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.

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

Time 10 s Finish by ________

Objectives...
Read over...

Time ______ Finish by ________
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

MPS 11: Unique YOU

Jungian typology

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

MPS 11: Unique YOU

Jungian typology

NT T ST

N S

NF F SF
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

MPS 11: Unique YOU Jungian

Activity
Form groups of _______
share values of Jungian typology and KAI.
Discuss Implications.
Summarize.
TIME _______  

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 II: Unique YOU Kolb results

Kolb "Learning Style"

MPS II: Unique YOU Kolb Quadrants

Poles:

- **CE**
  - Experienced-based approach
  - Uses findings to make judgements

- **AE**
  - Active learning
  - Think out loud
  - Like group work

- **RO**
  - Reflective, prefer
  - Read on information, not
  - Participant, like solo,
  - Work quietly,

- **AC**
  - Prefer logic
  - things & symbols

So what?

- want skill in all quadrants
- recognize strengths & weaknesses
MPS 1: Unique YOU: Basadur PS Sample Data

Basadur style for problem solving
2G 1P, N=36

Implement
get things done

Generate
find facts, finding problems

Optimizing
convert abstract ideas into practical reality, evaluation, planning

Conceptualizing
defining problems, finding ideas, focus on getting clear idea of problem, transform options

So what?
- Want skill in all quadrants
- Help identify preferences & blind areas.

MPS 1: Unique YOU: Perry Inventory

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

MPS 1: Unique YOU: Perry

So what?
- Want all to evolve to level 5
- Could identify reasons for difficulty in course
- Related to Bloom & MPS 3, self-confidence.
MPS 11: Unique YOU LASQ, personal learning style and reverse side

Activity: as individual complete & hand in to be scored

TIME   5 min

<table>
<thead>
<tr>
<th>Strategic</th>
<th>Memorizer</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2g</td>
<td>15.33</td>
<td>16.04</td>
</tr>
<tr>
<td></td>
<td>[3.6]</td>
<td>[3.1]</td>
</tr>
<tr>
<td>4n</td>
<td>10.32</td>
<td>12.93</td>
</tr>
<tr>
<td></td>
<td>[2.8]</td>
<td>[3.7]</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>quality of teaching</th>
<th>Ted</th>
<th>CNE</th>
<th>CHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>openness of faculty to students</td>
<td>5.4</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>freedom of students to select what want to study</td>
<td>4.3</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>clarity of goals and form of assessment</td>
<td>5.4</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td>relevance of subject to your target vacation</td>
<td>6.5</td>
<td>8.1</td>
<td></td>
</tr>
<tr>
<td>social climate in class &amp; among classmates</td>
<td>4.8</td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>workload</td>
<td>11.5</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>number of formal classes with lectures</td>
<td>6.7</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>Total rating of * -</td>
<td>15</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

MPS 11: Unique You

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

Memory:
* 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

MPS 11: Unique You

Decision-making: interpretation

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Tend to</th>
</tr>
</thead>
</table>
| 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 = adverse circumstances |
| 6 b | focus on minimizing losses
|     | shine in high risk
|     | focus on adverse circumstances |
| 6 c | focus on minimizing future remorse
|     | shine when insufficient info avail
<p>|     | consider what if? |
| 6-5-0 | use preferred style |
| 2-2-1 | moderately flexible |
| 2-2-2 | flexible |</p>
<table>
<thead>
<tr>
<th>MPS 11: Unique You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision mode</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grid dominates</th>
<th>Even dominates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent decision mode; systematic; too pessimistic in assigning possible outcomes; too many options</td>
<td></td>
</tr>
<tr>
<td>dependent; too optimistic about outcomes; use intuition to logic</td>
<td></td>
</tr>
<tr>
<td>express emotions readily;</td>
<td></td>
</tr>
<tr>
<td>hide emotions</td>
<td></td>
</tr>
</tbody>
</table>
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.

MPS 11: Unique YOU

DISCOVERY

Discovered Application

MPS 11: Unique YOU

SUMMARY:

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

TIME _____ FINISH BY _____

OBJECTIVES....