**MPS Unit 11: Personal uniqueness**

**Definition:** knowing your own uniqueness; anticipating how you might respond in different situations and being pleased with that response.

**Rationale:** self confidence grows from self awareness, self acceptance and appreciating the variety of approaches that others take.

**Background:** where it fits into the overall MPS program; approaches to problem solving and interpersonal group behaviour where your uniqueness will be more apparent. Treat the interpretation of all questionnaires "with a grain of salt". There are no right or wrong responses. If you feel that the output of questionnaire "is not you", that’s OK. Use it as an opportunity to reflect and identify "what is you?"

**Route ahead:** each completes a variety of questionnaires; each receives private feedback as to their "score". The general discussion follows and, depending on the wishes of the group, activities are used to help each appreciate the variation of response, and the probable implications.

**Activities:** Students complete eight to ten inventories. These are scored by the instructor and the results given privately to each student. Systematically explore some of the implications of each. They use this information to guide them in applying for a job.

**Post Workshop activities:** write a reflective report about the workshop, about the bridging the application of the skill to solving homework problems in their "other courses" and extending the skill application to solve everyday problems. Other activities include creating their own goals for personal enrichment (and submitting criteria and evidence as to the extent to which they have achieved their goal); writing a resume and the personal interview.
**Example abridged report:**

**MPS Unit 11**

**Title:** PERSONAL PREFERENCE

**Name:** [REDACTED]

**MPS Unit 11**

**Objectives**

Numbered on attached orange sheet. Plus personal objective of:

TO BE ABLE TO IDENTIFY MY PERSONAL PREFERENCE AND FIND COMFORTABLE WITH IT TO USE MY PERSONAL PREFERENCE STATUS TO ITS BEST ADVANTAGE IN A GROUP SETTING

**Key Concepts:**

- List five or six you feel were important (Attach "Discovery" Sheet)
  - PEOPLE ARE UNIQUE, THERE IS NO SUCH THING AS THE SAME PEOPLE DO NOT NECESSARILY APPROACH A PROBLEM IN A SIMILAR MANNER.
  - SOMETIMES THERE IS NO RIGHT OR WRONG WHEN NO-ONE SEES IT THE SAME WAY ON A PROBLEM/ISSUE.
  - IT'S SOMETIMES HARD TO ACCEPT THAT THERE IS MORE THAN ONE SOLUTION TO A PROBLEM WHEN YOU'RE IN A GROUP SETTING AND YOU FEEL STRONGLY ABOUT YOUR METHOD OF SOLUTION AND NONE OF THE OPTIONS.
  - PEOPLE WHO DON'T INVOLVE OTHERS IN A GROUP SETTING ARE NOT LIKELY INDEPENDENT, BUT PEOPLE WHO DON'T TELL COMFORTABLE IN SUCH A SETTING.
  - IN A GROUP SETTING IT'S GOOD TO HAVE A Hedge OF PEOPLE WHO SHARE, CONSIDER, THIS WAY A VARIETY OF OPINIONS ARE AVAILABLE AND NOT JUST ONE PERSON'S OPINION IN A GROUP SETTING, DEVELOP AS TRUST IS TAKEN, UNDERSTAND INTERDEPENDENT AND HAVE DIVERSE DECISIONS BECAUSE DON'T AGREE WITH ONE ANOTHER. I THINK AGREE THAT SHITTY PEOPLE HAVE SOME DIFFERENT STYLES ON PERSONAL UNCONSCIOUS.

**Objective:**

**Before:**

1. I HAVE NEVER BEEN A PERSONAL, PERSONAL PREFERENCE TYPE BEFORE. I WAS NOT ALONE THAT THE ANY OTHER PEOPLE, NOT MEAN TO TELL PEOPLE, NOT LOOKING AT THE PEOPLE, NOT INVOLVING PEOPLE, NOT DEVELOPING PROFESSIONAL, PERSONAL, PREFERENCE PEOPLE AND OTHER KINDS OF CONTROL, EXISTED.

2. I FIND IT DIFFICULT TO TALK TO SCHEDULE ABOUT MY PERSONAL OR DADDY. I CANhani UP MY SKILLS THAT WOULD BE PERTINENT TO A PARTICULAR, BUT NOT EVERYONE, BECAUSE I KNEW ABOUT THEM PREVIOUSLY. PROBLEM IS, INTERVIEW PROFESSIONAL PEOPLE AND OTHER KINDS OF CONTROL, EXISTED.

**After:**

1. I HAVE NOW TAKEN SEVERAL PROFESSIONAL, PERSONAL PREFERENCE TESTS. I HAVE NOW TO COMPLETE THE TESTS AND NOW KNOW WHAT THE TESTER DEVELOPED PROFESSIONAL IS AND CAN'T GET ANY IDEA IF I'M BLIND, I'M IN THE WORKSHOP. 2) FROM THE TESTS, I AM AN ACCOMPLISHED, AN ARTIST, A PROBLEM SOLVER, A CONSTRUCTOR, A VISIONARY, A WARRIOR AND A IN AUTHORITY, ALL WHO HIGH REGARD MY PERSONAL PREFERENCES, HOWEVER, I DON'T AGREE WITH THAT ALL.

2. I HAVE A FIRMER UNDERSTANDING OF MY PERSONAL UNCONSCIOUS. I STILL, HOWEVER, CAN IDENTIFY THESE SKILLS PERTINENT TO A PARTICULAR JOB BUT THE INTERVIEW EVEN MADE ME UNCONFIDENT.
<table>
<thead>
<tr>
<th>Topics &amp; activities in Unit</th>
<th>Discovered</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Preference / Jordan Typology</td>
<td>“I don’t really find this interesting.”</td>
<td>Choose a group with a wide range of people to get different views on problems and solutions. People are more interested in group projects if they have varying opinions.</td>
</tr>
<tr>
<td>Dangers and Pre</td>
<td>“I don’t really find this interesting.”</td>
<td>Choose a group with a wide range of people to get different views on problems and solutions. People are more interested in group projects if they have varying opinions.</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>“I don’t really find this interesting.”</td>
<td>Choose a group with a wide range of people to get different views on problems and solutions. People are more interested in group projects if they have varying opinions.</td>
</tr>
</tbody>
</table>

**Every Business**

- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.

**A More-Focused Learning Environment Preference**

- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.

**Your Learning Cycle**

- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.

**Brainstorming**

- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.

**Brainstorming**

- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.

**Brainstorming**

- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
- I don’t really find this interesting.
Observations & Evidence from the Workshop:

**Title:** REBECCA SMITH #320883
**Name:** PERSONAL PREFERENCE
**Date:** 02/23/23

- From Fig. A-1, we discussed the cultural diversity related to the preference for personal preferences. We observed how cultural backgrounds influence communication abilities. Thinking about personality, which starts from birth and continues, the role of the observer is crucial in understanding how people are perceived.

**Fig. B.1**
**Fig. B.2**
**Fig. B.3**
**Fig. B.4**
**Fig. B.5**
**Fig. B.6**

This test demonstrated the importance of understanding individual differences. We observed various methods of assessing personal preferences.

**Fig. B.3**
**Fig. B.4**
**Fig. B.5**

This test concluded that I value self-awareness. I realize I have an independent person and that I like to work with others sometimes, but this inventory suggested that I am particularly good at assessing internal information. This was surprising. Fig. 4.6 is just a test of personal style inventory on the X-Y-J inventory.

**Fig. B.8**

This is an inventory to calculate your FQ. You are asked in various questions, and you are made to give calculated, present, and present when this is true or not. When it comes to self-awareness, this is really quite a common.

**Fig. B.9**

This was an inventory to measure an internal learning environment in which you could learn best. Another is a test, especially as a university student because you have no control over the course content. I understand, as a person, that at any rate, Fig. B.10 explains your particular situation. According to this, I am a type of person who likes the process. I tend to think how I learn. I work hard. I like the evaluation scheme. Here are the facts. I like to focus on decisions rather than the correct answer, and I tend to consider various things. I think this is important in the money.

**Fig. B.10**

This is a pre-test inventory. I don't have any idea of what it means. This should be scored properly so that students can understand certain things. This is a test to look at.

**Fig. B.11**

This learning style in general was interesting. I found it hard to rank the scale of items. Fig. B.12 illustrates my score. I found I was an accommodation that I am.

**Fig. B.12**

I read a little about a test that I have heard about myself, and other corresponding to quadrant theory. It made me really think about the test. I am happy. This test and I tend to please ahead sometimes without knowing this.

**Fig. B.13**

The best this is known, and Fig. C.3 measured the course of the movements. From this, I am assuming there were some elements present. I believe there is value. I am very capable. Reliable and consistent. I am cautious, but I also challenge rules. Don't think too much to consider anything. I am not willing myself. This inventory is really great.

**Fig. C.4**

This is because it is more effective to do effective because I like the situations programmatic to each question. Needed to be known in the acceptable way of assessing this inventory as of yet.

**Fig. C.5**

This is a test that I have heard about myself as well. If you're looking for a job now, identifying your skills that are necessary is a necessity.
Naturally, for any problem situation and for any learning situation, it takes more time and is harder to do when we are given a "different" style. For learning, if the style of the presentation and the textbook don't "speak to you", then try to find other texts written by authors who use your style. Work assignments with people who use your style.

On the other hand, you should try to strengthen your approach by becoming acceptably fluent and skilled in all three dimensions.

Those with the W preference use words rather than diagrams and symbols. They describe, memorize and recall sentences, definitions and words.

An example distribution is given in Figure 11-13.

Figure 11-15: Typical Distribution of DEW

DEW = 0.28 3.5
What I learned about myself and about others (Jungian Typology) (Myers Briggs).

I learned that I am an "ISFJ" person. I knew already that I liked to work on my own, independently, but at the same time I like to check with others and compare cases. My independent work is done. According to the survey I am an "S" type. I am like to be practical, work on one assignment at a time. I tend to ignore the big picture and just ask myself why or how this relates to the chemical engineer. I am an "P" person, a feeling person. This is true. I tend to concentrate more on people's feelings and their thoughts but at the same time I am task-oriented where I like to just complete a project without concentrating on others. I am a dominant J. This surprised me but thinking about it, I am indeed. I'd like to think that I'm a responder, collecting extra data etc. But most of the time I just plug ahead, especially in the laboratory.

Figure 11-15: Typical Distribution of Students (Jr. Engineering)

![Perry Learning preference for Engg. 37 (Junior Fresh)](image1)

![Perry Learning preference for Engg. 27 (Junior Soph)](image2)
Figure 11-11: Typical Distribution for Risk

Willingness to
Risk

Value of Risk

Doing Things better
Adaptive
Innovative

Doing Things difficulty
Adaptive
Innovative
**Week 36**

**Course: Chem Eng**

**What I learned about PS from the assignment exercises & problems this week:**

**Assignment 2D4: PROJECT-PART 1 - QUESTIONS 15 & 16 (COMPLETE 13) THIS PROBLEM IS CONCERNED WITH THE PRODUCTION OF CHLORINE FROM COAL. WE ARE GROUP H-7 AND THIS GROUP CONSISTS OF JEN, ERIC, AND NOSPE. WE MEET THREE OUTSIDE OF CLASS AND CARRY OUT THE IDA TUTORIAL WORK ON THIS PROJECT, IT WAS DUE TUESDAY, NOVEMBER 5, 1995.**

**About PS**

IT WAS EVIDENT FROM THE VERY BEGINNING THAT ERIC AND JEN ARE THE "TAKE CHARGE" KIND OF PEOPLE IN A GROUP SETTING. I DECIDED TO TELL THEM THAT I AM NOT THE MOST VOCAL PERSON IN A GROUP SITUATION BUT WILL VICE MY IDEAS AND CONCERNS DURING OUR SECOND MEETING, I CAME PREPARED WITH QUESTIONS 1 AND 2 COMPLETED (WITH A FEW BUDDIES), I FEEL MORE CONFIDENT WORKING ON MY OWN AND THEN SHARING MY WORK WITH OTHERS. GETTING FEEDBACK FROM THEM OR SUGGESTIONS AS TO HOW TO IMPROVE MY SOLUTION, THE SEEMED TO WORK FOR WELL. I FEEL AS THOUGH I CONTRIBUTED EQUALLY TO THE PROJECT BETHOUGH I WAS NOT AS VOCAL DURING OUR MEETINGS, I FIND HOWEVER IN A GROUP SETTING THAT I DON'T ALWAYS ASK OR ASK "WHY?" WHEN I'M NOT 100% SURE OF AN ANSVER ORNAMED IN THAT GROUP OR FEEL VERY UNCONFIDENT. SOMETIMES, QUESTIONING THEIR ANSWER, I THINK THAT IT ALSO DEPENDS ON HOW WELL I KNOW THE PEOPLE IN THE GROUP, IT IS VERY EASY FOR ME TO PARTICIPATE FULLY, SAVING ANYTHING, WHEN I'M WITH MY CLOSE FRIENDS, BUT I TEND TO FRETTE UP OTHERWISE.

(OBJECTIVE: write up to (1) The analysis from the experiments are attached)

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**Experience Factors I learned & will memorize.**

**Use 5I units.**

\[ \text{L} = 1.3 \text{m} \]

\[ \text{V} = 0.03245 \text{m}^3 \]

\[ \text{D} = 1.05 \]

\[ \text{DT} = 22 \text{R INERTIC FACTOR FOR CO}_2 = 0.225 \]

**Humidity at T = 115 \text{C} \text{(Solution).}**
MPS
Unit 11
Title: PERSONAL PREFERENCES
Name: RENEE SNYTH
#2006320
DATE: NOV 22/93

Observations & Evidence from Application to CHE 2D4.
courses (red) and to everyday events (green).

Green sheet for the week is attached. Discussion of this evidence:

I found myself being much more aware of my personal preferences and approaches to problem solving, both individually and in a group setting. I sensed on the green sheet, I was aware that I am an independent person and am not particularly comfortable in a group, especially when I don't know the members extremely well. However, I informed Jen & Erica of this fact and they were extremely accommodating. I completed two questions on my own, the independent nature sought, and brought these "to the next group meeting. This worked well for all concerned.

As well, I find that when working on any 2D4 problem, I draw a minimum number of diagrams. I am not a true visualizer, by drawing every diagram, this may and in my problem solving process. I will try this next time.

Also, for every 2D4 assignment, I enjoy working the problems through independently but confirming answers with a group of buds.

(Additional comments: 1. Analysis from interviews)

2.4b Math 2MG assignment due Monday November 22/93. Because this weekend is really jam packed with work, I decided to get the math assignment completed by Friday (11/20). I had 100% completed and I double checked the answers with a fellow engineering oldie, there was some discrepancy concerning one of the problems solving. Submitted at the beginning, and worked the problem through again. We found the error and corrected it. So, 2MG was completed Friday-early evening, and left the rest of the night free.

(Additional comments: 1. Relied on Jungian typing - Independent person (little extrovert))

2.28 Organic Chemistry 2MG I had a short summary and presentation due on Friday, November 19, 1993. Once my summary was completed I had my roommate review my summary and then gave her version of what my essay was about. I framed it, Jen, who has never taken Chemistry except grade 9 Chem, could tell me what I wrote, about then my summary was okay. I also had her listen to my presentation and critique. It was worked well. I did my work independently, shared it with another, and received feedback.

(Additional comments: 1. Related to Jungian Typology)

2.22 JC2 - I had a presentation on November 11, 1993. As usual, I put together a "regular predictable, box" presentation. I didn't try anything new. I didn't want to risk it, presentations make me nervous and don't want any added stress by changing my usual routine. Looking back, my topic was (and still is) interesting. I could have really made it exciting. Rather, I talked for 7 minutes and had only two overheads. Now, next presentation I'll work on adding a bit of flair to the 7 minute speech.

(Additional comments: 1. Related to Risky Business, RIA)
LAST WEEKEND WE HAD A "FOCUS" SEMINAR. IT WAS A MANDATORY MEETING FOR ALL RESIDENTS. EXECUTING PART OF THIS SEMINAR INCLUDED A TEAM-BUILDING SESSION. WHAT HAPPENED, OUR PRESIDENT, HAD PLANNED WAS THAT WE ALL WRITE DOWN TWO POSITIVE THINGS/ACCOMPLISHMENTS FOR EACH MEMBER OF OUR HALL. Biscuit AND ONE AREA THAT NEEDS WORK. WE THEN READ THEM ALOUD. THIS REALLY WAS HELPFUL AS A WHOLE, I FELT MUCH MORE COMFORTABLE IN THIS GROUP SETTING AS OPPOSED TO 2/4. BUT STILL I FEEL A BIT ANXIOUS GIVING NEGATIVE FEEDBACK TO EACH PERSON. I WAS AFRAID TO HURT THEIR FEELINGS. EVEN THOUGH WE AGREED THIS WAS AN "ESECI THINGS NOT A FRIENDSHIP THINGS" IN THE END IT WORKED OUT- AN WARNING WAS NECESSARY.

(OBJECTIVE 0- Jungian Typology)

Conclusions:

THIS UNIT WAS INTERESTING. NEVER HAD I FIRED OUT SUCH FORMS (WELL, EXCEPT FOR THAT FRENCH CLASS). THE OUTCOMES REALLY GAVE ME THINKING OF MY APPROACHES TO PROBLEMS AND MY PERSONAL PREFERENCES, ESPECIALLY THAT JUNGIAN-TYPOLGY. IF THEN I WAS A BIT SHY ABOUT BEING AN "I" IN SEURING THAT A FEW OTHER CLASSMATES WERE "I" AS WELL. I FOUND THE GAP BETWEEN THE TWO EXTREMELY SMALL. THIS

I WAS MADE AWARE THAT I AM PROBABLY AN ACCOMMODATOR-ACTON ORGANIZED, A TRIAL AND ERROR TYPE PERSON. I GUESS THIS IS TRUE. IF WAS LABELLED A PRODUCENT RISK-TAKER. I DON'T LIKE RISKS. I LIKE EVERYTHING TO BE "OUT AND DRY" THAT WAY. I HAD SUCH A DIFFICULT DECISION MAKING TIME WHEN I WENT TO COSTUMES. I SAID "THIS PLOT WOULD BE SUCCESSFUL WITHOUT ME, AS WELL. I WAS TOLD THAT I AM A NON-SELF-ASSUMED WHICH IS ABSENT RIGHT, LIKE TO DRAW AS FEW CLAMORS AS POSSIBLE. IT ALSO TOLD ME I WAS A VERBAIJSTER - PERHAPS IN SOME SITUATIONS BUT CERTAINLY NOT IN AN UNFAMILIAR GROUP.

ALL IN ALL, THIS UNIT JUST GAVE ME THINKING OF MY PREFERENCES AND STYLES. I HAD NEVER THOUGHT ABOUT THEM BEFORE (CONSCIOUSLY, ANYWAY).

(OBJECTIVE 0)

*(OJECTIVE 0 WILL BE TESTED IN THE INTERVIEW OR WHEN I'M ACTUALLY LOOKING FOR A JOB*

Progress in Achieving Objectives:

Date: NOV 22/95

- ROY
- SKILL AND AWARENESS (OBSERVED)

(0)