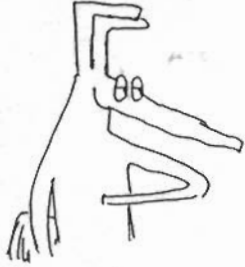


MPS 11: Personal uniqueness: Unique YOU



Def: **You** are unique. Inventories can help you discover that uniqueness

WHY IMPORTANT?

1. Know how best to problem solve.
2. Know best how to learn
3. Self confidence
4. Self and awareness of other's styles
5. Improves interpersonal problem solving, team skills and self-directed, interdependent learning.

1

MPS 11: Unique YOU Pretest, objectives

Pretest: Use an "x" to rate your Awareness & Skill

Time 10 s Finish by _____

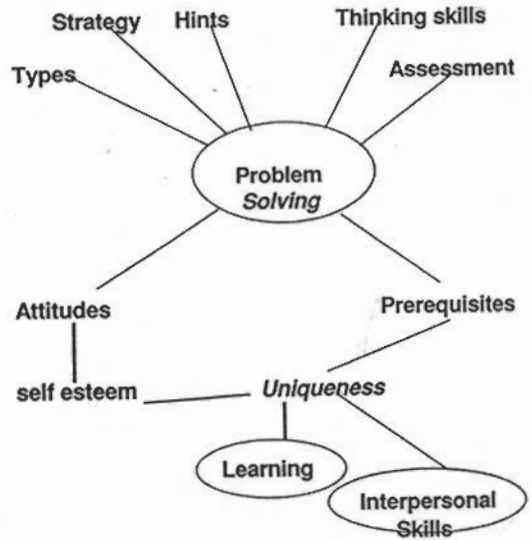
**Objectives...
Read over...**

Time _____ Finish by _____

3

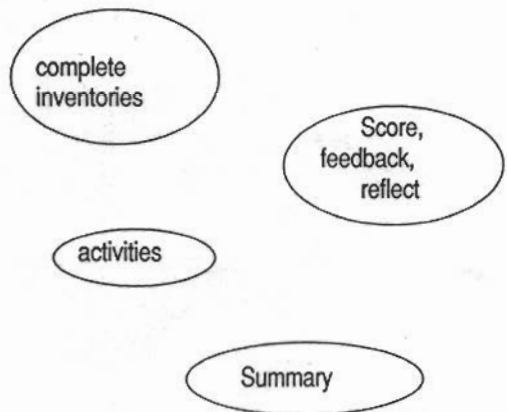
MPS 11: Unique YOU

Where it fits in...



2

MPS 11: Unique YOU Route ahead



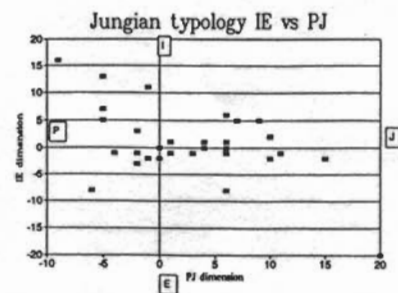
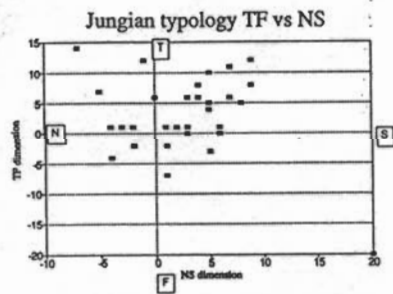
4

MPS 11: Unique you. Inventories to help

1. Jungian typology
2. Heppner PSI
3. Rotter locus of control
4. Billings-Moos
5. Basadur ideation. Rudasab
6. Basadur PS
7. Kolb learning cycle
8. Kirton KAI
9. Risk
10. LASSI
11. Holmes-Rhae
12. Johnson's conflict
13. Shutz's FIRO-B
14. Kellner-Sheffield
15. Alper-Haber AAT
16. LASQ
17. CPQ
18. Perry

Option-5

MPS 11: Unique YOU Typical results



6

MPS 11: Unique YOU

Activity:
as an individual complete and score Jungian Typology Subtract 20 from each number. Record the 4 characteristics with POSITIVE values. The larger the positive value, the greater your style.

TIME 5 min

Share information: complete summary

5

MPS 11: Unique YOU

NT	T	ST
N	---	S
NF	F	SF

7

MPS 11: Unique YOU

PI I JI

P — — J

PE E JE

8

MPS 11: Unique YOU Jungian

Activity
Form groups of _____;
share values of Jungian typology and KAI.
Discuss implications.
Summarize.
TIME _____

MPS 11: Unique YOU Jungian typology:
your preferred style in four dimensions:

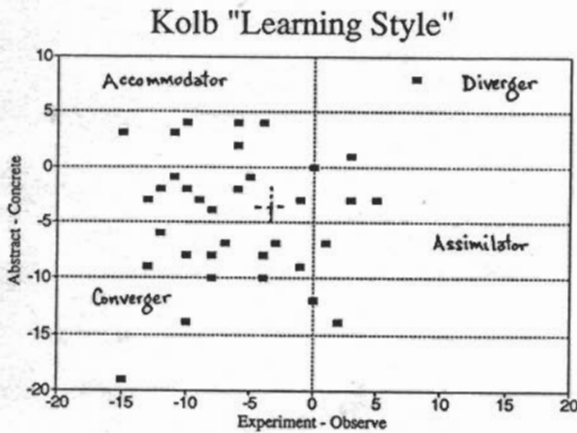
- USE:
- approaches to PS most dimensions
 - potential conflict most dimensions
 - style in responding to conflict mainly SN & TF
 - studying for exams mainly SN & TF
 - taking lecture notes mainly SN
 - Approaches to trouble shooting & experimentation PJ
 - Approaches to decision-making PJ
 - Group work mainly IE

9

MPS 11: Unique YOU Kolb

Activity: as individual complete Kolb
score each column
Transfer to top graph.
Subtract and replot on new scales
Summarize and share information on
summary form
TIME 5 min

MPS 11: Unique YOU Typical Kolb results



MPS 11: Unique YOU Kolb

Poles:

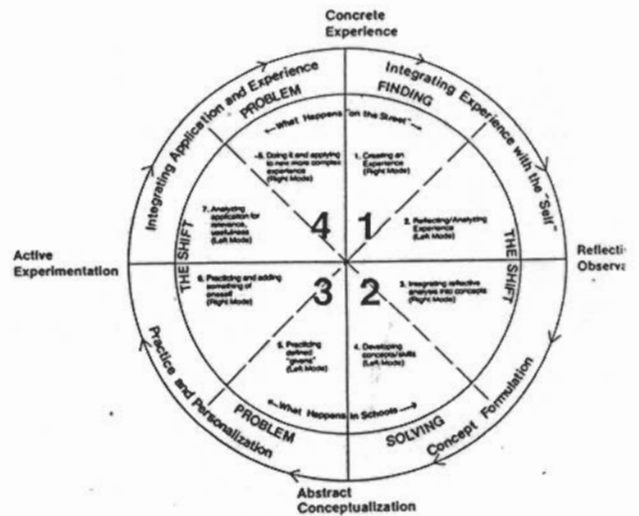
CE
 experienced-based approach
 use feelings to make judgement

AE
 Active learning
 Think out loud
 Like group work

RO
 Reflective, prefer
 Role as observer, not
 Participant; like solo,
 Work quietly;

AC
 Prefer logic
 things & symbols

MPS 11: Unique YOU Typical Kolb results



MPS 11: Unique YOU Kolb Quadrants

Accommodator (AE, CE)
 Action, activity
 Experiment,
 Intuitive, trial & error

Diverger (RO, CE)
 Good at brainstorming
 See many viewpoints
 People oriented

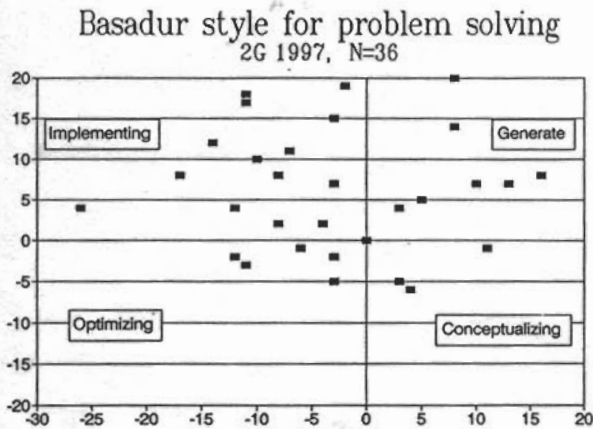
Converger (AC, AE)
 Practical application
 Likes IQ tests
 Prefers things to people

Assimilator (AC, RO)
 Create models
 Inductive, concepts

So what?

- want skill in all quadrants
- recognize strengths & weaknesses

MPS 11: Unique YOU: Basadur PS sample data



15

MPS 11: Unique YOU Perry inventory

Activity: as individual complete Perry inventory, self score.
Add information on summary sheet
TIME 5 min

Sample data

17

MPS 11: Unique YOU Basadur PS inventory
Quadrants and Sections

Implement
get things done

Generate
Find facts, finding problems

Optimizing
convert abstract ideas into practical reality, evaluation, planning

Conceptualizing
defining problems
Find ideas, focus on getting clear idea of problem, brainstorm options

So what?

- Want skill in all quadrants
- help identify preferences & blind areas.

16

MPS 11: Unique YOU Perry

View toward	Perry's scale			
	1-2	3	4	5
Knowledge	All knowledge is known.	Most is known but there are some fuzzy areas.	Some is known; no certainty; anything goes.	Different knowledge is needed in different contexts.
Answers to problems	Either right or wrong.		My answer is as good as yours.	No absolute truth; answers are relative but good answers will meet the conditions we know.
Teacher, tutor, instructor	Instructor and books know the truth.	Role is to tell us how to learn.	Role is to model; but they can be complexly disoriented.	Role is to be a guide and source of expertise.
Student's role	To receive.	To work hard and to learn how to learn.	To think for yourself; independent thought is good.	To identify the conditions; to choose the best ideas.
Assessment	Worked if exam. Some is fuzzy. Ask, "What do you expect?" Expect bad grades with bad person.	It is the key issue. Quantity and fairness. Hard work = good mark.	Independent ideas equal good mark. Can separate measurement of work from personal work.	Seek positive and negative feedback on assessment.
Preferred task	Memorize definitions.	Compare and contrast.	Analysis.	Synthesize. Relate ideas between contexts.
Difficult task	Decide which of two conflicting authorities is correct. Tell me.	Focus on the "process" and not on the answer.	Provide evidence to support claims. Learning to listen to authority again.	Decide on which conditions apply.

So what?

- want all to evolve to level 5
- could identify reasons for difficulty in course
- related to Bloom & MPS 3, self confidence.

Options 18

MPS 11: Unique YOU LASQ, personal learning style and reverse side

Activity: as individual complete & hand in to be scored

TIME 5 min

	Strategic	Memorize	Meaning
2g	15.33 [3.5]	16.04 [3.1]	14.8 [4.1]
4n	16.32 [2.8]	12.93 [3.7]	14.33 [3.9]

19

MPS 11: Unique YOU LASQ So what?

- want Meaning
- your style is complex function of what you have experienced so far
- exams that test for memory, high homework load, class environments emphasizing lectures, little choice in what you have to learn... all contribute to Memorization style..

	trad	ChE	ChE
quality of teaching	5.4	8.5	
openness of faculty to students	5.2	8.2	
freedom of students to select what want to study	4.3	5.2	
clarity of goals and of forms of assessment	5.4	7.6	
relevance of subject to your target vocation	6.5	8.1	
social climate in class & among classmates	4.8	7.7	
- workload	11.5	12.9	
number of formal classes with lectures	6.7	6.7	
Total rating of + -	15	25	

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MPS 11: Unique You

Strategic:

- see qualifications as main reason for learning
- find out details of assessment & try to impress teachers
- competitive. Self confident & driven by hope for success

Memorize:

- rely on rote learning
- focus on what is defined in the calendar & just what teacher expects
- may lack self-confidence & have test anxiety
- not willing to seek relationships between ideas; focus on facts

Meaning:

- actively seek to link what they study to real life
- examine evidence critically & use it cautiously
- actively relate new knowledge to previous
- want to learn for its own sake

Sum = Strategic + Meaning - Memorize

20

MPS 11: Unique You

Decision-making: interpretation

Pattern	Tend to
6 a	focus on best possible outcomes shine when it's not easy to identify clear winners not worry about past mistakes assume will work out OK; not much time on adverse circumstances
6 b	focus on minimizing losses shine in high risk focus on adverse circumstances
6 c	focus on minimize future remorse shine when insufficient info avail consider what if?
4-3-0	use preferred style
4-2-1	moderately flexible
3-2-2	flexible

22

MPS 11: Unique You
Decision mode

Odd dominates	Even dominates
independent decision mode: systematic; too pessimistic in assigning possible outcomes too many options	dependent: too optimistic about outcomes; use intuition to logic
express emotions readily;	hide emotions

23

MPS 11: Unique You
LASSI

25

MPS 11: Unique You
Risk re finances and money

24

MPS 11: Unique You
FIRO-B

26

MPS 11: Unique YOU SUMMARY

p. 1111 Record results of inventories and reflect... does this represent me?
Implications for problem solving

p. 1112 Record results of inventories and reflect.... does this represent me?
Implications for studying and learning.

Complete p. 1119 and hand in, together with inventories to be scored.

27

MPS 11: Unique YOU

DISCOVERY

Discovered Application

29

MPS 11: Unique YOU

SUMMARY:

Use an "O" to summarize your
current awareness and
skill

TIME ____ FINISH BY ____

OBJECTIVES.....

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