

*potential*

**MAPP™**

UCTIVE

itude

4%

ISCOVERY

DUAL

76%

CHOICES

action

1  
1  
1  
2  
2  
3  
3  
3  
4  
4  
4



**MAPP<sup>TM</sup>**

**(Motivational Appraisal of Personal Potential)**

## **Technical Reference**

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## ◆ TABLE OF CONTENTS

A HISTORY AND GENERAL BACKGROUND OF M.A.P.P.™	5
THE CORE	11
COMMUNICATIONS AND LEARNING ORIENTATIONS	21
VOCATIONAL ORIENTATION	37
APPRAISAL REVIEW:	55
REFERENCE FORMAT	61
<i>Routine, organized, methodical procedures</i>	61
INTEREST IN JOB CONTENT	63
<i>Physical work with materials, tools, equipment</i>	64
<i>Direct business contact and interaction with people</i>	65
<i>Routine, organized, methodical procedures</i>	66
<i>Management of social or organizational activities</i>	67
<i>Work for personal gain, recognition, status</i>	68
<i>Concerned with people, communication of ideas</i>	69
<i>Technical, scientific interests and skills</i>	70
<i>Abstract, innovative, creative activities</i>	71
<i>Non-social procedures, operations or functions</i>	72
<i>Output drive: production, goals, efficiency</i>	73
TEMPERAMENT FOR THE JOB	75
<i>Change and variety</i>	76
<i>Routine activity set by schedule or operations</i>	77
<i>Supervised activity directed by others</i>	78
<i>Plan, control, direct activities of others</i>	79
<i>Organizational involvement, teamwork, roles</i>	80
<i>Independent, self-planned, self-performed activity</i>	81
<i>Aggressively influence, persuade, get agreement</i>	82
<i>Handle responsibilities, choices, decisions</i>	84
<i>Intuition, creativity; ideas, concepts, options</i>	85
<i>Evaluation; logical study, analysis</i>	86
<i>Provide service dedicated to interest of others</i>	87
<i>Work with detail, data, records, inventory</i>	88
APTITUDE: MENTAL, PERCEPTUAL, SENSORY/PHYSICAL	89
<i>Intellectual and/or analytical orientation</i>	90
<i>Literary and/or communicative orientation</i>	91
<i>Computational or analytical use of numbers</i>	92
<i>Mental/sensory awareness of "the big picture"</i>	93
<i>Sensory/mental awareness of pieces of the picture</i>	94
<i>Sensory/mental awareness of detail per se</i>	95
<i>Mental/sensory coordination of physical activity</i>	96
<i>Mental/sensory skills in handling fine detail</i>	97
<i>See and sense colors, shades, patterns, textures</i>	98
PEOPLE: RELATIONSHIPS, ROLES, INTERACTION	99
<i>Mentor: size up people, personalities, motives</i>	100
<i>Negotiate: confront, communicate to achieve goal</i>	101
<i>Instruct, teach, train, influence, demonstrate</i>	102
<i>Supervise: plan, manage work activity of others</i>	103
<i>Entertain to deliberately influence others</i>	104
<i>Persuade: assertively influence, convince others</i>	105
<i>Service communication: voluntarily inform</i>	106
<i>Social service directly benefiting others</i>	107

WORKING WITH AND MANIPULATING THINGS .....	109
<i>Engineering: technical planning, design, installation</i> .....	110
<i>Precision/quality: technical, mechanical standards</i> .....	111
<i>Operate-control: on-site machine operation</i> .....	112
<i>Drive-operate: mobile and heavy equipment; steer, control</i> .....	113
<i>Manipulate: physically manage material processes</i> .....	114
<i>Tending: monitoring/adjusting gauges, controls, switches</i> .....	115
<i>Feeding/offbearing: manual labor timed by machines</i> .....	116
<i>Handling: basic, routine manual labor</i> .....	117
DATA: MENTAL ORIENTATION .....	119
<i>Synthesize: holistic, conceptual, strategic thinking</i> .....	120
<i>Coordinate: plan, implement, manage procedures</i> .....	121
<i>Analyze: investigate, research, experiment</i> .....	122
<i>Compile: gather, classify, store information</i> .....	123
<i>Compute: solve routine mathematical problems</i> .....	124
<i>Copy: duplicate, transcribe, record, send</i> .....	125
<i>Compare: recognize important factors for use</i> .....	126
REASONING: PRIORITIES FOR APPLYING MENTAL TALENT .....	127
<i>Holistic concepts, meaning, options, strategies</i> .....	128
<i>Apply ideas and strategies to real problems/tasks</i> .....	129
<i>Solving on-going problems in familiar areas</i> .....	130
<i>Operational systems, procedures, maintenance</i> .....	131
<i>Methodical and thorough in routine procedures</i> .....	132
<i>Follow detailed directions for basic, routine tasks</i> .....	133
MATHEMATICAL INTEREST AND CAPACITY .....	135
<i>Exploratory, innovative, experimental use of math</i> .....	136
<i>Statistical, investigative mathematics</i> .....	137
<i>Analytical, accounting, auditing use of numbers</i> .....	138
<i>Computational solving of routine math problems</i> .....	139
<i>Elemental: add, subtract, multiply, divide</i> .....	140
<i>Counting, posting: inventory, data processing</i> .....	141
LANGUAGE TALENT AND CAPACITY .....	143
<i>Creative literary, communicative ability</i> .....	144
<i>Systematic, logical explanation and education</i> .....	145
<i>Record, transmit, file, post information</i> .....	146
<i>Understand and follow basic instructions</i> .....	147
GLOSSARY OF TERMS .....	149
APPRAISAL FACTOR DEFINITIONS .....	150
WORKER TRAIT CODES .....	173
WORKER TRAIT CODING .....	179
<i>Human Resource Identification and Utilization System Operational Procedures</i> .....	181

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## ◆ A HISTORY AND GENERAL BACKGROUND OF M.A.P.P.™

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It's a kind of a Paul Bunyan story when you think about it. It's a story of a family, a pioneering, scientific thinker, lives tragically lost, and a family "yearbook."

The story begins in Tribus, near Treptow, on the Riga River in what is now a part of Poland. In 1872 it was Pomerania, a part of Germany. The name of the family was Neils, and the decision was made to move to Milwaukee, Wisconsin.

By 1895, Julius Neils incorporated the J. Neils Lumber Company, and the family was in the business of harvesting big trees. The family home became Cass Lake, Minnesota.

By now you may be wondering, "What does this have to do with the price of rice in China?" Actually, nothing. It does have a lot to do with MAPP™, however, so read on!

Skipping to 1910, Julius visited Libby, Montana to check out the timber, the land, and a recently acquired mill. In 1912, Julius sent his eldest son to take charge of the western operations.

After serving in World War I, two other sons were sent to Libby to manage the logging and mill operations, respectively. One of them was George Neils.

In 1923, George and Susan Neils had a son, Kenneth George Neils. He is the creator of the MAPP™ system and, in many ways, this is his story. Ken grew up in the small town of Libby. Nestled in the Kootenai River valley, it was a place where everyone knew everyone else, and there were very few strangers. Ken matured, went to school, skied, played basketball, and went hunting with people he would later be asked to hire, train, and place in jobs.

After the end of World War II and service in the Army, Ken returned to the University of Montana in Missoula. Ken Neils could be described as a "brainiac". While at the University of Montana, he broke the rules consistently by refusing to follow prescribed courses of study. He chose what courses he wanted and took them. This was prior to a more enlightened age in which a degree in General Studies was available.

Eventually, Ken went back to Libby where he joined his brothers and cousins in working for the family firm, responsible for Industrial Relations. In the intervening fifty years, this area evolved into the Personnel Department and then into Human Resources. In addition to hiring, training, and placement, Ken was responsible for safety.

Many of those people with whom Ken grew up returned from service in the war. They were looking for work in the woods or the mill as sawyers, bulldozer operators, truck drivers, road builders, machinery operators, and millwrights. Ken has described it as seeing warm bodies coming through the front door looking for work while jobs were waiting to be filled out the back door.

Ken knew these people. He knew them as well as anyone having grown up with them in a small town. He knew what they did. He knew them by their behavior and placed them accordingly.

Ken tells of being called out on accidents in the woods; of riding back to Libby in an ambulance with someone who had been crushed or had lost limbs, still conscious and screaming in pain. He recounts bringing the bodies of people who had been friends back to the morgue. He describes having to tell young wives they were now widows.

Based on that experience, Ken said, "There's got to be a better way. These aren't accidents. This is murder." It was clear that Ken knew these people well, knew what they did, but he didn't know why they did what they did.

To find out if there was a better way, some sort of predictive tool, Ken contacted Dr. Frank DuMas. Dr. duMas was a Professor of Industrial Psychology at the University of Montana and had assembled all of the predictive instruments of the early 1950's. It took Ken two weeks to complete them.

Dr. George Fredrick Kuder wrote two a parts of the collection of tests, inventories, and assessments. They are known as the Kuder Preference Records. One deals with personal traits (form AH) and the other with vocational traits (form CP).

In looking at these two inventories, Ken had an "Ah ha!" experience. He saw clearly the why behind the behavior he had observed for years. He also saw a way of relating people's motivations and their resulting behavior to situations. Ken began to use this information in making decisions about hiring and placement of all employees. He also started writing reports about the individual which became known as *The Appraisal*.

The J. Neils Lumber Company was a part of the Intermountain Logging Congress. This organization included timber operations from throughout the Western United States and Canada. Within a short time after implementation of Ken's new strategies for hiring, training, and placement, the family lumber company began to win most of the Safety Awards at the annual meeting of the association.

Accidents, lost time, injuries, and fatalities had all declined significantly. Industry recognition that something very different was happening in Libby, Montana resulted in cabinets full of plaques and trophies.

In 1957 the J. Neils Lumber Company merged with St. Regis Paper Company. Many family members, including Ken, chose to move into independent business.

Word of Ken's work with the Kuder Profile Records and his unique application of this information spread, and he embarked on refining his theories and system of matching people with situations or relationships. In addition, consulting work with his system provided a range of venues in which to experiment.

In the 1960's two major developments shaped the future course of Ken's thought and, therefore, MAPP™. The first was the Dictionary of Occupational Titles (D.O.T.) published by the U.S. Department of Labor in 1965. The second was the advent of the computer age in business. Until this time, computers were the realm of government, the military, and universities with huge research budgets.

In reading through the Dictionary of Occupational Titles, Ken had another of those "Ah ha!" experiences. Here, at last, was a proposed method of identifying the motivations, aptitudes, and behaviors necessary in a job. Until this time, Ken had been extrapolating this information through observation, study, intuition, and analysis. The "brainiac" had his own "Corporate Check List" which anticipated many of the criteria found in the D.O.T..

The power of the process and the system Ken developed sometimes had mystical or magical overtones. Word spread and soon people were calling for help with all sorts of situations. In one particularly painful case, Ken received a phone call from Libby, Montana. A faithful and trusted employee had vanished. He had been reported to be upset and despondent, and people feared for his life. After hours of studying the Kuder scores for this person, the Appraisal which had been written, and the reported situation, Ken came to a very painful conclusion.

Because of the personal orientation, Ken felt that the person in question had probably committed suicide. In addition, he projected that he had killed himself in a nonviolent way and had done so in a spot which would be filled with a particularly fond memories. Knowing the area intimately and knowing the man, Ken suggested that searchers explore a specific area in the Cabinet Mountains, a rugged, remote, wilderness range south of Libby.

Searchers found the man within five miles of Ken's target. He was in his pickup truck which was parked in a spot with a beautiful scenic view. The windows were rolled up and a hose ran from the exhaust pipe into the cab. The gas tank was empty.

Because of changes in the man's health and what he perceived as the loss of any possible hope or joy in the future, he despaired. The Appraisal, now MAPP™, has been utilized on many occasions in suicide and addiction intervention.

The importance of Ken's discovery in the D.O.T. cannot be stressed excessively. In Ken's view, the theory of the Department of Labor was, incomplete. Yet, it set him on a mission: to make it workable and integrate it with the constructs he had developed around the Kuder Profile Records. In Chapter 6 *Job Analysis and Coding* we will discuss how Ken refined, developed, and expanded the D.O.T.'s proposed strategy.

While Ken can be described as a "brainiac," he can also be seen as a bulldog. This will become even more evident as you come to know him.

Having developed a System for matching people with jobs, people with people, people with environments, and applying this in a variety of business situations, Ken was the only one who knew



how to do the work. He was spending two or three hours performing the analysis and manually marking check lists similar to those you see in MAPP™, *for each person!*

Someone said, "Have you heard about these newfangled things called computers?" Ken decided to visit IBM and explore the use of computers in doing analysis and creating reports.

Ken concluded was that IBM had a computer which would do the job. It would cost two million dollars, required a special building, air-conditioned environment, and lots and lots of punch cards. However, the IBM executive Ken Visited said, "But, you're not ready for a computer right now anyway. It will take you ten years of preparation, engineering, and programming to prepare. By that time, we will have something which will meet your needs and be only the size of a grand piano."

Ken's response was, "I can do that." Here's where we see the "brainiac bulldog." Many, if not most, people would have said, "Never mind." Ken went to work on the project.

Ten years later, in 1978, the first version of what has become MAPP™ was printed by an IBM computer about the size of a dining room table.

During the 1970's there were two other significant developments in MAPP™. The first was that Ken met Dr. David Barbee. Dave is currently the Director for the Center For Advanced Learning Systems (CALs) at the Department of Labor. At the time of their meeting, he was working as a consultant designing educational systems for The National Institute on Drug Abuse, various educational institutions, and the government of Saudi Arabia.

Having written two books, *Accountability In Education* and, a *Systems Approach to Community College Education* Dr. Barbee was a leading theorist in the field of learning styles. On being exposed to the appraisal system, he was very excited. He also indicated that while matching the person against a work environment was essential, it was critically important to understand how the individual learns so that training could be designed.

Working with Dr. Barbee, Ken developed a rating sheet describing a person's learning style. This included mental processing, how a person retains or blocks information, in what form information would best be received, social environments for learning, teacher relationships and testing procedures. A later chapter (3) on the Educational Analysis of MAPP™ will provide details.

In the development of MAPP™, another person who played a significant role was Dorothy C. Neils. In 1965, Dorothy returned to academic life by enrolling in a Master's program in Guidance and Counseling. Completing her degree at Whitworth College in Spokane, Dorothy entered the world of school counseling. She worked with all levels of high school students in personal, academic, and vocational counseling.

In addition to counseling, Dorothy began work with the Department of Corrections of the State of Montana. Her role was to evaluate women felons prior to sentencing and make recommendations to judges. In each case, judges adopted Dorothy's suggestions. Working with the appraisals

of women who had committed murder, armed robbery, embezzlement, kidnapping, and other felonies, Dorothy and the Corrections staff saw a need to look at psychological traits.

Of a particular interest were issues of self-esteem, dominance of or by others, impulsiveness, desire to succeed, conformity, and harm or risk avoidance. In other words, what causes a person to relate to others in the way that they do? To answer this question, Dorothy began extensive research and discussions with professionals in Corrections. In addition, she continued her personal interviews with each of the felons. Dorothy and Ken then developed the listing of traits known as *Psychological Factors* (section 3.3) in MAPP™.

A series of reports was now being prepared by the computer which looked at:

- (1) The primary traits of the person
- (2) How the person related to other people
- (3) The person's learning style
- (4) The person in the context of a Worker Trait Code

All narrative materials continued to be manually written by Ken Neils. In addition, Ken, Dorothy, and Patrick Neils were the only persons familiar enough with the system to utilize it. Over time, others including Michael Tacon of Calgary, Alberta and Joe Cotruzzola of Albuquerque, New Mexico began to utilize Ken's system and develop applications of their own.

The conclusion of everyone was that it was a very powerful tool, but had two major limitations. The Kuder Profile Records were still the collection instrument, and Ken had to be personally involved in every appraisal. This made everything "Ken-dependent".

The Kuder Profile Records are powerful tools, and more information about them is available elsewhere in the manual. They are not easily taken, requiring between two and three hours to complete. There is a punch pin which must be used to mark one's choices, leaving the person's finger sore and creating a negative attitude.

Ken's heavy involvement in every appraisal, limited how many he could complete in a day. So, while the computer could do in ten seconds what Ken could do in three hours, he still had to spend another three hours writing to explain the computer ratings!

An additional concern of many was the difficulty in understanding the appraisal and questionnaire terminology. In 1986 a group convened to discuss these difficulties and make recommendations to Ken. At that time, he embarked on a program of development to address the issues.

In 1987 a new series of reports were presented which were much more accessible to the person appraised. The remaining difficulty was that the Kuder Profile Records were still the collection instrument. Ken had, over the years, been working on developing questionnaires and inventories of his own that he believed would be more appropriate.

In 1994, was *Timber* was published. This takes us back to the family story and the J. Neils Lumber Company. What began as an occasional publication during World War II to keep family members in the armed services in touch with news back home, has become a family encyclopedia published every ten years. In reading *Timber*, Ken ran across the description of Henry Neils' family and work in computer software.

Ken's father and Henry's grandfather were sons of Julius Neils. Henry is in the software business and is one of the guiding software designers behind ZH Computer, the parent company of International Assessment Network.

Because Ken was interested in making the appraisal process much less "Ken-dependent," starting to utilize the tests he had been developing, and developing a computerized narrative, he contacted Henry. By the fall of 1994, Ken and Henry had reached an agreement to move forward in developing MAPP™.

During the last two years Ken, Henry and others collaborated to make the process and system easily accessible. Completing the questionnaire, whether on paper or computer, has been reduced from two or three hours to twenty minutes. Results are available within minutes rather than days or weeks. The computer prepares all of the reports.

This is where you come in. After almost fifty years of work on Ken's a part, this system is ready for you to use. It is a complex system, but one which others now utilize. As we begin to study the system itself, please remember that there is no one, easy formula for understanding these materials. Everything is interrelated.

In studying human beings in all their intricacy and complexity in a myriad of situations for fifty years, Ken has come to some profound understandings. Capturing that knowledge and experience is the work of Henry Neils and his colleagues. They referred to this process as "putting Ken in a can." Opening the can will be enjoyable, challenging and thought provoking.

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## ◆ Communications and Learning Orientations

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Before exploring the next sections of MAPP™, think back to the onion. We've discussed the core of MAPP™, the core of the person. In the *Personal Analysis* section of MAPP™ we speak of the "Traits of the Person": "these twenty-three core traits identify a unique quantification and qualification of the individual."

Each of these traits constantly inter-relates with all the other traits. It is through the interaction of these core traits that we begin to see themes of the individual. *It is also out of these core traits that the next layers of the onion grow.*

Only in understanding and referring back to the core and the themes already established can we understand how a person learns or how they relate to others. No section of MAPP™ stands alone. Each layer of the report is built upon and connected with other layers. The greatest danger faced in working with the power of MAPP™ is to draw summary conclusions based upon a few pieces of information.

Let's leave the image of an onion's core for a moment and think of a person in a vacuum, or better yet, in the vacuum of outer space. Think of a person so isolated that all that is relational is within themselves. This is the level at which we first understand the *traits of the person*. When we take those traits back into the world, we can begin to understand the *psychological factors*.

Here we look at what drives a person's inter-relative behavior. How will this person relate to others around them? How do they feel about themselves relative to others? What causes their interpersonal or public behavior? Joe Cotruzzola, a consultant from Albuquerque, New Mexico, speaks of many of these factors as determining "meeting dynamics."

**Kenneth Neils, creator of the MAPP™ system, says that** "any meeting of two or more people is inevitably and automatically a pecking-order encounter in which each person will find their place or be put in it." *The psychological factors* section of MAPP™ gives us clear view of how each individual will respond to that encounter.

In a later module we will examine *matching and interpersonal* dynamics. That section will compare and contrast the interactive dynamics of two or more individuals as expressed throughout their MAPP™'s, especially in their *psychological factors*.

The same understanding of ratings that applies to the core applies to this section. The "1" through "5" level ratings have the same significance, as do the percentile rankings. It is also important to examine those factors with a ranking at approximately the 70th percentile or above to determine a primary orientation or theme. Likewise, it is important to examine those behaviors at the 30th percentile and below.

*This is an important distinction. In the core, we discussed traits that would cause behavior. Now we are discussing behavior which is predicated upon the traits in the core*

Before we move further, remember that motivation and preference are predictors of behavior. What we examine now are behaviors relative to other or to self in reference to others. This section can be “especially suitable and valuable for counselors, case workers, psychologists and psychiatrists.”

This module and course do not train or qualify you for any therapeutic work. Counseling, social work, psychological and, psychiatric practice are licensed activities for which extensive training is required. The purpose of this module is to help consultants communicate the content to those professionals and assist in helping individuals in vocational settings. “Occasionally, persons with outstanding skills for jobs have personalities which may ‘get in the way’ of satisfactory performance of the jobs.”

No person is willingly a product of his [or her] environment. Instead, with everything going for him opposing everything going against him, he will attempt to force the environment to fit himself. To the degree that he can, he is ‘at ease’. To the degree that he cannot, he is ‘dis-eased’ and ‘dis-ease’ is the primary cause of frustration, disappointment, job performance failure, stress, sickness, insanity, suicide, and death.

Consciousness includes what Carl Jung calls conscious, unconscious (which more correctly identifies what others call the “subconscious”) and collective unconscious. Conscience, soul, and spirit are also involved. They have direct access to the subconscious mind where the reality of the self resides. The autonomic management of the many activities within the body is primarily a function of the subconscious mind.

The conscious mind is the link between the self and the world. Its thoughts, actions, reactions, decisions are said to be rational, i.e. the result of reasoning and choice. Coping is an important part of the activity. At issue in the study of stress and psychosomatic illness (‘dis-ease’) is whether thoughts, decisions, and actions of the conscious mind are in harmony with the subconscious mind (i.e., the reality of the self) or acting to its detriment.

Carl Jung says, “The conscious mind allows itself to be trained like a parrot, but the unconscious does not...The unconscious is a psychic fact; any effort to drill it is only ‘apparently’ successful, and moreover harmful to consciousness. It is and remains beyond the reach of subjective arbitrary control, a realm where nature and her secrets can be neither improved upon nor perverted, where we can listen, but may not meddle...In reality, the psyche is the mother, the subject, and even the possibility for consciousness itself.”

Confrontation with the unconscious (i.e., “sub-conscious”) is not a part of the Western culture, not even of most Christian experiences. People live behavioral existence, and are, therefore, existential in the sense of Sartre and Heidegger. The consequences are clearly stated by Jung:

"The [conscious] identification with one's profession or office is certainly a seductive possibility. Otherwise why should so many men be content to be nothing more than this general worth which society accords them? To look for a personality behind this shell would be fruitless. The opening up would be a massive undertaking, but inside it would find only a pitiable little man. This is why the profession, or whatever this outer shell may be, is so seductive; it offers an easy compensation for personal insufficiency... But a man cannot get rid of himself in favor of an artificial personality."

Carl Jung is correct in saying that an individual "cannot get rid of himself in favor of an artificial personality." The primary objective, need, imperative, and/or quest of each individual is to create, discover, or be given an external environment in which the internal being (self-"dasein") can pleasantly, developmentally, and successfully experience itself. Whether that happens or not is the issue. Jung puts that question into its proper perspective:

"In so far as a man is untrue to his own law and does not rise to personality, he has failed the meaning of his life. Fortunately, in her kindness and patience, Nature has never put the fatal question as to the meaning of their lives into the mouths of most people. And where no one asks, no one needs to answer.

Assuming that, whatever the motive or reason, an individual decides to 'look inside' to discover core self, Jung also has important observations about the process:

"The man who looks into the mirror of the waters does, indeed, see his own face first of all. Whoever goes to himself risks a confrontation with himself. The mirror does not flatter; it faithfully shows whatever looks into it; namely the face we never show to the world because we cover it with the persona, the mask of the actor. This confrontation is the first test of courage on the inner way, a test sufficient to frighten off most people.

What, in the last analysis, induces a man to choose his own way and so to climb out of unconscious identity with the mass as out of a fog bank? It cannot be necessity, for necessity comes to many, and they all save themselves in convention. What is it, then, that inexorably tilts the beam in favor of the *extraordinary*? It is what is called vocation: an irrational factor that fatefully forces a man to emancipate himself from the herd and its trodden paths. True personality always has vocation and believes in it, has fidelity to it as to God, in spite of the fact that, as the ordinary may would say, it is only a feeling of individual vocation. But this vocation acts like a law of God from which there is no escape. That many go to ruin upon their own ways means nothing to him who has vocation. He must obey his own law, as if it were a demon that whisperingly indicated to him new and strange ways. Who has vocation hears the voice of the inner man; he is called."

Through an amazingly insightful poem entitled "Beggar's Choice," Thompson Young brings the entire matter to the central point. The key portion is quoted here:

"This major truth I will maintain as such:  
    We beggars choose as little and as much  
As any others; that word I repeat.  
    How far our choice depends on what we eat,  
Where live, how learn, how look, what were at birth -  
    These things I leave to science.  
What's it worth? It comes to this: whatever a man is,  
    Whatever natural tendencies are his,  
He can do either of two simple things:  
    Can take the natural course his nature brings  
Or else revolt against it all the way  
    And all life long hold himself at bay.  
So there you have the grist from my old mill  
    And have the sum of the freedom of the will."

Kenneth Neils, resident "brainiac-guru" and creator of the MAPP™ system, wrote a poem which sums it all up:

"To know yourself, it would be wise  
    To see yourself through your own eyes.  
Problems holding answer in disguise;  
    Solutions prior to the question knocks.  
Decision made alone is wise.  
    Common knowledge often blocks  
The sight of self through one's own eyes.  
    Thus forced to live a life of lies,  
The common man will soon despise  
    The quest for life and quickly block  
The cries of self that oft arise.  
  
The first that man discerns is self,  
    Selfishly clamoring to live.  
The last that man escapes is self-  
    The last that he is prone to give.  
As first he saw, he last discerns  
    Conscious and subconscious self.  
Through it he lives and loves and learns,  
    Unable finally to shelve  
Vocation. Motivation spurns  
    Suggestion of another sort  
And claims the life for which it yearns.

If we disguise what John Doe's eyes  
 Discern for him to be most wise,  
 We force below by transference,  
 What should be known through eminence,  
 What should be his, and his alone,  
 To find and bring to prominence;  
 And, only then, when fully known,  
 Then trade for higher transcendence.  
 For his own soul, what to exchange?  
 John Doe, alone, must choose alone  
 Between familiar and the strange."

If the conscious mind functions contrary to interest of the self (resident in the unconscious or subconscious), stress occurs. It may be slight, temporary dis-ease, or it may be serious and extended. In either case, the subconscious mind and the autonomic system are constantly attempting to restore mind and body to a state of psychic (including psychological) equilibrium, to a state of being at ease. Hans Selye calls this the "G.A.S.—General Adaptive Syndrome." The adrenal and glandular systems are directly involved when stress occurs to such intensity that psychosomatic manifestations develop. (It is interesting to know the original Greek meaning of the two words combined in "psychosomatic." What we now leave as either undefined or call the mind, "psyche" was then known as "soul." Today, "soma" means body; then "soma" meant "prison". Greeks literally saw the soul as imprisoned in the body. This is *very* important when seeing the true context of psychosomatic dis-ease.)

Traits are characteristics of individuals. Traits are individually motivated. Related traits also form coalitions (constructs) for mutual expression and satisfaction. Individually or in coalitions, traits seek to find or create the ideal environment in which to find positive expression and satisfaction for the maximum number of motivated traits.

Traits can often be in conflict with other traits in the same individual; expression of one is at the expense of another. At times, they can be in direct opposition. At other times, their objectives may be the same, but the approach of one trait or construct may hamper expression or achievement by another trait or construct. Because motivated intentionality is involved in all cases, internal (subjective) stress occurs when traits or constructs are not in agreement.

Some persons have constructs which are 'made to order' for almost all of the situations, circumstances, opportunities, challenges, responsibilities, roles and relationships which they may encounter. Others have construct orientations where almost all traits find simultaneous expression and satisfaction in exclusively specialized environments, lifestyles, and relationships. Others have multiple-construct orientations where stress is guaranteed to develop because expression of one construct creates a stressful coping situation for another construct.

We must emphasize that motivation is an internal force. *trait* motivation is a self-contained compulsion (of each trait) seeking self-expression (for each trait) for the primary purpose of self-



satisfaction (for each trait). Compulsively motivated traits (particularly when in construct coalitions) may commandeer such energy and time that even strongly motivated traits (not in that construct) can be preempted from opportunity for expression and satisfaction. Compulsively motivated traits (particularly constructs) can set up apriori conditions, relations and events that are stressful for subsequent expression and satisfaction of other motivated traits and/or coalitions.

Please note that, thus far, nothing has been said about ‘outside’ (extra-psyche) factors which can or will cause stress for an individual’s motivated traits and/or constructs. Here, too, stress must be identified to show where and when the person is not, and cannot be, a willing, benefiting, satisfied “product of his or her environment.” The environment may be momentarily negative for one construct and then positive for another construct. The “whole world’s a stage” and we each “play many a parts.” All a parts in all scripts don’t always match the orientation of the individual player.

Not too many years ago, popular books on psychology and sociology commented on body language—mannerisms of individuals that would have meaning relative to their thinking, feeling, mood, anxieties, etc. The subconscious mind has its own body language when communicating to a consciousness that is acting contrary to the interest of the real self. That language (communication) of the subconscious is unique because it literally converts a message that the conscious mind ignores into an actual physical manifestation of that message. For instance:

“I can’t stand it.”—Legs and back  
 “I can’t stomach it.”—Digestive tract  
 “I can’t handle it.”—Fingers, hands, arms

These are oversimplifications, but serve as illustrations.

Carefully planned, documented, validated, and published clinical experiments have proven that specifically identified diseases have also been identified in the same patients by psychiatrists who independently questioned them.

In on-site management consulting we have had to deal with stress of individuals in the process of organization analysis, studying role relationships, and matching worker traits with job requirements. Using the information from the *traits of the person, psychological factors* and *educational analysis* sections of MAPP™, we have often been able to often identify and/or predict (in advance) specific psychosomatic illnesses.

When the word “trait” is used relative to a person, we most often assume that it is characteristic of that person. That is true, but it is too limited a definition. Traits must also be seen as the means of contact by and from that person to the world, again, that which drives their behavior. Traits must literally be seen as equipment, -i.e., what that person is equipped with to perceive, interact, and cope with the world. Motivational levels determine the importance, capacity and potential for each piece of equipment for interacting with other pieces of equipment *and*, then, with their capacity for interacting with the world.

If the person appraised reads or is guided through factors and ratings of MAPP™, they have no difficulty understanding and identifying with the materials presented. The *psychological factors* and *educational analysis* tell about interaction of persons appraised with the outside world, about what they have probably experienced many times, or related closely enough to previous experience that they see the relationships and begin to tell stories. This process is primarily a function of their conscious mind.

Those who have worked extensively with MAPP™ and the system upon which it is based consistently experience the startling phenomenon of people telling autobiographical anecdotes once the review process reaches this stage. There will be more on this in the training component dealing with *appraisal review*. Joe Cotruzzola has often remarked that he knows he has connected with the person at a powerful level when they begin regaling him with experiences brought to mind by their MAPP™. It is an even more fascinating process when working with couples as they not only tell stories about themselves, but each other!

Arranged below in order from “Classic” to “Romantic” are the behavioral characteristics found in the *psychological factors*. In the last module, we defined Classic and Romantic, but review can be helpful.

Two definitions from The New Webster Encyclopedic Dictionary of the English Language, Chicago: Consolidated Book Publishers, 1970, “Romantic: pertaining to romance or romances; a partaking of romance or the marvelous; fanciful, imaginative, or ideal; extravagant; chimerical; not belonging to real life; wildly picturesque; romantic is used in relation to the imagination mainly, sentimental to the feelings; a romantic person indulges his imagination in the creation and contemplation of scenes of an ideal life very different from the actual; a sentimental person is given to displays of exaggerated feeling.”

“Classic: i.e. classification—the act of classifying or forming into a class or classes, so as to bring together those beings or things which most resemble each other, and to separate those that differ; distribution into sets, sorts or ranks.”

Kenneth Neils defines them as follows: “Romantic” tends to be imaginative, idealistic, value-based, futuristic and projective. “Classic” tends to be logical, systematic, reality-based, current, and pragmatic.

Zen and the Art of Motorcycle Maintenance—Robert Persig  
 “Romantic” vs “Classic” Minds Pages 66-68, 78, 105

“Now I think it’s right to talk about that world of underlying form from its own point of view. I want to talk about the underlying form of the world of underlying form itself. I want to divide human understanding into two kinds—classical understanding and romantic understanding.” The terms “classic” and “romantic”, as Phaedrus used them, mean the following: “A classical understanding sees the world primarily as underlying form itself. A romantic understanding sees it primarily in terms of immediate appearance. If you were to show an engine or a mechanical drawing or electronic schematic to a romantic it is unlikely he would see much interest in it. It

has no appeal because the reality he sees is its surface. Dull, complex list of names, lines and numbers. Nothing interesting. But if you were to show the same blueprint or schematic or give the same description to a classical person he might look at it and then become fascinated by it because he sees that within the lines and shapes and symbols is a tremendous richness of underlying form. “The romantic mode is primarily inspirational, imaginative, creative, intuitive. Feelings rather than facts predominate. “Art” when it is opposed to “science” is often romantic. It does not proceed by reason or by laws. It proceeds by feeling, intuition and esthetic conscience. In the northern European cultures the romantic mode is usually associated with femininity, but this is certainly not a necessary association. “The classic mode, by contrast, proceeds by reason and by laws—which are themselves underlying forms of thought and behavior. In the European cultures it is primarily a masculine mode and the fields of science, law and medicine are unattractive to women largely for this reason. Although motorcycle riding is romantic, motorcycle maintenance is purely classic. The dirt, the grease, the mastery of underlying form required that all give it such a negative romantic appeal that women never go near it. “Although surface ugliness is often found in the classic mode of understanding, it is not inherent in it. There is a classic esthetic which romantics often miss because of its subtlety. The classic style is straightforward, unadorned, unemotional, economical and carefully proportioned. Its purpose is not to inspire emotionally, but to bring order out of chaos and make the unknown known. It is not an esthetically free and natural style. It is esthetically restrained. Everything is under control. Its value is measured in terms of the skill with which this control is maintained.

"To a romantic this classic mode often appears dull, awkward and ugly, like mechanical maintenance itself. Everything is in terms of pieces and a parts and components and relationships. Nothing is figured out until it's run through the computer a dozen times. Everything's got to be measured and proved. Oppressive. Heavy. Endlessly grey. The death force. “Within the classic mode, however, the romantic has some appearances of his own. Frivolous, irrational, erratic, untrustworthy, interested primarily in pleasure-seeking. Shallow. Of no substance. Often a parasite who cannot or will not carry his own weight. A real drag on society. By now these battle line should sound a little familiar. “This is the source of the trouble. Persons tend to think and feel exclusively in one mode or the other and in doing so tend to misunderstand and underestimate what the other mode is all about. But no one is willing to give up the truth as he sees it, and as far as I know, no one living has any real reconciliation of these truths or modes. There is no point at which these visions of reality are unified. “And so in recent times we have seen a huge split develop between a classic culture and a romantic counter- culture—two worlds growingly alienated and hateful toward each other with everyone wondering if it will always be this way, a house divided against itself. No one wants it really -despite what his antagonists in the other dimension might think.

"Phaedrus spent his entire life pursuing a ghost. That was true. The ghost he pursued was the ghost that underlies all of technology, all of modern science, all of Western thought. It was the ghost of rationality itself."

Another distinguishing feature of the “Classic” is that it is predominantly a left-brained, linear, concrete and thinking orientation. The “Romantic” is primarily right-brained, random, global and feeling.

Think through the progression of the behaviors described below. Begin to see the interrelationships between the factors. Imagine how a different, ranked order would suggest different themes.

### Psychological Factors

Grasp, analyze, use abstract concepts ideas and options  
 Original, creative thought, expression, action  
 Effective coordination of thought and action  
 Methodical inquiry, exploration, discovery  
 Independence in personal opinions and action  
 Objectivity affected little by opinions of others  
 Holding to conventional ideas, expectations  
 Conscious of detail; organized, precise, exact  
 Attachment to familiar; stressed by sudden change  
 Strong motivation to succeed; not easily dissuaded  
 Individual determination/persistence; functional  
 Impulsive action; willing to act in face of risk  
 Preference for change; tires of repetition  
 Emphasize self-gratification; pleasure principle  
 Seek association with others; avoid isolation  
 Understand and sympathize with others; empathy  
 Put others first; help, protect, nurture; benevolence  
 Self-interest as primary motivation/objective  
 Need and striving for recognition and status  
 Emphasize self-worth and success as high priority  
 Confidence in own executive or managerial talent  
 Drive to influence, persuade and/or dominate others  
 Justify and defend own opinions and actions  
 Avoid criticism by keeping psychological distance  
 Managerial impersonal role dominance of others  
 Firm opinions and positions; resist influence  
 Independent; association determined by purpose  
 Retain possessions; reluctant to give or lend  
 Avoid risks; cautious, apprehensive, anxious  
 Imagination/feeling influence thinking, reaction  
 Tendency to transfer problems and needs to others  
 Avoid harm, threat, injury, pain or stress  
 Tendency to minimize self-worth relative to others  
 Avoid stress of public confrontation over issues  
 Preference for working under leadership of others  
 Self-imposed conformity to laws and social customs  
 Tendency to emotion, impulse, reaction, moods—stress  
 Self-set limits on efforts re. risk or competition  
 Dependent on others for emotional support or security

Reserved; prefer social background; avoid publicity

While these traits are listed in a Classic to Romantic order, what would happen if each of the following appeared with a level “1” or “2” rating and above the 70th percentile?

Tendency to minimize self-worth relative to others Avoid stress of public confrontation over issues Preference for working under leadership of others Self-imposed conformity to laws and social customs Tendency to emotion, impulse, reaction, moods—stress Holding to conventional ideas, expectations Conscious of detail; organized, precise, exact Attachment to familiar; stressed by sudden change Avoid criticism by keeping psychological distance Self-set limits on efforts re. risk or competition Dependent on others for emotional support or security Reserved; prefer social background; avoid publicity

At first reading, many persons completing this training manual will think it impossible for one person to have these as primary psychological factors. Historic files of over 11,000 persons appraised by the system upon which MAPP™ is based contain hundreds of people with this sort of self-concept. In reviewing their appraisals, we often hear stories of dominance, abuse, neglect, and abandonment. Often, people with these sorts of traits clustered at or near the top of their *psychological factors* have a nonvocational orientation.

More will be presented in the module on MAPP™ review, but there are some persons to whom Patrick Neils has said, “You are a gentle flower trying to bloom on the slag-heap of the competitive, dog-eat-dog, vocational world.” Often with tears in their eyes, they feel release that someone has validated their experience.

In an earlier module, we looked at the problem of comparing the number of “1” level ratings between people. The notion being that, somehow, having more “1’s” makes a person better. Recall that we dispelled that theory with the analogy of the race horses, each of whom wanted to run off in their own direction rather than pulling together as a team.

This same mentality can help us look at what Kenneth Neils refers to as “Intimidators and Intimidatees.” Ken is fond of saying that Intimidatees can tell you practically everything about Intimidators and, conversely, Intimidators can tell you almost nothing about Intimidatees. The profile that we saw above is one of an Intimidatee. They cannot see their own value. In fact, they see their value as people only through the eyes of others. They place a higher accreditation on the perception of others relative to themselves than on their own thoughts, concepts and feelings. If someone, a particularly a person of significance, puts a roadblock on their way, do you think they will get past it?

Let’s think about another person’s orientation:

Strong motivation to succeed; not easily dissuaded Individual determination/persistence; functional Impulsive action; willing to act in face of risk Self-interest as primary motivation/objective Need and striving for recognition and status Emphasize self-worth and success as high priority Confidence in own executive or managerial talent Drive to influence, persuade and/or dominate

others Justify and defend own opinions and actions Avoid criticism by keeping psychological distance Managerial impersonal role dominance of others Firm opinions and positions; resist influence Independent; association determined by purpose Preference for change; tires of repetition Emphasize self-gratification; pleasure principle Seek association with others; avoid isolation Grasp, analyze, use abstract concepts ideas and options Original, creative thought, expression, action Effective coordination of thought and action Methodical inquiry, exploration, discovery Independence in personal opinions and action Objectivity affected little by opinions of others

What theme or themes come out of this mix of behavior? How would this person relate to our first example? In any context, who would be dominant?

A few years ago, Patrick Neils was consulting with a large firm employing several hundred people. In appraising many of them, I was asked to give consideration to one management employee who was a particularly disruptive, opinionated, alienating and abrasive. Because of the philosophical orientation of top management, the hope was to “rehabilitate” this a particular employee. Sadly, one of the other employees who was in the most pain about his behavior was also his wife. In reviewing the MAPP™’s with them, Patrick compared her to that “flower trying to bloom on the slag-heap of the competitive, dog-eat-dog, vocational world.” While discussing his MAPP™ with him, Patrick described him as having the “relational skills of a Sherman Tank” and the bedside manner of a “sex-starved cobra.” When reviewing vocational options it seemed that he would best be suited for a position as a prison guard in a third-world country or a drill sergeant in the Libyan equivalent of the Marines. These were actual statements made to the man! His response was, “What’s wrong with that?”

While I assured him that there was nothing inherently good, bad, right or wrong about any of the information in MAPP™, *the results of one’s unchecked motivated or compelled behavior can be terribly destructive to others*. From the viewpoint of an “M-1 Abrahms” Tank there is nothing a particularly problematic about parking in a flower bed. In asking the petunias, marigolds and roses how they feel about it, we gain a different perspective.

### Identifying Skills

For consultants, therapists, individuals or a partners, co-workers, parents and their children, this section of MAPP™ can be a wonderful point of discussion for *Skill Aquisition*. What do we do with this motivational thumbprint? (See *The Core*.) The MAPP™ identifies the thumbprint and can point us toward acquiring skills in it’s utilization. If the “Intimidator” were open to it, would he benefit from training in Assertive Communication to compensate for his naturally aggressive style? Would his relationships at home and work be helped by learning to actively listen? Could the “Intimidee” benefit from counseling to overcome her feelings of inferiority? Would the acquisition of decision making skills make her less dependent on this powerful leviathan? Would working relationships throughout the company be improved or enhanced?

## Reviewing your MAPP™

Please take time to review your own MAPP™ and reflect on the primary themes seen in the *psychological factors* section (4.2). Remember that it is as important to read from the bottom of the section up as it is from the top down.

With each section of MAPP™, we must always look for gaps. Any time we move from one percentile to another with a significant drop between, there is a pronounced difference in the intensity of the drive of that trait or motivated behavior. This differential allows us to appreciate that a significant shift in priorities or importance has taken place for the person. The clusters that are formed by looking for the gaps can be a significant clues for anyone working with MAPP™.

While the behaviors described in the mid-ranges of the *psychological factors* section can have importance and should not be overlooked, those above the 70th percentile and below the 30th are of the greatest significance. By combining and comparing the themes evident in these two clusters, we can find the most telling relational roots.

## Learning Style Factors

In the history section of the training manual, we discussed Ken Neils' meeting and subsequent involvement with Dr. David Barbee. Just as in the *psychological factors*, some theoretical background would be appropriate.

Please consider these definitions which were clearly understood and accepted a few generations back, but seem to be ignored or rejected today.

Brain has replaced brawn in most of today's vocational activities.

**"Vocation:** to hear a call from within"

**"Education:** to draw out the natural powers"

**"Teaching:** creating and managing an environment in which students can learn; and providing materials and leadership by which students can learn"

**"Occupation:** an activity filled by a person; something someone is doing; something which keeps a person occupied"

**"Ability:** something someone is able to do"

**"Talent:** inherent, natural ability or power"

**"Skill:** talent intentionally, methodically developed to the level of excellent or superior performance"

## ◆ THE CORE

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Each person has a thumbprint. It is unique. Each person has a singular genetic identity which is defined in their DNA. This “marker” has been very much in the news in the last few years. With a sample of tissue, saliva, hair, or blood we can determine to a high degree of probability whether it came from a specific person.

So, too, we each have a motivational thumbprint. It is at the core of who we are. It is the alignment and relative strength of our motivational traits that causes us to be who we are and do what we do.

Think of an onion. When you slice it open and engage in what I call the emotional a part of cooking, you find that center core. We’ve reached the place where you can’t slice down any further.

The core of each person and their MAPP™ is to be found in section 3: *Traits of the Person*.

The list of traits is ranked for each person. In the order of importance for that person. The ratings give a sense of their intensity. No two people will have an identical ranking with identical percentiles. This represents the profound individuality of each human being and is one way of understanding the motivational thumbprint. This is why it is called MAPP™: *Motivational Appraisal of Personal Potential*.

We believe that motivation and preference are predictors of behavior. It is out of our drives and desires, our motivations, that our choices of vocation, education, relationships, learning and most other behaviors spring.

### Rankings or Ratings Introduced

There are two kinds of rankings for each trait. The first is a percentile which refers to the population in the database. A 98 percent ranking would indicate that approximately 2 percent of the population is more intensely motivated for that trait.

What is more important than comparing one’s percentiles with someone else’s is to compare the percentiles within a person’s MAPP™ against their other rankings throughout the MAPP™. The most important idea to grasp here is that each trait interrelates with every other trait to form a “construct”. These are themes which we must develop in order to understand the core of the person.

A “construct” is defined as *structures of consciousness*. Think of each trait as the building block which creates the structure. Alone they may have some shape and meaning, but only when they are combined do they really make sense.



Therefore, a trait ranking of 98 percent when compared with a motivation at 79 percent carries more clout or has more influence.

Another form of ranking is a "1" through "5" rating scale. There are several ways to explain these. We'll begin by defining them:

- (1) = Dedicated Motivation
- (2) = Strong Motivation
- (3) = Moderate Motivation
- (4) = Disinterest
- (5) = Avoidance.

One way to think of the *Traits of the Person* or *The Core* is to think of them as a committee. This committee is meeting in the person's subconscious mind all the time. It is in session twenty-four hours per day, seven days per week, fifty-two weeks per year. It is similar to a sequestered jury in that none of the committee members ever go to lunch by themselves.

Any committee is made up of individuals, and each has different levels of personal strength and expression. The level "1" through "5" rankings are similar to describing those persons.

- (1) The person on the committee who stand up, pounds the table, and insists on the adoption of their idea.
- (2) The person who says, "I'd really like to do this, and I'll work really hard to make it happen."
- (3) The swing vote on the panel. This one doesn't say a lot but shows up to support whatever plan is approved.
- (4) The person who objects mildly and says they would rather not.
- (5) The person who pounds the other end of the table and says, "It will be a cold day in Calcutta before I'll do this, and if you make me, I'll stop doing it as soon as I can."

It is important to remember that a level "4" or a "5" rating does not mean that a person can't do something. It suggests that they will resist doing it. If they are required to sustain performance in an area of disinterest or avoidance, their performance will suffer and so will they. Stress often manifests itself from involvement in areas of anti-motivation.

A few years ago, Kenneth Neils, designer and developer of the MAPP™ system was engaged in consulting for a service firm. A suspicious employee asked, "Why do we have to take this test and what are you trying to get from the information?"

Ken responded, "We're going to measure the horse to see what size harness it can wear to determine what size wagon it can pull with how big a load." The employee was not only satisfied but delighted to know that the system was designed to help encourage their success.

Let's think about horses for a minute. This is important because one of the dangers in looking at the appraisal is to say, "Oh, look at all those 1's!" or, "I've got five 1's, how many do you have?" Over the years, we have seen person after person who have felt badly about themselves when they start comparing the quantity of "1's" with others.

The appraisal is not a report card. a "1" is not an "A" or a "2" equivalent to a "B". There is nothing good, bad, right, wrong, positive, or negative about a ranking.

- (1) a race horse. This is a spirited animal; it is determined to win. It is not necessarily a team member. It wants to dominate the field or run in its own direction. It may demand attention at inappropriate times and always comes running when it thinks there is a race.
- (2) a Clydesdale or Belgian draft horse. This is an animal of great strength. It is disciplined, patient, and gets in the harness. It shares the load and does its a part. It steps forward willing to work when it hears the jingle of the tack.
- (3) a horse of some strength, willing to do its a part and waiting in the barn to be called. It may need to be coaxed out of the barn with a treat and might be shy or reserved.
- (4) a fairly strong horse who prefers to spend its days out in the pasture grazing. If an attempt is made to put it in the harness, it will have to be caught. Once in the harness, it may not cooperate with the rest of the team.
- (5) a strong and willful horse running free in the field. When attempts are made to capture it, there is kicking and biting. If a saddle or harness is placed on it, the horse will buck, kick, and try to throw the rider or disrupt the team if they are going in a direction other than what it wants.

It is vital to remember that in many circumstances, a group of work horses in harness have much more power and value than individual races horses running about, each trying to win on its own.

Just as on any committee there is the entire group, and there is the executive committee. These are the motivational traits which set the tone or establish the theme.

To find the theme, look for all of the traits that are at approximately the 70th percentile or above. Then look at all of the traits which are at approximately the 30th percentile or below. What comes to mind when you read the traits together, in order? Did you try reading from the top down to near the 70th percentile? Does any theme come to mind? Did you read from the bottom up to the 30th? Does a theme appear? Are the themes consistent?

In the section on *General Background*, we discussed constructs or structures of consciousness. We also discussed the Kuder Profile Records. Let's expand on those topics.

In developing constructs, Kenneth Neils started with another "Ah ha!" experience. In looking at the interpretation of the raw scores from the Kuder Profile Record, he noted that Dr. Kuder sug-

*Keep in mind, at all times, that these are construct definitions which attempt to offer basic average meanings. But we must be able to understand a wide variety of meanings which are different, in some way, for each person. The exact meaning of any trait or any factor in an appraisal depends on the positive, negative, neutral, supporting or opposing influence of all related traits. (That means 23 traits at any of 100 motivational levels—which means an almost infinite number of trait combinations. That guarantees an almost infinite number of construct meanings for the traits.) Anyone who cannot understand, respect and work with appraisals from this apriori construct understanding should not, and will not be permitted to, use the MAPP™ system or appraisals.*

*Gregarious:* need to be in the company of others; drive to be one among others. Association is primary; purpose of association is secondary. Alienation or isolation from others is avoided. Being with others is a high priority. It means togetherness. Gregarious motivation is compounded if association is *the* essential arena and environment for expression and satisfaction of strongly motivated social traits such as persuasion and/or management.

*Nongregarious:* independence, maybe avoidance of associating, or being directly involved with others; not drawn toward, or dependent on direct in-person involvement and/or association with others; inclined toward self-chosen, self-achieved activities. Nongregarious orientation can be reinforced by other nonsocial traits. Non-gregarious orientation can be totally offset by other social traits that draw the person toward involvement or interaction with others.

*Benevolent:* motivation to sacrificially give of self to benefit others; concerned consciousness of the hurts, pains, problems, and needs of others on a personal, situational, or circumstantial basis; self-satisfaction and self-esteem gained by willingly helping others. Benevolence, by itself, tends to “give the store away,” to give beyond one’s resources and strength, and to be vulnerable to domination and exploitation by others. On the other hand, benevolence accompanied by strong persuasive and managerial traits can cause an orientation called (for a long time) benevolent despot which says: “I know what is good for you, and I am acting in your interest, so you had better do it, or else!” But that dominant, aggressive behavior is still motivated by benevolence.

*Self-Oriented:* consciousness of self relative to all else; what is subjectively seen or sensed as going for, or going against, self, and how it adds up: with frustration and stress when one feels he or she is losing rather than gaining; with elation and energy when one is on the winning side. It means priority of self above all else; ambition or need to gain or win; fear and avoidance of losing; need of acceptance, recognition, status, gain, or reward. In its outward expression, this trait may or may not be egocentric and/or selfish. Its objectives may be achieved through social service. As with all other traits, the construct status of self-orientation depends on the influence of *all* other traits, positive, negative and/or neutral.

*Persuasive:* motivation to have direct access to the listener; cause the listener to hear, understand, willingly or otherwise accept what is being said; and cause the listener to act on it if that was the intent. Persuasion is an assertive drive to influence and convince others by communication in its broadest, overt sense, primarily oral. But it can also include aggression, intimidation, body lan-

guage, stage presence, acting, etc. Persuasion is the strongest, most intentionally assertive of all *Personal* traits. The core intention of persuasion is to exert one's will through communication to confront the wills of others and cause them to agree with, comply with, or make concessions to one's own will. It can be overt or covert expression, but it is always intention tied to expectation!

*Harmony/Compatibility*: need of harmonious relations with others; therefore, avoidance of negative, antagonistic, contentious, controversial, or adversarial encounters with others, or the threat or suspicion thereof. Stress is always experienced in direct proportion to the experience, fear, threat, suspicion, or possibility of negative relationships with others. Dis-ease is a primary cause of sickness. This trait is not automatically, or even usually, tied to self-orientation. It is a trait that exists in itself, and, when tied to other traits (which all traits are), it more often accompanies benevolence than any other trait.

*Firm Opinions and Positions*: First of all, this is a subjective, internal trait which means that one has strong beliefs, opinions, and positions at a current time, place, situation, circumstance, or relationship. This may or may not also mean dogmatic, fixed opinions and positions for extended timespans. It may remain exclusively internal and subjective (like bullheaded or stubborn); or it may be assertive and communicative (like "driving a hard bargain" or "in-your-face" and "say it like it is" tactics). If coupled with an influential philosophical trait, it means that one has strong opinions and positions at a specific place and time, but the person is *also* open-minded and intentionally looking for new ideas that would replace the current strong opinions and positions. In that case, it means that one stands on what he or she believes is the best opinion or position at that moment *only* and hopes to soon discover something even better. But if that trait is tied to certain other traits, the strong opinions and positions of the current moment will be the same years from now.

*Managerial*: at its core, "manage" means motivation to control, utilize, and manipulate something to achieve some functional objective with it. Therefore management can mean many manipulative activities, a variety of activities, or specific activities. It can include many or few traits. It can be organizational, operational, strategic, risk, technical, philosophical, and/or psychological management. It can be accomplished as an executive, manager, supervisor, lead person, consultant, or advisor. It can be "take charge" or "given charge" management responsibility and/or authority. It can be very personal or totally impersonal. It can be accomplished by managing (operating) equipment. In all cases, it means motivation to control, utilize, and manipulate something in one way or another in order to achieve objectives. Therefore, it is necessary to find in the appraisal what the person is motivated to manage, how and why the person is motivated to manage, and what kind of role is involved.

*Philosophical*: dealing with ideas; a mental orientation which is holistic (focused on the big picture), conceptual (regarding essence; processes to absorb essential information), open-minded and open-ended; awareness of existence, meaning, purpose, potential and destiny of mankind, people, persons and self—with self-felt, self-accepted responsibility to cause good, growth and/or gain in the lives of all concerned. By itself, a philosophical trait does not automatically mean a relationship or connection with benevolence. It might and it might not. It is always dedicated to meaning. It most often includes ethics, values, morals, principles, essence, and aesthet-

ics. If the philosophical trait is highly motivated, it must be seen as very central, often dominant and decisive in the personal and vocational orientations of the person. Very often, it indicates that spiritual matters are important.

*Scientific:* the most basic trait meaning for the scientific trait is curiosity, inquiry, exploration, innovation, and/or experimentation. It may or may not be tied to and influenced by technical traits. It may or may not be tied to philosophical, managerial, academic, scholastic, or literary traits. It may be primarily tied to benevolence. It often means inquiry which is systematic and exact, often involving mathematics and/or mechanics. But it can be very practical or totally impractical, like day-dreaming or wishful thinking. It can be theoretical or pragmatic. It always means curiosity and inquiry in some way. *How* it is scientific can only be known by (1) knowing what other traits are involved, (2) how the trait interaction plays out on a construct basis, and, thereby, (3) what the person will do scientifically.

*Attachment to Familiar:* comfort levels are high when one is settled into familiar surroundings, circumstances, things, routines, habits, roles, and relationships. Stress and emotions are high when that person is exposed to the reality, necessity, threat, or even suspicion of sudden, unexpected, radical, unknown, or uncontrollable change. The sooner and greater the change, or the threat or suspicion thereof, the greater the stress. Even desired and sought-after change causes stress for such a person; change is dis-ease, and dis-ease often causes sickness. The more attached a person is to the status quo, whatever that means to that person, greater is the time needed before reaction to change can be something other than negative, and, for some persons, that can take a very long time.

*Change and Variety:* a farmer took his wife to town to see a doctor because she wasn't feeling well. The doctor diagnosed the illness "dis-ease" as claustrophobia. The farmer responded: "I don't know how she could have caught that. She ain't been out of the house in 40 years."

Some people need change and variety! Period! They can't cope with steadiness, no matter how much they were first attracted to something. That is the source of the statement that "familiarity breeds contempt", or as middle school students are inclined to say after 5 minutes of exposure to something: "It's boring!"

Need of change and variety is also the source of another statement: "Variety is the spice of life." Some persons need constant change, a total break from what they have been doing toward something new and different. But for others, also needing change, this does not necessarily require a leap-frog change of roles, relationships, surroundings or activities. Very often, change is already inherent or incorporated in where they are, what they are doing, in roles or relationships, such as philosophical activities, marketing, competitive activities, custom work, the arts, etc. If change is a highly motivated trait, it needs outlet in one way or another. The mobility value of "change motivation" is that one can, and wants to, "live out of a suitcase."

*Attention to Detail:* natural, automatic, abiding awareness, perception, retention and recall of verbatim detail. This means detail, any and most detail. It is a very valuable trait for many activities. The opposite of that is general awareness of detail in motivated areas, and totally ignoring details in non-motivated areas.

Lack of natural awareness of detail per se does not always mean little or no awareness of all detail. There are persons who are aware of *essential* detail, that which is important relative to the “essence” (core nature) of something. In that case, they see and remember important detail, but, at the same time, ignore or discard trivial detail. If they see only essential detail, they must function in motivated areas or they will overlook even important details. So, here too, it is essential to determine what other traits are influencing the person’s ability to see, overlook, ignore, dislike, and/or avoid detail.

*Tangible Problem Solving*: solving *known* problems in *known* areas toward *known* or *expected* kinds of solutions; including mathematical and arithmetical calculations, often called “business math” to show that it is *factual* problem solving, often related to administrative, clerical, accounting or inventory activities.

*Visual-Artistic*: awareness, perception and expression regarding aesthetics, beauty, color, and spatial measure/size, shape, distance, dimension, perspective, etc. Such awareness and talent can be sensory/physical, psychological and/or philosophical. This variety of visual-artistic talent is alluded to in the statements: “Beauty is more than skin-deep” or “the mind’s eye.” The visual-artistic trait does not stand alone, perceive alone, and is not expressed alone. There are always other traits involved and influential. It is an important factor in a cultural or romantic orientation. This trait cannot be understood or explained in appraisal review or use without knowing the other traits involved and their influence.

*Auditory-Musical*: awareness/expression of sound, which includes music, tone, pitch, inflection, modulation, volume control, etc. It therefore includes listening to sound as well as causing sound, instrumental as well as vocal sounds, speech as well as singing; or feeling vibrations and cycles as well as rhythm and harmony. Though few consciously recognize the fact, auditory-musical talent is valuable in machine or equipment operation. It is an important factor in a cultural or romantic orientation. This trait cannot be understood or explained in appraisal review or use without knowing the other traits involved and their influence.

*Mechanical*: in Montana, mechanical awareness and skill are called “gyppo savvy” which means a person can take a pair of pliers, a screwdriver, some hay-baling wire, and an old beat-up piece of equipment, and accomplish jobs tougher and larger than he or she ought to be able to handle. A person with “gyppo savvy” can sense a mechanical solution almost simultaneously with running into a problem—and the solution is usually a unique one-of-a-kind approach. Mechanical savvy always links mental, sensory and physical abilities. It includes awareness of assembly, operation, linkage, leverage, force and power, and most of that is subconscious. Most of all, it is fusion of the talents of the individual with the handling capabilities of the machine, with the person’s talents interacting subconsciously with the machine.

*Literary*: obtaining, assimilating, creating and/or presenting information; it is motivated seeking and absorbing of information from other minds by a wide variety of communicative media, books, magazines, journals, drama, movies, television, educational processes, etc. When tied to a strongly motivated philosophical trait, literary orientation tends to be academic, conceptual and

holistic. When tied to the arts, it tends to be cultural. When tied to persuasive and gregarious traits, it tends toward journalism, public relations, etc. In other words, the literary trait does not function alone or in isolation from other trait. It is impossible to define literary orientation without including the construct influence of related traits.

*Natural/Outdoor*: love of nature, things that are natural, things being natural; the outdoors and outdoor activity; seasons, the elements; it may include love of scenery and natural beauty. This trait is very often tied to mechanical, scientific and/or artistic traits. It is usually has strong attachment to the familiar. It is rarely tied to gregarious or persuasive traits.

*Management, Operational*: “1. That industrial activity which studies, analyzes, and reviews evidence; formulates decisions and initiates proper action of appropriate nature. 2. A function or process of planning, coordinating and directing the activity of an industry, business or government. 3. The structures which have evolved to facilitate the process of managing.”

—The Management Dictionary

*Management, Organizational*: “1. That person who organizes work and directs its completion through the services of others, and who has the prime responsibility for developing the will to work in the employees, thereby motivating them to a higher level of attainment; the one who has the ability to translate plans and policies into effective production or attainment of the established objectives. 2. One who knows what is to be done and how to do it, and who relays instructions to those who work under him so as to complete the demands effectively.”

—The Management Dictionary

*Management, Strategic, Risk (Executive)*: “One who can plan enterprises, programs, and organizations; can comprehend a problem clearly, define it both to himself and to others; gather and devise varied suggestions which may implement solutions, analyze and evaluate those solutions in the light of the situation, combine those most suitable so as to formulate a well-coordinated whole; and adapt the available means to the desirable solution which will implement achievement of established goals.”—The Management Dictionary

It is quite likely that, after reading those trait definitions, you have decided that there is no single definition for any trait. *You are right! That is exactly the reaction you must have if you have the potential to be trained and qualified to properly understand, use and explain MAPP™ information.* That attitude applies to *each and every appraisal factor!*

As stated earlier, each of these traits will be listed in a different order and at a different level for each person. This creates the sensitivity of the MAPP™. It also means that there is no one formula to understanding. One must think about the combinations which create the theme of the core.

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