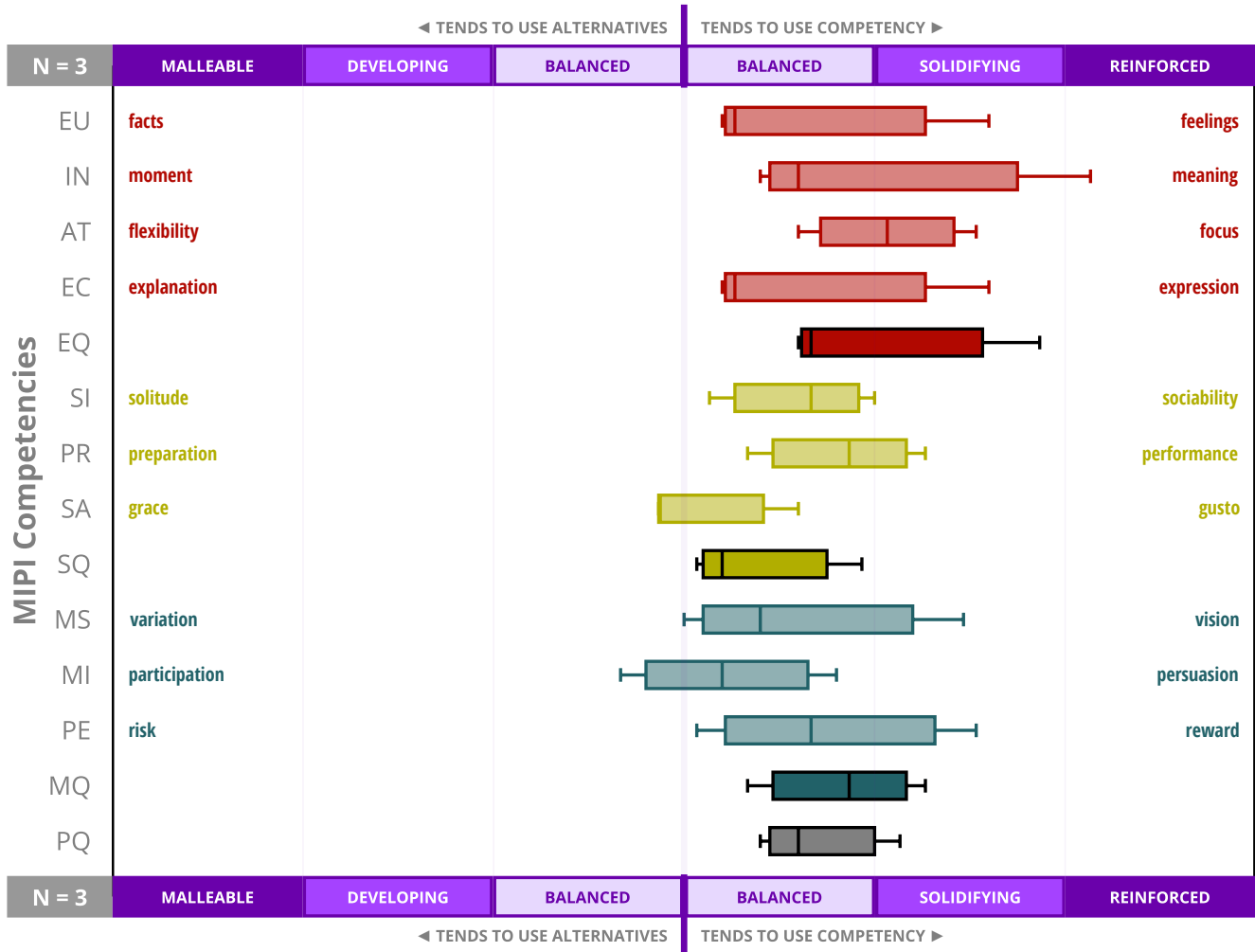# MULTIDIMENSIONAL INVENTORY FOR PERSONAL INTELLIGENCE™
GROUP REPORT

Prepared on behalf of: Geoff Crane
For named workgroup: Testing

Powered by **adaptimist**

The following boxplot shows how each of your clients collectively performed on the MIPI assessments you sent them in the above-noted order. You may cut and paste a screen shot of the contents of the box below for use in your workshop materials.

◄ TENDS TO USE ALTERNATIVES   TENDS TO USE COMPETENCY ►

N = 3	MALLEABLE	DEVELOPING	BALANCED	BALANCED	SOLIDIFYING	REINFORCED
EU	facts					feelings
IN	moment					meaning
AT	flexibility					focus
EC	explanation					expression
EQ						
SI	solitude					sociability
PR	preparation					performance
SA	grace					gusto
SQ						
MS	variation					vision
MI	participation					persuasion
PE	risk					reward
MQ						
PQ						
N = 3	MALLEABLE	DEVELOPING	BALANCED	BALANCED	SOLIDIFYING	REINFORCED

MIPI Competencies

◄ TENDS TO USE ALTERNATIVES   TENDS TO USE COMPETENCY ►

Guide to interpretation

Reading a boxplot is easy. The leftmost and rightmost scores in your group are represented by the tail ends of the "whiskers" on each bar. The box represents the middle 50% of scores in your group, and this box is divided in two by the median score in your group.

It is worth noting which band (noted by the purple labels) these scores fall under. Nouns on the left and right of the plot space show the priority for your group depending on how intensely you *lean into* a competency or *lean away* from it by using alternatives.
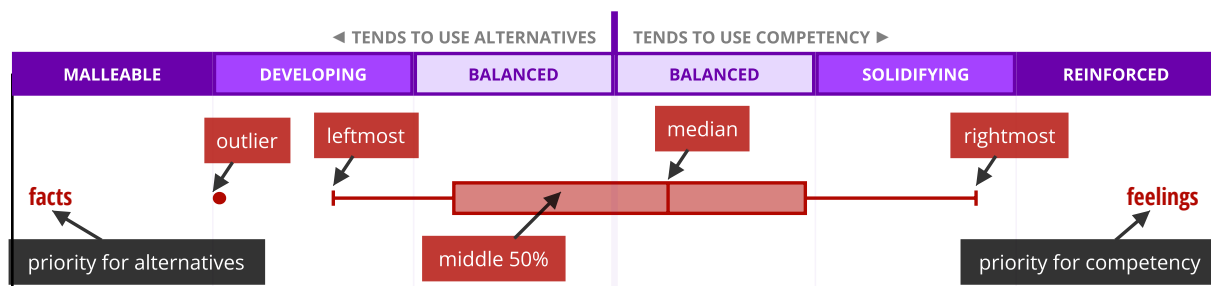
Activity 1: Reflection

Based on the scores on your report, we can tell a few things about your group that appear below. Discuss these findings as a team. For example, how do you perform the tasks listed below? What strategies do you use? This activity should take your group about 20 minutes.

SA The dimension your group had the most in common was *Social Agency*. This means that you each approach making decisions in the company of others in a similar manner.

IN The dimension your group had the least in common was *Introspectiveness*. This means that you each approach connecting your feelings to events very differently.

AT The dimension your group most favoured was *Attentiveness*. This means that your group mates generally favour focusing in on details instead of keeping a flexible view.

SA The dimension your group least favoured was *Social Agency*. This means that your group mates generally prioritize cultivating good manners over having a good time.

Activity 2: Practice

On the next three pages you will find worksheets that have been chosen based on your group MIPI scores. Review any two of these worksheets and discuss them as a group. What about them is most relevant to you? How could you practice these activities in the context of your daily life? This activity should take your group about 20 minutes.

Activity 3: Class takeup

Come together as a class and share your discoveries today. What did you find most surprising? What did you find least surprising? Did you have similar or different experiences from others in the class? Now that you have had this experience, what would you like to discover about yourselves next? This activity should take your class about 20 minutes.

Brainstorming

Developing ideas can be challenging for people with higher levels of focus, but this "lotus blossom" technique can help. On a blackboard or sheet of whiteboard paper, enter your main idea into the middle box, "I". Brainstorm related concepts or concerns and enter those into middle boxes, "A" through "H". Transfer those new concerns to the centre box of their corresponding grids and repeat the process, using each of the transferred concepts as the new central theme for its grid (Mourdoukoutas & Tatsuno, 1991).

Presentation retrospective

As your presentation skills improve, you may find that there are still some things you can do to really polish your finished presentations. A presentation retrospective is a useful tool for post-performance reflection. Simply brainstorm lists of things you can "start" doing (that you haven't up until now), "stop" doing (that aren't working for you) and "continue" doing (that are working really well. Then, put those ideas into practice.

START
Make a list of ideas to
start doing in your
presentations.
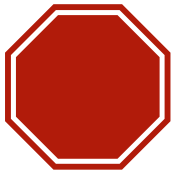
STOP
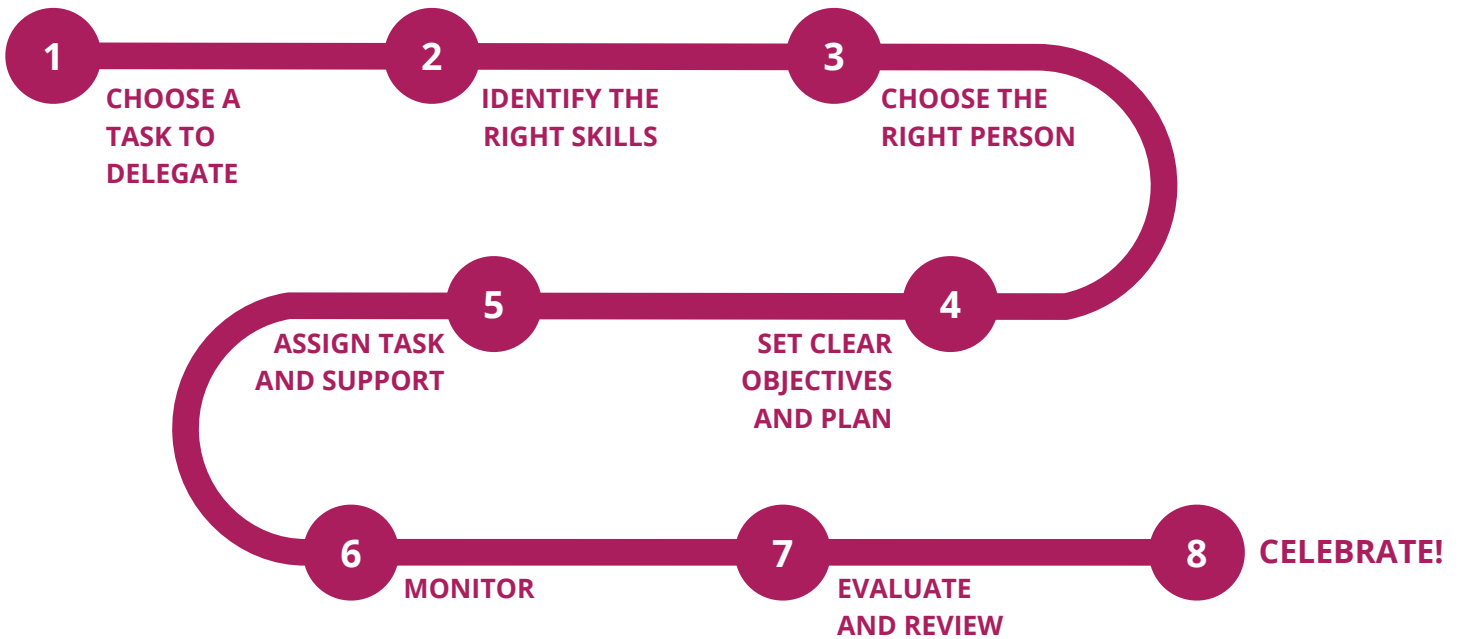Make a list of ideas to
stop doing in your
presentations.

CONTINUE
Make a list of ideas to
keep doing in your
presentations.

Delegation

Being able to assign work to others and ensure it gets done is an important skill to master. Some people will hoard work, not trusting others to do it correctly. Others will delegate work without establishing accountability, and the work gets done poorly. Generally speaking, task delegation needs to be planned, supported and managed from beginning through to the end (Rees, 1987).

1 CHOOSE A TASK TO DELEGATE

2 IDENTIFY THE RIGHT SKILLS

3 CHOOSE THE RIGHT PERSON

4 SET CLEAR OBJECTIVES AND PLAN

5 ASSIGN TASK AND SUPPORT

6 MONITOR

7 EVALUATE AND REVIEW

8 CELEBRATE!

The following form can help you organize the tasks you outsource to others.

What is the task you wish to delegate?	
When is this task due?	
Why is this task important?	
What kind of skills does this task require?	
Who is the best person for this task?	
What support or training will they require?	
Do they have any special concerns?	
How will you evaluate this task when it's done?	