



Motivational Profile (MP)

Standard Report for Cognasud
STRICTLY CONFIDENTIAL

NAME:

Paula Smith

MP NUMBER:

MP-003076

ASSESSMENT DATE:

2016-10-04



Introduction

The MP

The Motivational Profile (MP) is a computerised assessment exercise that has been designed to measure aspects of motivation. Although some of the constructs measured are fairly stable, other aspects may be affected by situational factors and are likely to change under different circumstances.

The measurement technique involves a card game using the selection of archetypes, metaphors and / or roles. The following aspects are tracked:

- The roles the person reports on accepting and rejecting in life generally, in work and in interpersonal relationships
- The degree the person prioritises these roles, their degree of satisfaction and control over these roles
- The person's depth of awareness and understanding of their archetypes, metaphors or roles

The constructs reported on include:

- Life script
- Shadow index
- Motivation
- Dynamic personality patterns (Enneagram)
- Projected values (Spiral dynamics)
- Emotional intelligence (EQ)
- Energy themes
- Personality (comparing psychometric constructs)
- Self-report
- Life roles selected and rejected

The MP draws from a variety of theoretical contributions and bodies of knowledge including:

- Motivational research by B. Shalit and R.S. Lazarus
- Symbolic Interactionism by E. Goffman
- Research on Value orientations and Consciousness by K. Wilber, C. Graves, D. Beck, C. Cowan, Loevinger, and Kohlberg
- The Chakras by C. Myss and A. Wauters
- Views on Archetypes by C.G. Jung, J. Jacobi, C. Myss and A. Wauters
- Personality tests including the MBTI and Belbin
- Integrity testing: the Giotto by J. Rust
- Emotional Intelligence by Goleman, Cooper and Sawaf

Biographical information

| | |
|---------------------|---------------------------------|
| Full name: | Paula Smith |
| Gender: | Female |
| Date assessed: | 2016-10-04 |
| Report date: | 2016-10-04 |
| Unique test number: | 3076 |
| Date of birth: | 1970-08-01 |
| Nationality: | Other |
| Ethnicity: | Other |
| Highest education: | Multiple Degrees / Postgraduate |
| Discipline: | Actuarial Science |
| Functional area: | Human Resources |

Life script

The various roles or metaphors that a person selects for their life, work and relationships can be grouped to reflect specific underlying themes or life scripts. These life scripts indicate general patterns of behaviour organised around identity-related goals and purposes. The positive energies associated with these life scripts are identified and described. Not everyone might have developed the full spectrum of behavioural tendencies associated with a particular life script. Certain subthemes may also derail the positive behaviour characteristic of each of the life scripts.

From the available life scripts, the following 15 themes have been identified qualitatively: Interdependence, Intuitive, Experiential and Experimental, Intentional, Accepting, Optimistic, Pragmatic-functional, Principled, Transcendent, Passionate, Creative, Freedom and Responsibility, Adaptable, Compassionate and Intellectual.

Although more than one of these themes may be evident from the roles a person adopts, only the most prominent theme(s) underlying a person's choice of roles / metaphors are reported.

The set of metaphors or roles Paula reflects the following general life script(s):

Intellectual



Paula may:

- pursue knowledge and understanding
- take on the role of reflective observer
- be passionately interested in particular subjects and perspectives
- be disciplined in obtaining knowledge and understanding
- be explorative
- show rigour in applying logical reasoning
- come up with ingenious solutions, perspectives and / or insights
- have a strong need to meaningfully interpret fragmented or chaotic information
- seem somewhat emotionally detached at times

Shadow index

A person's everyday functioning in the roles they selected encompasses both positive and negative (or "hidden") aspects. The Shadow index specifies a person's degree of awareness of these mental and emotional aspects.

A person's Shadow index is calculated by considering the following aspects:

- the degree that negative role behaviour is denied
- the extreme rejection of the negative implications of role behaviour
- relatively lower scores on attitude, satisfaction, involvement and control in relationships as opposed to life and work
- contradictions in responses, for example, describing a role as very important and reporting a high degree of control with regards to that particular role, yet indicating unhappiness about the role
- indications of gullibility, uncritical acceptance of issues and socialised responses

James Hollis, in "The Midlife Passage" (1993, p 78-79) describes the shadow in the following way: "... the Latin poet Terence said "nothing human is alien to me". This maxim hurts when we apply it to ourselves.

The shadow should not be equated with evil, only with life that has been suppressed. As such, the shadow is rich in potential. Becoming conscious of it, makes us more fully human, more interesting. ... A willingness to allow our darkest impulses, as well as our repressed creativity, to surface and be acknowledged is a step towards their integration. Negative shadow contents such as rage, lust, anger, etc., can be destructive when acted out unconsciously, but when consciously acknowledged and channelled they can provide new directions and new energy."

A score of 1 indicates a high degree of self-awareness, while a score of 5 may indicate a lack of introspection, self-insight and experience of the different aspects of one's identity.

Paula received the following score in terms of the Shadow index:



Score of 3:

Paula seems to be relatively aware of her own strengths and developmental areas. However, she may occasionally find herself responding in ways that are generally out of character, thereby surprising herself and others. Introspection and self-awareness may contribute toward a greater integration of the various aspects of her personality.

Motivation

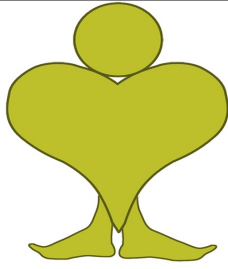
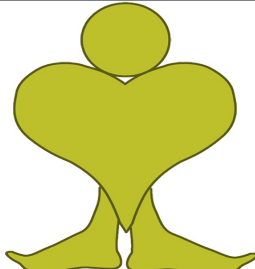
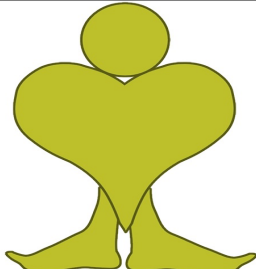
The work of Shalit and Lazarus provides useful guidelines for the assessment of various aspects of motivation, including a person's:

- Attitudes towards self (positive versus negative)
- Differentiation or cognitive inclination (a detailed, focused and structured versus a holistic and intuitive approach)
- Involvement (amount of emotional energy invested)
- Control or the reported effectiveness of the person's control, monitoring or implementation

The above constructs are referred to as "Attitude", "Head", "Heart" and "Feet" respectively. The interaction between these aspects of motivation in the different contexts of life, work and relationships, provides useful information on the person's motivational patterns and current situational adaptation.

A qualitative interpretation of the person's scores is given on the next page.

Patricia's motivation in terms of Attitude, Head, Heart and Feet in Life, Work and Relationships:

| | Life | Work | Relationships |
|------------------------|--|---|--|
| |  |  |  |
| Attitude (General) | 3 | 3 | 3 |
| Differentiation (Head) | 5 | 5 | 5 |
| Involvement (Heart) | 4 | 4 | 4 |
| Control (Feet) | 3 | 5 | 5 |

Note: Scores range from 1 to 5

| | | | |
|---------|--|--|--|
| Summary | <ul style="list-style-type: none"> • Methodical • Energetic and determined • Could be inflexible and impatient • Confident and composed • Can manage or implement | <ul style="list-style-type: none"> • Methodical • Energetic and determined • Confident and assertive • Could be controlling • Could be inflexible and impatient | <ul style="list-style-type: none"> • Methodical • Energetic and determined • Confident and assertive • Could be controlling • Could be inflexible and impatient |
|---------|--|--|--|

Motivation

The tendency to accept or critically evaluate issues

Balanced, mature, composed

In her attitude to life in general, work / career, as well as interpersonal relationships (others), Paula would appear to be balanced and constructive. This is usually indicative of a mature and composed individual who can adapt to most situations by adjusting her perceptions depending on the nature of such situations.

Differentiation (Head)

The ability / need to systematically differentiate between stimuli and to analyse / prioritise issues

Methodical; practical; detailed; structured; linear sequences; may be somewhat pedantic, inflexible or superficial

In her approach to life in general, to work and to others, Paula displays a practical and systematically linear approach and would probably tend to plan and prioritise issues. She shows a preference for order and structure and can be expected to implement and maintain procedures. This approach may, however, be associated with difficulty in dealing with unexpected and fundamental change. The “big picture” may also be overlooked in favour of day-to-day practicalities. Should the person naturally be “right-brained” (creative, intuitive), sensitive and performance-oriented, she may have developed a compensatory detail-orientation due to exposure to the “left-brain” educational / work environments. In “left-brained” individuals who are naturally analytical (facts-oriented, structured, rule-based, etc.), this score is an indication of a linear approach. Here it may reflect some degree of superficiality, in that ordered sequences may take priority over depth and meaning.

Involvement (Heart)

Emotional drive, ability or need to get involved. Inner driving force

Energetic, committed, determined, motivated

In her approach to life in general, work and others / interpersonal relationships, Paula presents a very enthusiastic, ambitious and energetic approach. Such individuals are usually very motivated, committed and determined. They are stimulated by variety and tend to get actively involved with issues that interest them. Paula also displays a strong inner drive and may come across as action oriented. This profile is often associated with someone who is sensitive to the feelings of others and who tends to be quite open in terms of disclosure and feedback.

Control (Feet)

Being able to affect influence and to take control of situations

Usually a high need for / sense of control, at times more flexible with regard to exercising control / may feel unable to exercise control

In her work and in terms of interpersonal relationships (others), Paula displays a high need for / sense of control. Maintaining an image of efficiency may be very important to Paula and she may at times be somewhat inflexible with regard to allowing others to take the lead. Such individuals are usually quite assertive, and they are normally good at reaching targets or getting things done. At times they can be perceived as domineering / authoritarian by others. Paula may therefore need to focus more on listening to others and considering their ideas. However, in terms of her approach to life in general, Paula seems more flexible in her need for control. Although this may mean that she may sometimes be comfortable allowing others to take the lead, it may also indicate that she is currently feeling unable to exercise the control she needs / wants.

Dynamic personality patterns (Enneagram)

The life roles selected, and the more in-depth responses to these roles, have been linked to the Enneagram. The Enneagram dates back to 2500 BC but has been developed since by authors such as C. Naranjo, A. H. Almaas, S. Maitri, D. Riso and R. Hudson. It identifies 9 behavioural orientations – presented here as “dynamic personality patterns”.

According to the Enneagram, love and acceptance are the core drivers of behaviour. Personality is a defensive structure shaped by three conditions of feeling unloved: (a) a lack of control, (b) insecurity, and (c) disapproval from others. Our defensive responses to these conditions become our personality over time. Personality therefore seldom reflects a person's true being, but response to feeling unloved. By identifying the pattern(s) reflected by a person's behaviour, the Enneagram also reveals the development needed for realising the true self, emotional essence or 'soul child' of the person to enhance psychological and spiritual growth.



Patricia's enneagram profile

Patricia's most prominent Enneagram pattern:

Type 8: The Challenger

(to take)

You:

- show an aggressive, lusty appropriation of life
- tend to take control
- often are the provider and the protector (within the family, politics, military or corporate worlds)
- may appear larger than life and may want to conquer the world
- ensure that you are not vulnerable
- can be bombastic and pushy
- can be relentless – even when not hostile
- will not back down
- can be gregarious
- may be jealous and controlling in intimacy (by holding the person hostage)
- tend not to admit your pain
- may express a love of justice
- can be fair, robust, resilient, courageous
- tend to take control and instruct others
- respond best to others who do not challenge you and who hold their ground without pushing / retreating
- tend to seek emotional security and luxury

Developmental Guidelines

Inside every controlling, protective, demanding, confrontational, wilful power-seeker, there is a hidden 'soul child' who is vulnerable and longs for independence and autonomy on the one hand and love and protection on the other.

The trauma of individuation during early childhood and the struggle of separating from an unreliable or intrusive nurturing figure to become autonomous may require aggression to protect the self from the nurturing figure. The anger and aggression that characterises the Type 8, is thus a defence against their own vulnerability, as strength is a reaction formation against potential weakness.

Healing for this pattern resides in claiming one's own inner strength, referred to as 'essential strength', through openness, awareness, aliveness and immediacy (as opposed to defensive aggression) while becoming more loving and compassionate towards oneself.

The Type 8 needs to move towards innocence and to become gentle and nurturing in owning their vulnerabilities, without having to deny their spiritual strength.

Developmental theme to be integrated

Type 8: Challenger



Type 2: Helper

The 8 needs to address own dominant tendencies with the 2's caring and supportive orientation.

Patricia's second most prominent Enneagram pattern:

Type 6: The Guardian

(to control, I must)

You:

- are very hardworking, goal-directed and caring
- take responsibility on behalf of others to ensure that all is well and safe
- may come across as tense, vigilant and doubting
- tend to worry that things will not work out
- find it hard to make decisions – given all the opinions that you have gathered
- struggle with your own inner authority
- show a thinking orientation – but also experience strong feelings
- show anticipatory anxiety and tend to seek security
- may project your own fear and hostility onto others
- often behave in a paradoxical manner and are difficult to understand
- may show gullibility but also be suspicious and questioning
- often apply arbitrary rules and may create double binds
- do not easily express what you really want
- fail to notice the entitlement that you may project
- tend to test and pressurise your relationships
- show warmth and loyalty, which is an endearing quality
- like to 'mother' others
- may not always grasp jokes
- mostly 'do' rather than just 'be'
- often feel unworthy
- may at times project yourself as task-oriented, polished and mechanical
- may, under long-term duress, become suspicious – even paranoid

Developmental Guidelines

Inside every anxious, dutiful, controlling, loyal, giving and committed approval-seeker, there is a hidden 'soul child' who needs to simply 'be' and 'go with the flow'. This pattern is related to approach-avoid behaviour towards the nurturing and protective figures during early childhood development.

These individuals seldom realise that the more they take control, the more others resist and rebel, and the more overwhelmed they feel. Their fear often results in hostility towards others - which they themselves do not recognise or own. They are therefore surprised that others find them critical and dismissive. They often subconsciously feel that unless they are actively pursuing some or other goal, they may disappear into meaninglessness.

These individuals can try to relax into the process of life. This would not be possible for them unless they learn to see the world as a trustworthy and benevolent place. They can develop the patience and trust to allow the moment to unfold.

Other significant challenges for 6s include owning their personal authority and becoming grounded (the energy of the first chakra) within a safe context of belonging and acceptance.

Developmental theme to be integrated

Type 6: Guardian



Type 9: Peacemaker

The 6 needs to overcome own anxiety and need for excessive control by developing the 9's trust of others and the universe

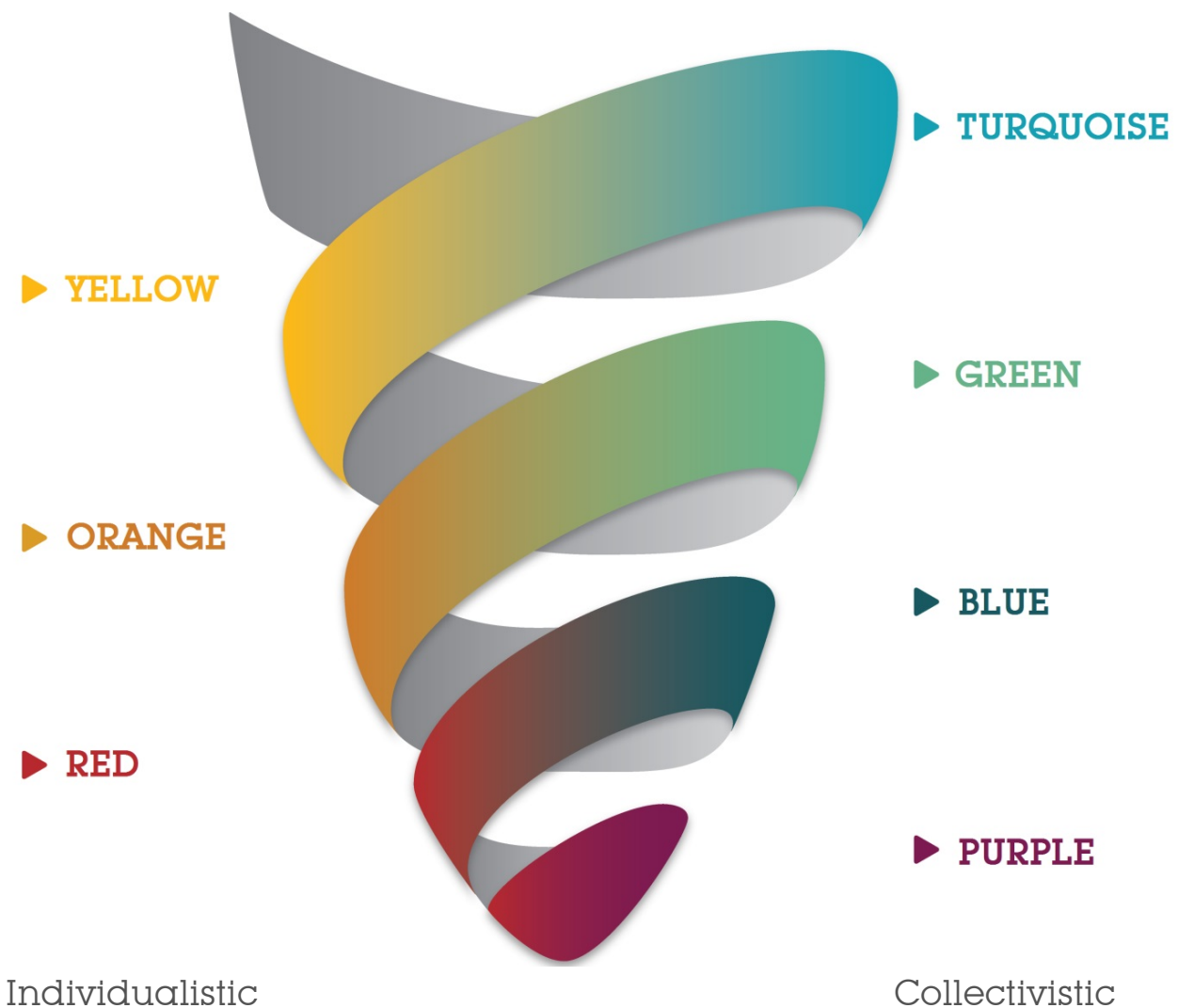
Projected values



Every individual has a particular value orientation that colours their perception of the world. Seven such broad valuing systems are described by the Spiral Dynamics (SD) model of Clare Graves. Each of these valuing systems, which can also be referred to as perceptual orientations, organising frameworks or worldviews, is associated with a colour (Purple, Red, Blue, Orange, Green, Yellow and Turquoise) as well as with particular behavioural tendencies.

These roles selected in the MP can be linked to the value orientations or colours of the Spiral Dynamics model. The roles do not necessarily reflect one's true valuing orientation, but can be seen as a person's behavioural adaptation to their particular context. If the values as indicated by the person's roles match the person's true value orientation, then the person is likely to feel 'in flow' in the particular context.

In "The Presentation of Self in Everyday Life", E. Goffman refers to "front stage" and "back stage" aspects of our functioning. The front stage is how we present ourselves to the world. This concept overlaps with that of "persona" of Jungian psychology which reflects social role playing. It may also refer to a mask.

The assessment has been devised so that the person accepts only the positive aspects of each orientation given as the front stage. The person only rejects the negative aspects of the value orientations given as the back stage.



| Front stage (Only positive aspects accepted) | Back stage (Only negative aspects rejected) |
|--|--|
| The positive aspects of the SD value orientations that are reflected by Patricia's role behaviour: | Negative aspects of the SD value orientations that Paula seems to avoid / hide / reject in herself and others: |
| <ul style="list-style-type: none"> • Red(28) • Green(18) • Yellow(16) | <ul style="list-style-type: none"> • Blue(12) • Purple(11) • Turquoise(10) |
|  |  |

Patricia's front stage indicates the acceptance of the following (only first two are given):

Red values: Energetic

The Red value orientation is associated with energetic behaviour aimed at exercising personal power, taking control and achieving practical results. From this viewpoint, the world is regarded as a place of limited resources where the fittest survive via effort and hard work. Important issues are: respect, strength, challenge, competition, achievement, recognition, excitement, adventure, pleasure / gratification and stimulation. The emphasis is on being assertive, proving oneself to the world, creating an identity to feel proud of and avoiding losing face.

Green values: Humanistic

The Green value orientation is associated with interpersonal connection, openness and understanding. The common conditions of humanity are accepted and other people and their opinions are valued. There is an appreciation of complexity and its relativistic and contextualised nature. In addition, there is an emphasis on intangible issues, growth, harmony and sensitivity towards others and the environment. A humanistic and theoretical / philosophical approach may prevail. There is a concern with equal opportunities for all, consensus seeking, reconciliation, respecting different views, hypothetical possibilities, a striving for meaning, self-transcendence, spiritual awareness, non-defensiveness and inner paradoxes

Emotional intelligence (EQ)

Emotional intelligence (EQ) refers to a range of psychological constructs involved in sensing and interpreting emotions; managing and channeling these; and effectively integrating rational and emotional awareness to enhance adaptation within the context of interpersonal and intrapersonal functioning. The following aspects are measured:

Intrapersonal functioning:

- Self-esteem
- Self-insight
- Self-management
- Energy and motivation
- Resilience

Interpersonal functioning:

- Empathy
- Influence
- Managing others

The following Intrapersonal and / or Interpersonal EQ constructs are indicated as relative strengths. In other words, given Patricia's choice of roles, this is how others may see her:

| | Constructs | Description |
|---------------|-----------------------|---|
| Intrapersonal | Self-insight | <ul style="list-style-type: none"> • Self-awareness • In touch with their inner voice and feelings as they occur • Understanding own emotional strengths, weaknesses and behavioural patterns • Intrapsychic literacy • Intuitive awareness • Emotional honesty • Learning from mistakes |
| | Self-management | <ul style="list-style-type: none"> • Balancing feelings with objective and rational considerations • Postponing immediate gratification of needs • Willingness to make personal sacrifices • Goal-directed, focus, purposeful, commitment and persistence • Integration of long-term goals with immediate mundane activity • Controlled emotional expression • Will, self-discipline, internal locus of control • Conscientious, principled, integrity, emotional depth |
| | Energy and motivation | <ul style="list-style-type: none"> • Passionate involvement in work, life, relationships • Enthusiasm, excitement, interest, curiosity, exploration • Taking initiative, being pro-active, following through, perseverance, action orientation • Drive, stamina • Responsivity, willingness • Alertness |

Given Patricia's selection of roles / metaphors, the following aspects of EQ-related behaviour may not always be visible to others:

| | Constructs | Description |
|---------------|-------------|---|
| Intrapersonal | Self-esteem | <ul style="list-style-type: none"> • Self-confidence, self-trust, self-acceptance • A positive identity and self-image • A sense of personal purpose • Intentionality and the will to implement it • Optimism • A sense of empowerment |
| Interpersonal | Empathy | <ul style="list-style-type: none"> • Interpersonal literacy and emotional honesty • Appropriate emotional expression and understanding (verbal and non-verbal cues) • Willingness to listen, compassionate and genuine concern • Intuitive awareness, interpersonal connection, resonance • Relatedness and trust • Humanistic value orientation • Realistic boundaries, control and ego needs |

Energy themes

Psychological and spiritual awareness are explained through alternative spiritual traditions by a variety of authors, including Caroline Myss and Ambika Wauters. They regard humans as energetic beings, the integrated functioning of which transcends scientific principles.

Humans are enveloped by energy, draw energy from the universe, process energy and put forth energy. This is supported by seven bio-energy centres. Each energy centre represents a different configuration of physical, emotional, psychological and spiritual factors. The roles selected in the assessment are associated with psychological themes or 'energy patterns'. The broad issues that are focused on and a degree of discomfort with the issues are highlighted. It is often the case that one focuses energy on issues that cause a sense of discomfort or disequilibrium.

The energy themes are associated with particular aspects of psychological and physical well-being. On the following page is a description of each of these energy themes and Patricia's results.

| You may focus your energy on: | You may experience discomfort with: |
|---|--|
| Groundedness | |
| Energy related to the sense of safety, security and 'groundedness' in the physical world. This is the centre of abundance, survival issues and physical vitality | |
| 4 | 3 |
| It is about accepting your physical body; your family and ethnic group; showing commitment and consistency; feeling worthy and capable of supporting yourself | You may experience some fear, stress and insecurity; distrust others that are different from you, possibly have a dislike of your own body, experience a sense of not belonging, loneliness and a lack of support, impaired concentration and de-motivation as well as perhaps feeling victimised |
| Performance | |
| Energy related to issues of power and control in the external material world, including money, sex and the control of other people. This is the centre of stability, creativity and sexual energy | |
| 10 | 8 |
| This relates to your physical and social functioning in the external world. It is about taking on responsibility and empowered participation in the material world | You may experience dissatisfaction regarding your performance and achievements, as well as with your environment that may lack quality, structure and predictability |
| Identity | |
| Energy pertaining to your sense of selfhood and personal power. This is the centre of reactive emotions | |
| 4 | 7 |
| This relates to your trust in own instincts, feeling empowered to make your own decisions, acting consciously and decisively and dealing effectively with emotions and emotional expressions | You may to some extent be defensive and lack self-esteem, feel that you need to prove yourself, possibly seek to establish a sense of identity, may avoid failure, risk, losing face, intimidation, rejection and may be very critical of yourself |
| Compassion | |
| Energy related to all issues involving love and compassion. This is the centre of love, affection, compassion, devotion and spiritual growth | |
| 3 | 3 |
| The capacity to project love and acceptance towards others in general, or humanity, represents a transition from the personal to the more universal realms of human consciousness. It involves seeking harmony and equilibrium. It is about being able to give love unconditionally, being compassionate and concerned about the well-being of others, the world and being generally spiritually aware | You may be experiencing disappointment in your personal or work relationships, experience difficulty in giving and / or receiving love, may not easily trust others, may feel lonely, frustrated and isolated, possibly experience emotional pain or anguish |
| Self-expression | |
| Energy involving issues of personal expression. This is the centre of personal purpose, willpower, communication and self-expression | |
| 8 | 8 |
| This is about being able to access a sense of personal purpose, the will-power to develop it, the capacity to express own needs and sense of purpose, the decision to exercise freedom of choice, the acceptance of accountability, trust in your own creativity and following your dreams | You may feel frustrated, blocked and unable to create your own reality and to actualise your personal purpose, find it difficult to express your individuality and to communicate your own feelings and ideas and may be unsure as to what you want in life |
| Wisdom | |
| Energy pertaining to insight and wisdom. This is the centre of intuition, telepathy and intellect | |
| 10 | 10 |
| It is about being able to explore and learn from life's experiences, opening yourself up to introspection, self-examination and intuition, resolving major life challenges, developing insight and creating meaning related to the significance of your own life and of life itself, developing insight, knowledge and reasoning skills, developing the capacity to extract order from chaos and taking a philosophical perspective | You may doubt your own intuitive insight and understanding, feel caught up by contradictory expectations and considerations regarding a major life decisions, question the limitations of your daily existence, feel caught up and preoccupied about a major existential issue and feel dissatisfied about the application of your intellectual capacity |
| Connection | |
| Energy pertaining to the essence of 'being' and the overall meaning of life. This is the centre of spiritual and collective connection | |
| 0 | 0 |
| This is about the capacity to move beyond rational comprehension to access an understanding of 'being'. It involves acceptance of your life, finding meaning, fulfilling the purpose in your life, experiencing peace, fulfilment and 'oneness' with the universe and accessing truth and a transpersonal connection | You may currently regard life as meaningless, experience a spiritual crisis, loss of faith, direction and purpose and a loss of connection to humanity and the human experience |

Personality

It is useful to compare assessment results across various psychometric instruments for research purposes and to create a holistic, informed picture of the complexities involved in integrated personality functioning.

In this section the selected roles are associated with personality constructs from:

- The Belbin, which indicates a person's team role preferences within an organisational context
- The Jungian MBTI, which assesses personality preferences
- The Giotto, which measures aspects of personality and / or integrity

Team Roles

The MP results have been linked qualitatively to the Belbin constructs. The Belbin assesses team role contributions related to: creativity, exploration, structuring, managing and coordinating others, implementation, follow through and critical evaluation.

Given the selected role preferences in Patricia's life, work and relationships, it seems that she often takes on the roles of:

| | |
|--------------------|--|
| Shaper | Challenges others and drives for achievement of goals. Delivery is non-negotiable |
| Implementer | Turns decisions and strategies into defined tasks. Hands-on involvement in getting the work done |
| Plant | Creative, imaginative, the ideas generator |

Jungian Type

The MP results have been linked qualitatively to the MBTI constructs. The MBTI assesses personality preferences regarding contexts, relationships and activities. It specifies energy sources, information forms, decision-making styles and the person's application in goal direction. Note that seemingly opposite poles on prominent personality dimensions may be indicated.

Given your selected role preferences in your life, work and relationships, it seems that you show the following personality preferences:

Energy

| | |
|-------------------------|---|
| Introversion (I) | Energised from inner world, introspective, reflective, prefers one-on-one relationships |
|-------------------------|---|

Goals

| | |
|-----------------------|---|
| Perception (P) | A flexible, spontaneous, open-ended process orientation to life |
| Judgement (J) | A goal-directed, planned and organised approach to life |

Giotto virtues

The MP does not directly measure the Giotto constructs, but has been linked qualitatively to the Giotto. Given your selected role preferences in your life, work and relationships, it seems that you may show the following tendencies:

| | |
|------------------|---|
| Fortitude | Tendency to work hard and deal with stress |
| Hope | Optimistic, open to change, future oriented, creative |
| Faith | Loyal and somewhat group-dependent |

Self-report

This section reflects Patricia's own comments on her life, work and interpersonal relationships:

| Life | Work | Relationships |
|--|---|--|
| <p><i>The most important issues in my life are:</i></p> <p>MY family, my job and the wellbeing of the ones that are around me</p> | <p><i>The work that I do mostly involves:</i></p> <p>To help others and try to help them to be better persons. To get the best version of themselves.</p> | <p><i>How other people see me:</i></p> <p>As an energetic, positive and cheerfull person.</p> |
| <p><i>What I hope for in my life:</i></p> <p>I hope to help others, to be a good person, try to be conscious all the time and provide my family.</p> | <p><i>I seem to enjoy these aspects of work most:</i></p> <p>To perform, advance, achieve, encourage others.</p> | <p><i>I mostly take the following roles in my life:</i></p> <p>The doer, the challenger or the optimistic.</p> |
| <p><i>What I fear for in my life:</i></p> <p>I fear not to have the enought health or strength to continue supporting my kids.</p> | <p><i>I seem to avoid these aspects of work:</i></p> <p>Administrative work, deal with angry people or people that is too square.</p> | <p><i>I seem to be admired for:</i></p> <p>My energy, my strengths and my good attitude.</p> |

Life roles selected

| Life | Work | Relationships |
|--|---|---|
| <p>Warrior</p> <ul style="list-style-type: none"> a soldier ready to go to battle to fight for a cause loyal, tough, strong, dedicated, fierce | <p>Warrior</p> <ul style="list-style-type: none"> a soldier ready to go to battle to fight for a cause loyal, tough, strong, dedicated, fierce | <p>Cowboy</p> <ul style="list-style-type: none"> rough and tough action person fearless, hardworking, close to nature, straightforward risk taker, responds quickly can be male/female |
| <p>Cowboy</p> <ul style="list-style-type: none"> rough and tough action person fearless, hardworking, close to nature, straightforward risk taker, responds quickly can be male/female | <p>Rescuer</p> <ul style="list-style-type: none"> saviour there to help others when they are in need or in a crisis assists by providing strength and support | <p>Father</p> <ul style="list-style-type: none"> provides guiding care and protection may be authoritarian, domineering or controlling can be male/female |
| <p>Pioneer</p> <ul style="list-style-type: none"> explores and discovers new territory (in any area) innovates by continuously pursuing new conquests | <p>Seeker</p> <ul style="list-style-type: none"> on a journey to learn and gain understanding an intellectual or spiritual wanderer and nomad | <p>Guide</p> <ul style="list-style-type: none"> wise mentor and leader well developed insight, intuition, wisdom trusted by others |
| <p>Student</p> <ul style="list-style-type: none"> self development via learning a curious, open and enquiring mind seeks information and understanding | <p>Visionary</p> <ul style="list-style-type: none"> enlightened to provide future oriented perspectives to guide others shows forward thinking, wisdom and insight to transcend the boundaries of the here and now | <p>Healer</p> <ul style="list-style-type: none"> shows powers of restoration assists others to transform their pain into personal growth the passion to care for others in a wise and constructive manner |
| <p>Watchman</p> <ul style="list-style-type: none"> vigilant, watchful observer ready to respond provides security and awareness | <p>Guide</p> <ul style="list-style-type: none"> wise mentor and leader well developed insight, intuition, wisdom trusted by others | <p>Hero / Heroine</p> <ul style="list-style-type: none"> admired for achievements and noble qualities conquers obstacles and gains recognition and devotion role model with inspiring pride, self empowerment & strength |
| <p>Visionary</p> <ul style="list-style-type: none"> enlightened to provide future oriented perspectives to guide others shows forward thinking, wisdom and insight to transcend the boundaries of the here and now | <p>Hero / Heroine</p> <ul style="list-style-type: none"> admired for achievements and noble qualities conquers obstacles and gains recognition and devotion role model with inspiring pride, self empowerment & strength | <p>Pioneer</p> <ul style="list-style-type: none"> explores and discovers new territory (in any area) innovates by continuously pursuing new conquests |

Life roles rejected

| Life | Work | Relationships |
|------------------|------------------------|-----------------|
| Addict | Beggar | Addict |
| Beggar | Martyr | Beggar |
| Bully | Priest /Prophet | Bully |
| Coward | Saboteur | Coward |
| Destroyer | Slave / servant | Exorcist |
| Exorcist | Virgin | Hermit |

Final comments

The MP is a psychological assessment technique distributed by Cognadev. For more information on the MP and other assessments offered by Cognadev, please visit the website:
<http://www.cognadev.com>

The MP is a complex instrument that requires comprehensive training. Feedback on this report should always be done by an accredited MP practitioner.

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