions are in this category, as are some temporary or seasonal jobs. Usually tasks are explained, demonstrated, and supervised. Key responsibilities may include dependability, a steady work record, thorough and clean performance, and trustworthiness relative to the property of others.

Pat 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 and focus are on the big picture. (Example: Pat is more inclined to be an executive than a manager, more inclined to be a manager than a supervisor.) Pieces of the picture are brought in to the big picture.

Scientific/technical/logical thinking is applied by Pat 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. This is engineering in the industrial and technical sense. The following quote 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*)

Pat uses and applies 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 which have currently developed in familiar areas. This is commonly known as troubleshooting. The objective is to get the "train back on the track". This is illustrated well by a poem in which a foreman reports a train wreck: "*Off again. On again. Gone Again. Finnegan.*" 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.

Pat seeks, needs, and enjoys occupational activity which is exclusively methodical, thorough, and routine. That kind of activity may require mental attention, focus, and concentration. On the other hand, it may not. 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. subconscious/sensory/physical systems 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."

Pat has basic interest and understanding of operational aspects of systems, procedures, and/or maintenance. There is an associated aptitude 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 also assumes that Pat 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.

1.8 MATHEMATICAL CAPACITY

Math is a talent like art or music. 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. Low ratings for some or all of these factors imply that math, or possibly that specific application of math, is not attractive to this individual.

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. It means figuring commercial transactions like buying groceries at a store, lunch at a restaurant, or a plane ticket at an airport. It is primarily addition, subtraction, multiplication, division and recording results. High rating for this math worker trait shows that Pat is motivated and equipped for computational math.

Pat has excellent perception of detail and the ability to accurately create and process records related to that detail. This ability to steadily, consistently, and accurately identify and process detail relies on conscious and particularly subconscious talent. Emphasis here is on detail related to data and numbers. This is a valuable asset in many occupations such as pharmacist, registered nurse, transportation and distribution, switchboard activity, data processing centers, etc.

Statistical, investigative use of mathematics fits Pat's mental orientation and capacity. This kind of math is valuable for many kinds of engineering activities: mechanical, systems, hydraulic, geological, computer, etc. Methodical, logic, pragmatism, and objectivity are central to the activity. Computers are typically essential for this work.

Accounting Control of Numbers is "management math" because it is used by management for tracking, analyzing, and verifying business activities and performance. Pat has a management math orientation because it includes a specialized talent 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. Chief Financial Officers, Comptrollers, bank officers, CPAs, and auditors rate high for this trait.

Pat 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 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 they don't rate well for this worker trait.

Pat can 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. This mind is conceptual, analytical, curious, and exploratory. This represents an appropriate mind for research and theoretical logic.

1.9 LANGUAGE CAPACITY

Four language traits are included in the narrative to cover basic activities which 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 rating exists for one or more factors in this section, scan those other sections to discover talents the individual has for those activities. Not all jobs call for orators or authors, while some jobs require such skills.

Pat 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. Therefore, it is necessary to review all worker traits to more closely identify Pat's orientation relative to this trait.

Pat has ability 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. 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. Pat should use this talent as an important vocational asset.

Pat is talented for word processing in its widest application: administrative, secretarial, editing, library referencing, management information systems, electronic transmission of information, etc. It requires knowledge of proper language usage, spelling, punctuation, keyword identification, referencing, and cross-referencing. Attention to detail is essential.

Pat is highly motivated and talented for creative writing and communicating at professional levels. Mind orientation is holistic, conceptual, imaginative, and creative. Ideas trigger more ideas. High rating for this worker trait indicates 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 applies here. Potential includes writing fiction, poetry, scripts for movies or television, advertising copy, marketing copy, teaching creative writing, etc.

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 scores 1-5 which determine the level of motivation the trait has for the person. Traits in Level 1 are compulsive; Level 2 is highly motivated; Level 3 is moderately motivated; Level 4 is unmotivated; Level 5 is an aversion.

2.1 WORKER TRAIT SCORES

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

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

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

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

2.1.3	APTITUDE FOR THE JOB (Expression of performing tasks)	
K	Mental/Sensory coordination of physical action	1
C	See and sense colors, shades, patterns, textures	1
E	Simultaneous skills in complex physical tasks	1
S	Mental/Sensory awareness of “the big picture”	1
F	Mental/Sensory skills in handling fine detail	1
G	Intellectual and/or Analytical orientation	1
Q	Sensory/Mental awareness of detail per se	1
P	Sensory/Mental awareness of “pieces of the picture”	1
V	Literary and/or Communicative orientation	1
M	Manual dexterity in routine “workbench” activities	1
N	Computational or analytical use of numbers	2
2.1.4	PEOPLE (How you relate to people, in priority order)	
6	Service communication: voluntarily inform others	1
0	Mentor: size up people, personalities, motives	1
2	Instruct: teach, train, influence, demonstrate	1
4	Entertain: to deliberately influence others	1
7	Social service directly benefiting others	1
3	Supervise: plan, manage work activity of others	2
5	Persuade: assertively influence, convince others	3
1	Negotiate: confront, communicate to achieve goal	3
2.1.5	THINGS (How you relate to things, in priority order)	
6	Feeding/offbearing: manual labor timed by machines	1
7	Handling: basic, routine manual labor	1
4	Manipulate: physically manage material processes	1
3	Drive/Operate: mobile and heavy equipment; controls	1
2	Operate/control: on-site machine operation	1
1	Precision/quality: technical, mechanical standards	1
5	Tending: monitoring/adjusting gauges, switches, controls	1
0	Engineering, technical planning, installation	2
2.1.6	DATA (How you relate to data, in priority order)	
5	Copy: duplicate, transcribe, record, send	1
3	Compile: gather, classify, store information	1
0	Synthesize: holistic, conceptual, strategic thinking	1
4	Compute: solve routine mathematical problems	1
6	Compare: recognize important factors for use	1
2	Analyze: investigate, research, experiment	1
1	Coordinate: plan, implement, manage procedures	2
2.1.7	REASONING (How you relate to reasoning, in priority order)	
1	Follow specific directions for basic, routine tasks	1
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
2	Methodical and thorough in routine procedures	1
3	Operational systems, procedures, maintenance	1
2.1.8	MATHEMATICAL CAPACITY (How you relate to the applied usage of math)	
3	Computational: solving routine math problems	1
1	Counting/Posting: inventory, data processing	1
5	Statistical, investigative mathematics	1
4	Analytical, accounting, auditing use of math	1
2	Elemental: add, subtract, multiply, divide	1
6	Research: innovative, experimental use of math	1
2.1.9	LANGUAGE CAPACITY (How you relate to the usage of language)	
4	Systematic, logical explanation and education	1
1	Read, understand, follow basic instructions	1
2	Record, transmit, post, file information	1
6	Creative literary, communicative ability	1

2.2 WORKER TRAIT CODE CHARTS

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

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

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

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

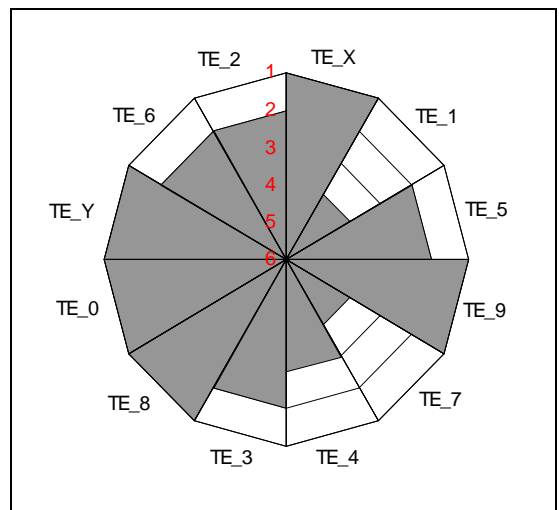
INTEREST IN JOB CONTENT

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



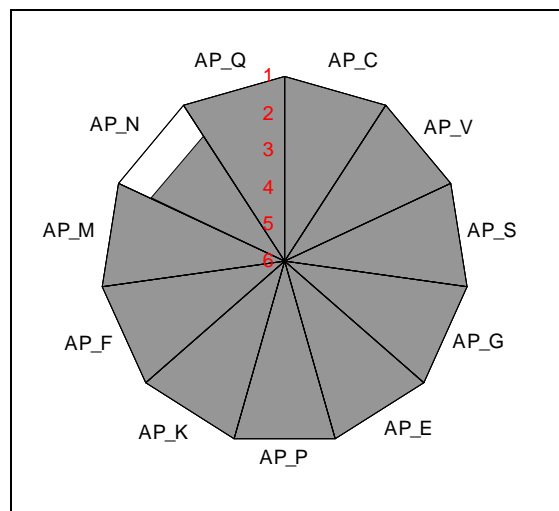
TEMPERAMENT FOR THE JOB

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



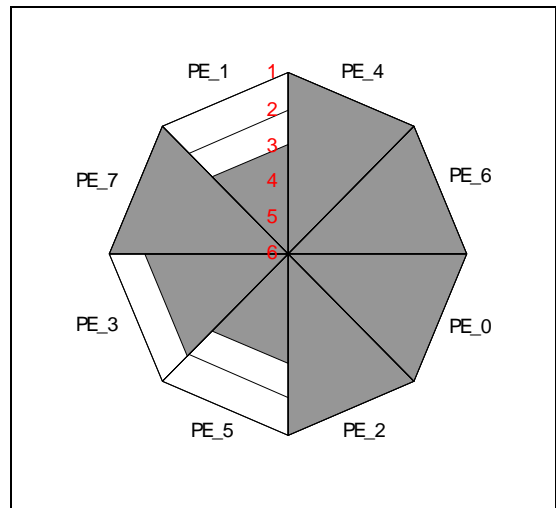
APTITUDE FOR THE JOB

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



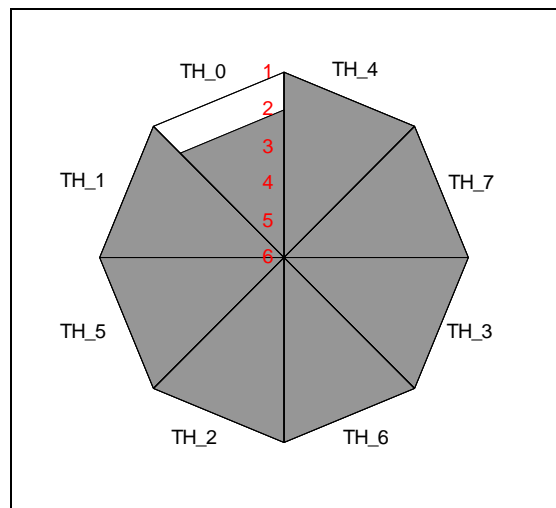
PEOPLE

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



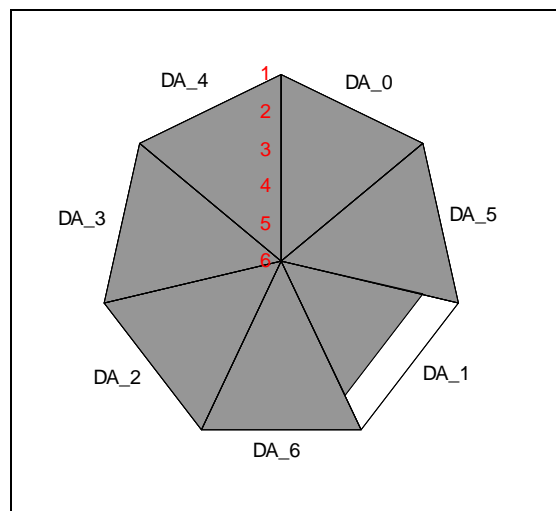
THINGS

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



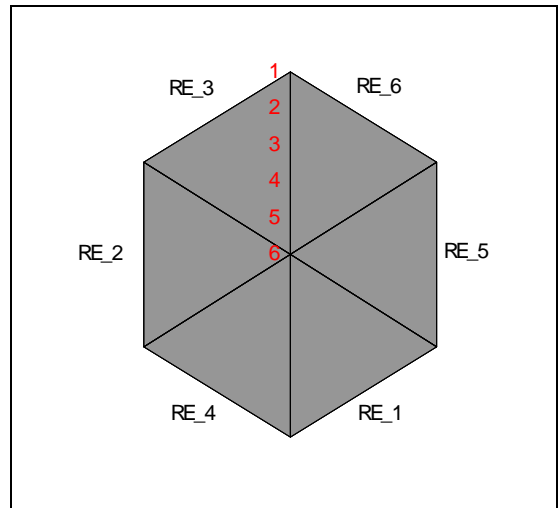
DATA

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



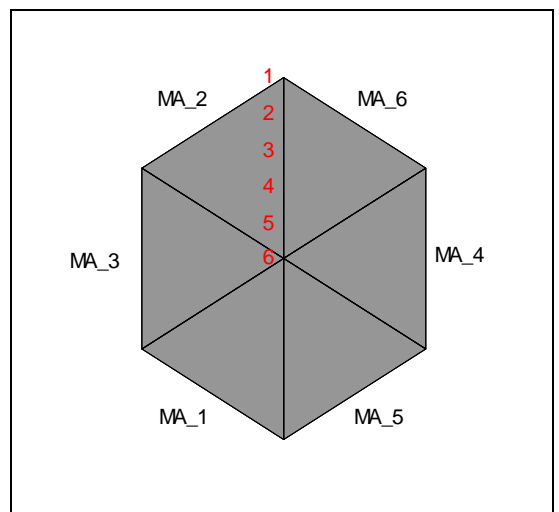
REASONING

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



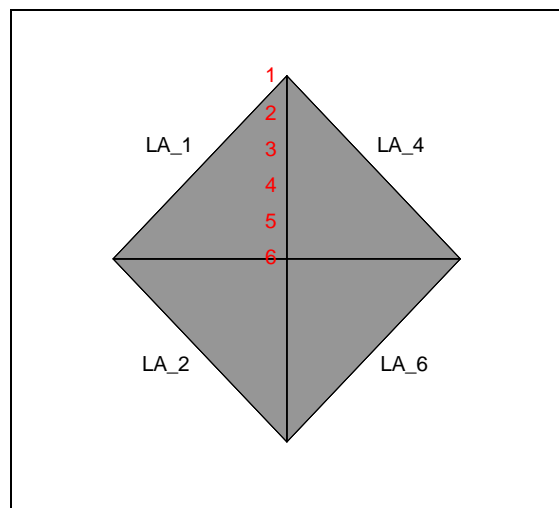
MATHEMATICAL CAPACITY

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



LANGUAGE CAPACITY

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



3. VOCATIONAL ANALYSIS

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

3.1 MAJOR VOCATIONAL AREAS

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

3.1.1 FINE ARTS

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

3.1.2 BUSINESS RELATIONS

Interview/Inform: gather, dispense information	1
Corresponding: prepare, edit, send communications	1
Information Processing: gather, verify, send, file	1
Accounting, Auditing: analyze, compare, report	1
Title and Contracts: find, examine, confirm	1

Supervisory: responsible for work done by others	1
Managerial/Supervisory - Service: coordinate	1
Business Training: teach, demonstrate, communicate	1
Consulting, Business Services: evaluate, influence	1
Contract Negotiations: confront, persuade, close	2
Managerial: organize, coordinate departmental work	2
Corporate Leadership: executive, managerial	2
3.1.3 CLERICAL	
Secretarial: clerical; minor executive assignments	1
Switchboard Service: relay incoming office calls	1
Paying, Receiving: cash transactions (tellers)	1
Cashiering: receive money for goods or services	1
Stenographic: shorthand, typing, word processing	1
Typing, Related Recording: routine data processing	1
Classify, File: clerical detail, forms, filing	1
Routine Checking and Recording: processing totals	1
Inspecting, Stock Checking: inventory, verify, store	1
Computing and Related Recording: numerical problems	1
Facilities Services: utilize equipment and people	1
Sort, Inspect, Measure: quality, tolerance, value	2
Schedule, Dispatch, Expedite: coordinate activities	2
Typesetting, Reproducing with Machines: detail, form	2
3.1.4 COUNSELING, GUIDANCE, SOCIAL WORK	
Research, Social Science, Psychological	1
Guidance, Counseling: personal, work, school, spiritual	1
3.1.5 CRAFTS (Skilled Trades)	
Trade Management: plan, oversee craft activities	1
Costuming, Tailoring, Dressmaking: artistic textile crafts	1
Manipulating: sensory/physical/mechanical work	1
Cooking and Related: plan, prepare, serve foods; timing	1
Trade Supervision: direct onsite craft activities of others	1
Craftsmanship: build, process, repair, inspect	2
Precision Working: rigid standards, tolerances	2
3.1.6 EDUCATION AND TRAINING	
Animal Training: obedience, performance, show	1
Instructive: hobbies, crafts, games, recreation	1
Kindergarten, Elementary Education: teach, nurture	1
Vocational Education: teach/demonstrate; apprentice	1
High School, College, University; teach/counsel	1
Supervisory and instructive: teach/manage service classes	1
Training Services: human resource development	1
Flight and Related: teach aircraft flight/operation	1

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

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

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.

Decorating and Art Work: design, arrange, consult	1
Photography: aesthetics, form, color, perspective	1
Art Work: creative expression, ideas; paint, draw	1
Interview/Inform: gather, dispense information	1
Corresponding: prepare, edit, send communications	1
Secretarial: clerical; minor executive assignments	1
Switchboard Service: relay incoming office calls	1
Paying, Receiving: cash transactions (tellers)	1
Trade Management: plan, oversee craft activities	1
Signaling: alert observation; guide/warn public	1