

**MPS 11, the Unique You**

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You are unique. One of our most exciting challenges is to discover our uniqueness. But "to know yourself" is not easy. In this workshop we use validated inventories to help you reflect on your uniqueness.

**Skill development:**

1. Accepting that inventories are not perfect; that they ask us to reflect on how we perform certain tasks, our preferences and our attitudes.
2. Accepting that we each have a certain *style*, and that style differs from others.
3. Accepting that some of the styles are fairly robust; that's how we do things and it is unlikely that they will change. Other styles change; some as we mature, some as we gain understanding, some with practice as we move toward target styles.
4. Respecting different styles in others.
5. Drawing on different styles from others to counterbalance own style.
6. Understanding the implications of our style.
7. Recognizing that differences in style might suggest conflict; acknowledging that those are indeed differences in style and not the basis for conflict.
8. Through self awareness, continue to improve self confidence.
9. Improve skill and confidence in writing effective reflections, gathering evidence and documenting a case for a performance review.
10. Through self awareness and acknowledging uniqueness of others, to build trust.

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**Pretest:**

**Awareness:** how aware are you of your uniqueness? Rate with an "x"

0	1	2	3	4	5	6	7	8	9	10
Unaware				Aware of					Very aware	
I just				Some					I can describe	
do it									The details of	
									how I do it	

**Skill:** how skilled are you in applying your uniqueness and compensating for weak blind spots because of your particular style? Rate with an "x"

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

**Comments:**

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**Learning objectives:**

- 1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.
- 2.1 given the descriptors that are output from such inventories as the Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, you will be able to list of characteristics of each descriptor and give an example.
- 2.2 given the results of a person who has completed an inventory such as Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, you will be able to list the person's preferences (as suggested by the questionnaires).
- 3.1 given the results from completing Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, you will be able to assess the degree to which the predictions match your own perception.
- 4.1 given the results from completing Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, and elements where you think the questionnaires do **not** describe you accurately, you will create descriptors to identify how you think you do behave.
- 5.1 given the results from completing Jungian Typology, Kolb learning cycle, Perry inventory, Lancaster Approach to Learning questionnaire, you will be able to describe the implications for learning.

**Concepts introduced**

Jungian typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and DEW.

**MPS 11: Personal uniqueness: Example assessment tasks:**

Time 1. Personal Uniqueness  
15 min

Table 1 shows Michelle and Andy and the results of their Jungian typology. For each of the four dimensions, identify how Michelle and Andy would approach an issue. What would they say or do the same? and what would they do differently?

Table 1: results of Jungian typology

	SN	TF	PJ	IE
Marie	25 S	30 F	21 P	18 E
Andy	15 S	5 F	35 P	22 E

- 2. Same as Question 1 but with the results from any of the questionnaires: Perry, LASQ, Kolb, KAI.
- 3. Table 2 shows scores for the other members of your team. Fill in your scores for both the Jungian typology and the Kirton inventory. What are the implications?

Team names	SN	TF	PJ	IE	KAI
You [fill in your scores]					

- 4. We are concerned about teaching other members of a group. You have the following information about your group members for Jungian typology, Perry inventory and LASQ deep versus surface learning. Fill in your scores. What are the implications for you teaching new knowledge to the all of the other members of your group? Give chart.

Name	Jungian typology		Approaches to study			Perry
	SN	TF	Strategic	Rote	Meaning	
You [fill in your own values]						



Table 11-1. Instruments to help you identify your uniqueness.

Instrument	Availability	Main themes	Completion time- Scoring time	Use	Related MPS unit and why
1. Jungian typology; (Myers Briggs, MBTI)	In open literature	Four styles: S-N T-F I-E P-J	10 min 5 min self score	Self-knowledge	SN for note-taking in MPS 12 and 35 and for conflict in MPS 45. SN and TF for studying for exams in MPS 5, 12 and 35. Use PJ for decision making MPS 24 and trouble shooting, MPS 35. Use IE for interpersonal skills MPS 52 and group skills MPS 29.
2. Heppner's PSI	purchase	confidence in problem solving, avoidance of tackling difficult problems, locus on control	35 Likert questions  1 min spreadsheet score	Use total PSI to show pre and post test improvement in confidence. Use avoidance to tackle exam anxiety Use locus of control for stress management	PSI: for pre MPS 1 and post MPS 32  Avoidance: for MPS 5 and MPS 12  Locus of control: MPS 5 and MPS 17.
3. Rotter locus of control	open literature	sense of control over a situation	10 min  1 min spreadsheet	Use in stress management	Correlates with Heppner's PSI so no need to do both. MPS 5
4. Billings-Moos	purchase	skill in solving problems and willingness to tackle problems (low avoidance)	30 Likert questions  1 min spreadsheet score	To show skill development via pre and post tests.	Avoidance should be low; related to Exam anxiety in MPS 5 and 12. Nice correlate with Heppner's Avoidance. This is what was done; Heppner is what think you would do. Similar cross check with problem solving.
5. Basadur Ideation	in open literature	Ideation and judgement	16 questions 1 min spreadsheet	To show attitudinal shifts pre and post creativity unit	MPS 7; helps develop confidence in skill acquisition.

Instrument	Availability	Main themes	Completion time- Scoring time	Use	Related MPS unit and why
6. Basadur phases of problem solving	in his text	Cycle in the problem solving process where prefer to work	5 minute;		MPS 4
7. Kolb, learning cycle	in his text	Learning cycle	5 minute 3 min spreadsheet	Preferred style of learning or flexibility in handling the four components	MPS 12; related to preferred style of inductive vs deductive and also SN in Jungian.
8. Kirton KAI	purchase	Whether you prefer to apply creativity within the existing constraints or to modify the constraints	64 questions; 15 min  2 min spreadsheet score	how to use creativity	MPS 7 on creativity and MPS56, networking and MPS 32, implementation
9. Risk	developed DRW	General willingness to risk	part of above		MPS 24
10. LASSI	purchase	learning and study skills	10 min; 2 min spreadsheet score	14 dimensions to studying with norm distributions for interpretation	MPS 12, with related elements to MPS 5
11. Holmes-Rhae; or Holmes-Gmelch	open literature	annual stress related to change	10 min	total indicates amount of stress	MPS 5
12. Johnson's conflict resolution	in his text	preferred style in coping with conflict	10 min  3 self minute	gives indication of the ease in using each of five different styles as needed.	MPS 45 conflict resolution. MPS 52 interpersonal skills; MPS 28, group skills
13. Shutz' s FIRO-B	in Whetten and Cameron	want and expect during the three stages of group evolution	10 min  10 min	indicates style related to forming, storming and performing stages of group behavior	MPS 28 and 29 on groups and chairperson skills
14. Kellner and Sheffield	open literature	self image, long term and short term stress	10 min  5 min self	relates to exam anxiety	MPS 5, stress, & MPS 12 learning

Instrument	Availability	Main themes	Completion time- Scoring time	Use	Related MPS unit and why
15. Alper and Haber	open literature	anxiety during exams	10 min 5 min self		MPS 5 and MPS 12 learning
16. LASQ approaches to study	from Knapper at Queens	deep versus surface learning	5 min	versions available: help in learning and in PBL; also pre and post test	MPS 12, MPS 36
17. Course perceptions questionnaire	from Knapper at Queens	student control in learning environment	3 min		MPS 12
18. Perry inventory	in Woods' PBL book	attitude toward roles in learning: two options available	10 min	vital to any change in learning environments	MPS 12, MPS 36, MPS 49

Table 11-2 Main Applicability of Inventories

	<b>Problem solving and team work</b>	<b>Learning and Communication</b>
Individual	Heppner PSI (confidence ) [2] Billings-Moos (application) [4] Kolb-Basadur strategy application [6] KAI-Basadur for creativity [5, 8] Risk [8,9] Decision-making [8, 9] Jungian typology (P-J, T-F & S-N ) [1]	Jungian typology (S-N & T-F) [1] Visual-verbal LASQ Deep vs surface [16] Kolb learning cycle [7] Perry style [18] Alper-Haber Exam anxiety [15] AAT- study style [15] LASSI [10]
	Stress indicators	
Interpersonal	Johnson Conflict (S-N); [12] Jungian typology as source of differences. [1] Shutz FIRO-B [13]	All of the above plus Jungian typology (I-E) [1] Course Perceptions Questionnaire [17]





Jungian typology:

1. Doesn't seem to change much; your values tend to remain the same.
2. You realize your areas of weakness and strength and compensate:
3. Realize that many of the apparent differences with other people, is really just a difference in style. A difference that often helps give a better result.

SN & TF tends to suggest preferred types of exam questions, what you anticipate as being a reasonable test question.

ST definitions

NT compare-contrast

NF what if...?

SF if you were....

This same SN & TF also suggests preferred style of coping with conflict

ST force

NT avoid

NF accommodate

SF problem solve, negotiate.

SN tends to suggest learning style:

S prefers examples, focus on sensory input, practical, concrete facts and data. Start with examples. Tend to run out of time on tests.

N prefers the big picture, theory, variety, look for meaning, focus on the subconscious. Tend to make careless mistakes on tests,

The other dimensions can be interpreted directly from the descriptions.

Form teams of three; write in your typologies; Comment on the strengths of the team, the blind spots and the places where you might have disagreements. Record for each the dominant letter and the magnitude from 20. For example, if the values are I = 15 and E = 25, then record E +5. Subtract 20 from each of the totals (I = -5; E = 5) and select the one with a positive result as the dominant.

	I E	S N	TF	P J	Kirton KAI
YOU					

Your team

Strengths:

Blind spots:

Areas for disagreement:

Kolb [ inventory #7] Learning cycle: as we learn we have a concrete experience, we make reflective observations, create a theory by abstract conceptualization and test the theory by active experimentation. Although we may start with a preference for one of these four activities, with practice we will become equally skilled with all. Your initial values might suggest your preference and also help you to see what to strengthen.

1. Check out the four dimensions;
2. By subtracting the appropriate items, this will identify the quadrant that you might prefer.

Kolb plots

1111

Kolb interpretation (from McCarthy, 1980, the 4 mat system)

1112

Perry: [inventory # 18] attitude about learning and your role: Your score 2 to 5 \_\_\_\_\_

Summary:

Does this match you?

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## Approaches to study and learning environment: LASQ and CPQ [inventories # 16 &amp; 17]

Characteristic	Your score	Class average	Comments:
Strategic: study hard, do what you have to do to succeed. If it's memory; then I memorize; If it's explain and give deep meaning, then I'll do that			
Memory: preference is to memorize, restate facts and equations and theories . Often this style is created because of the teaching and testing style used by professors			
Meaning: preference is to take time to understand the derivation, the limitations, and how the new ideas relate to previous ones.			
Overall total for preferred learning:			

## Learning Environment as you see it:

	Your assessment	Class average	Comment
Quality of the teaching			
Openness of the department to your input			
freedom for you to choose the depth and things you want to learn			
clarity of learning goals and of exam expectation			
relevance of the subjects and stuff being taught to your choice of vocation			
Social climate for learning: cooperation, friends			
Detractors: heavy load; the load is so heavy, I can't do much else by churn out the stuff			
Detractor: the Department puts heavy reliance on lecturing and teacher talk			

Unique ME  
**Problem solving**

**SUMMARY**

		Inventory	Your value	Class and range	Comments
General skill:	Your confidence in it	item 1 from Heppner [2]			
	example of how you applied it in the past	item 6 from Billings-Moos [4]			
Preference for all phases of PS process		$ (4-2)  +  (3-1) $ from Basadur [6]			
Avoiding working on tough problems	attitude	item 2 Heppner [2]			
	example application	item 3 B-M [4]			
Use of creativity		KAI [8]			
Creativity	ideation	item 1 Rubasab [5]			
	willing to defer judgement	item 2 Rubasab [5]			
Breadth of issues in defining problems		Jungian TF; facts & people [1]			
		SN: details & big picture [1]			
Decision making		Jungian PJ: action vs facts [1]			

Unique ME

**SUMMARY**

## Learning &amp; Communication

		Inventory	Your value	Class and range	Comments
General study skills	overall	item 3 in AAT [15]			
	details	LASSI total [10]			
		strongest item [10]			
		area to work on [10]			
Attitude about your role versus teacher's role		Perry [18]			
Strategic, memory, meaning: total		LASQ [16]			
Comfort with "learning cycle"		Kolb  (AE-RO)  +  (AC-CE)			
Lecture notes & sort out stuff		Jungian SN [1]			
Tests	Anxiety	AAT [ 15]			
	What I study for	Jungian SN & TF [1]			
	What I study for	Perry & Bloom [18]			
	Skill	item SFT and TST in LASSI [10]			



Summary of self scoring

Jungian: I \_\_\_\_\_ E \_\_\_\_\_

S \_\_\_\_\_ N \_\_\_\_\_

T \_\_\_\_\_ F \_\_\_\_\_

P \_\_\_\_\_ J \_\_\_\_\_

Kolb [ 7] \_\_\_\_\_

CE` RO \_\_\_\_\_

Name \_\_\_\_\_

AC \_\_\_\_\_ AE \_\_\_\_\_

Perry [ 18] \_\_\_\_\_

Basadur PS [ inventory # 6]

\_\_\_\_\_ 1      \_\_\_\_\_ 2      \_\_\_\_\_ 3      \_\_\_\_\_ 4      \_\_\_\_\_

and plot (4-2) on x axis and (3-1) on central y-axis

**Chemical Engineering 2G** Example data: n = 76**Kirton** KAI 92.4 [10.9]; Risk 89.9 [9.63]**Perry** 3.26 [0.66]**LASQ:**

Strategic 16.6 [3.13]

Rote 15.2 [3.02]

Meaning 14.7 [4.09]

Net 16.0 [6.7]

Student centred 13.9 [3.59]

Control centred 11.6 [3.49]

**Environment CPQ**

Total 33.2 [6.91]

teach 8.29 [1.89]

openness 8.38 [1.59]

freedom 5.65 [2.47]

clarity goals 8.56 [1.68]

relevance 8.15 [1.72]

social climate 8.12 [2.15]

-workload 7.23 [2.47]

-formal lecture 6.68 [1.87]

**Heppner:**

Confidence PS 29 [7.5]

Difficult probs 51 [11]

Control 19 [6.1]

Total 99 [18]

**AAT:**

Debil 58 [13.4]

Facil 56.4 [17.8]

Study 68.1 [12.8]

**Kellner-Sheffield**

Anxiety 13.5 [3.87]

LT anxiety 12.3 [3.42]

Neg. image 12.1 [3.44]

**Basadur**

Ideation 21.3 [6.22] 23.7 [2.1]

Judgement 24.8 [6.25] 18.6 [3.47]