

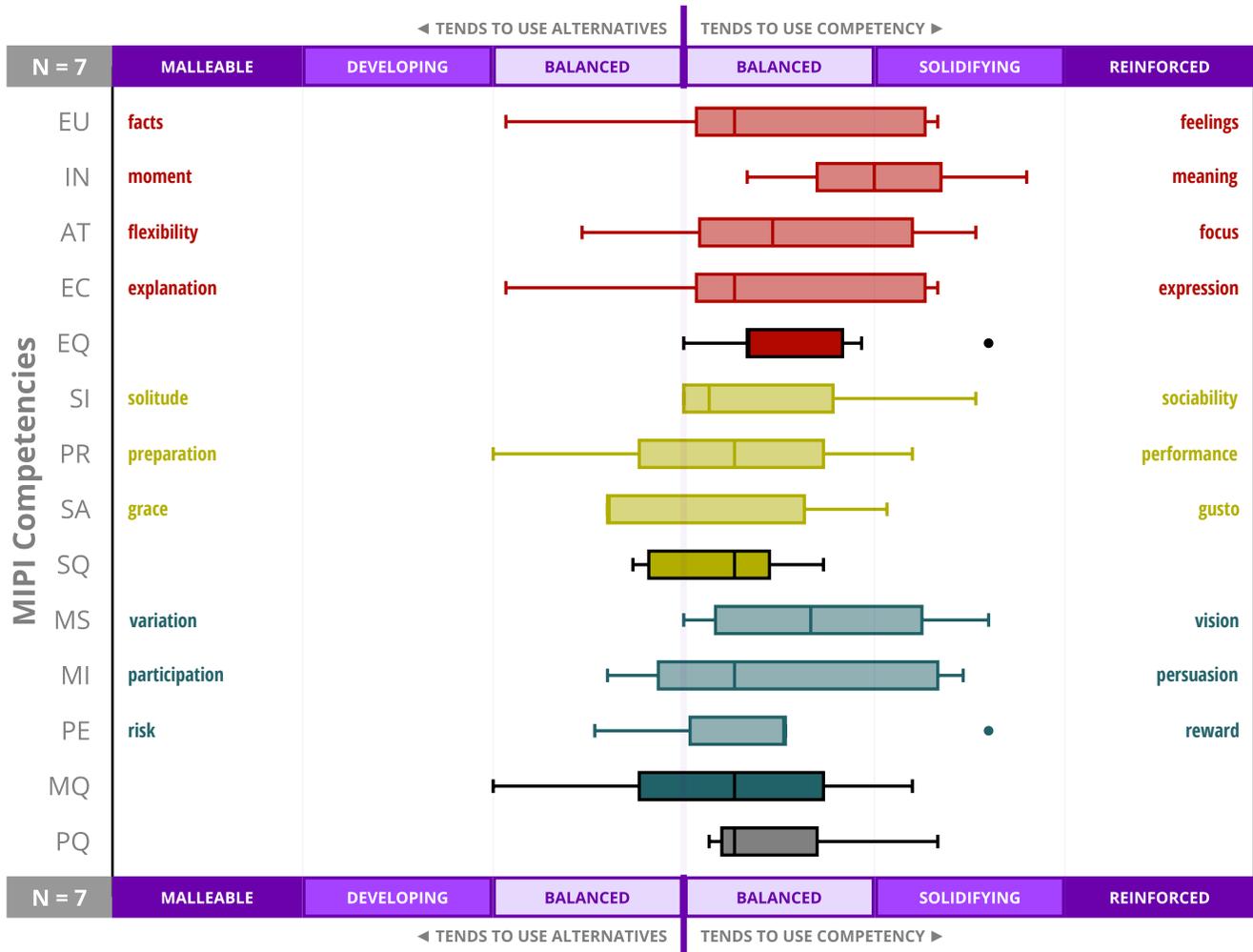
# MULTIDIMENSIONAL INVENTORY FOR PERSONAL INTELLIGENCE™

## GROUP REPORT

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 For named workgroup: Lab Group

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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.



- EU** EMOTIONAL UNDERSTANDING (prioritizing facts vs. prioritizing feelings)
- IN** INTROSPECTIVENESS (living in the moment vs. looking for meaning)
- AT** ATTENTIVENESS (maintaining flexibility vs. maintaining focus)
- EC** EMOTIONAL COMMUNICATION (offering explanation vs. offering expression)
  
- SI** SOCIAL INTEGRATION (seeking solitude vs. seeking sociability)
- PR** PERFORMANCE READINESS (emphasizing preparation vs. emphasizing performance)
- SA** SOCIAL AGENCY (demonstrating social grace vs. demonstrating social gusto)
  
- MS** MOTIVATIONAL SELF-EFFICACY (enjoying variation vs. developing vision)
- MI** MOTIVATIONAL INFLUENCE (passive participation vs. active persuasion)
- PE** PERSEVERANCE (prioritizing risk vs. prioritizing reward)

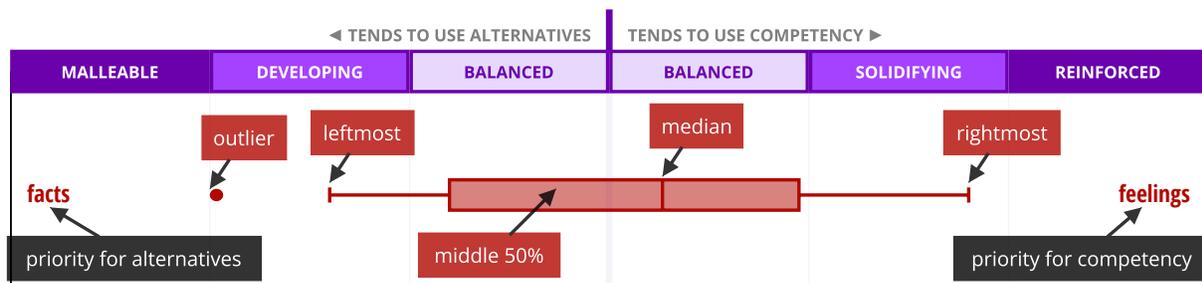
- EQ** EMOTIONAL INTELLIGENCE
- SQ** SOCIAL INTELLIGENCE
- MQ** MOTIVATIONAL INTELLIGENCE
- PQ** PERSONAL INTELLIGENCE

### COMPETENCY LEGEND

## 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.



The dimension your group had the most in common was *Performance Readiness*. This means that you each approach presentation activities and their preparation in a similar manner.



The dimension your group most favoured was *Introspectiveness*. This means that your group mates generally favour looking for meaning as opposed to living in the moment.



The dimension your group had the least in common was *Emotional Communication*. This means that you each approach describing feelings and events to others very differently.



The dimension your group least favoured was *Performance Readiness*. This means that your group mates generally favour preparation activities over performing for other people.

### Activity 2: Practice

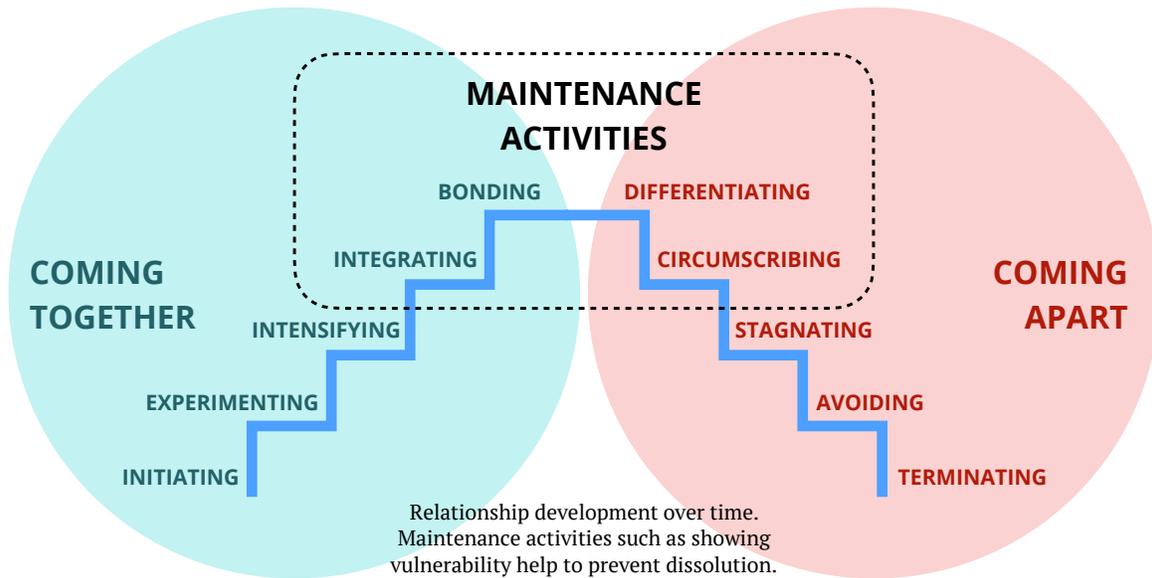
On the next three pages you will find worksheets that have been chosen based on your group MIPI scores. Review any two of these worksheets and discuss them as a group. What about them is most relevant to you? How could you practice these activities in the context of your daily life? This activity should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

# Vulnerability

As your introspection skills increase, you naturally become more aware of your vulnerability, and may feel the need to protect your feelings from the people around you. Whether at home or at work, doing so can create relationship problems as the resulting emotional distance is a key ingredient in many relationships' dissolution (Knapp, 1978). You can learn to be “judiciously vulnerable”, however, by making conscious choices about who gets to see what side of you.

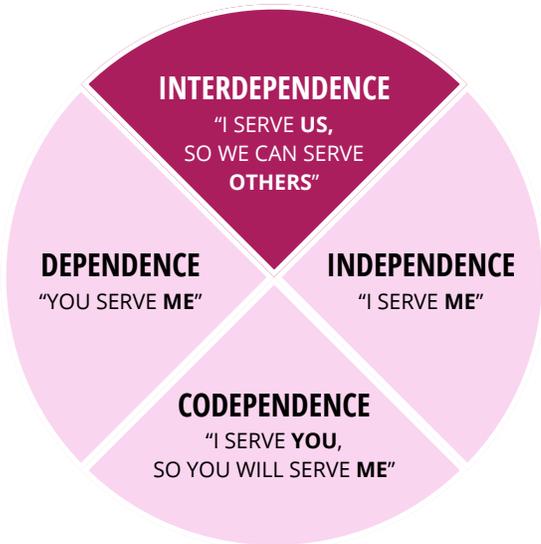


Name someone important to you:				
Place an “X” in the appropriate box and explain your decision.	I would be comfortable doing this.	I would be uncomfortable doing this.	I would never do this.	Why?
Talk about mistakes you have made with them.				
Express what you need from them.				
Share your worries or fears with them.				
Cry in front of them.				
Tell them they hurt you.				
Tell them how you feel about them.				
Explore your flaws with them.				
Share your hopes and dreams with them.				

# Interdependence

In any given relationship there is a distribution of effort between the two parties. Some people are wholly *independent* and do everything for themselves without much regard for others. Some are wholly *dependent* and need others to take care of them, often at the cost of their own dignity. Others still are *codependent*, a state of being where two people enable one another's *worst* behaviours in an unhealthy balance of need and support.

Finally, there are *interdependent* relationships in which two people enable one another's *best* behaviors, mutually supporting and encouraging one another to become their best selves.



Compare and contrast the following:

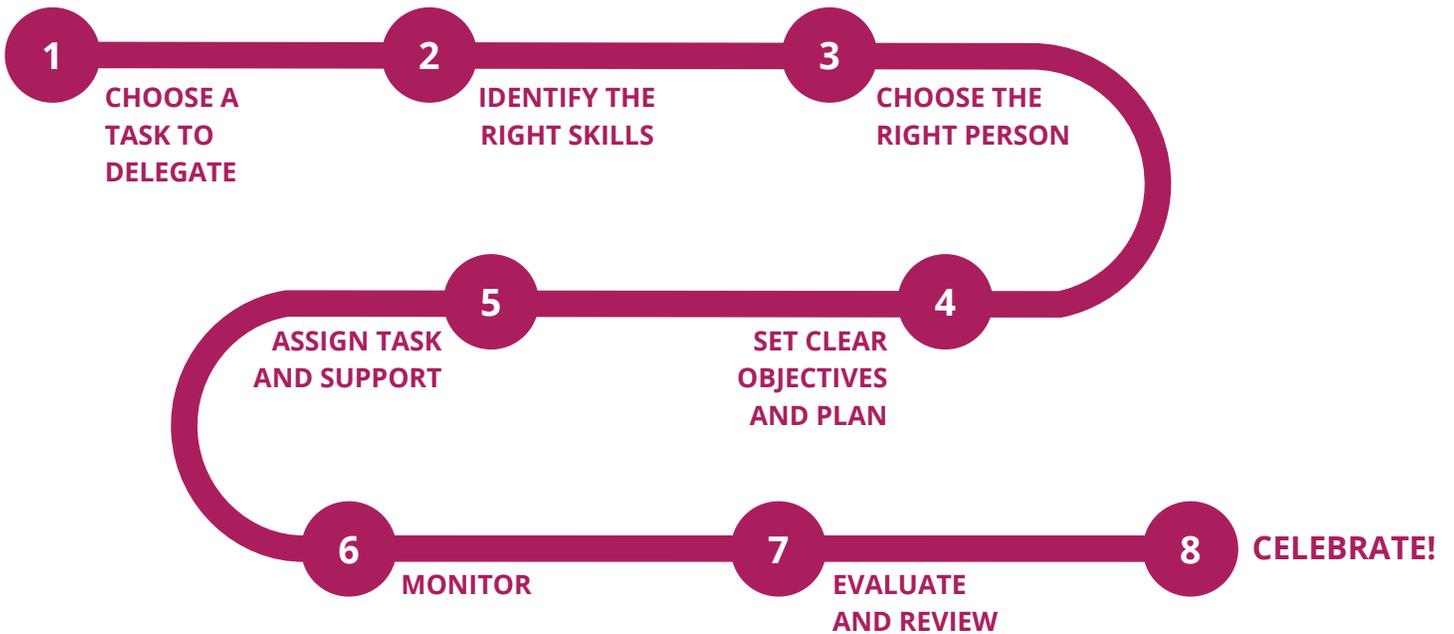
CODEPENDENCE	INTERDEPENDENCE
I cannot make decisions by myself.	I can decide, but I want you to be a part of the process.
I cannot trust or believe in myself.	I trust and believe in myself. I also trust and believe in you.
I cannot handle being alone.	I can be alone and be just fine.
I have no identity that does not include you.	We encourage each others' separate pursuits.
I can't say "no" to you.	I can say "no" to you and trust that you will still love me.

Interdependent relationships take work to maintain. Reflection is an important part of this process.

Name someone with whom you have a relationship (either at work or at home).	
Describe the boundaries you have with this person. Are they fuzzy or clear? Would you like to improve them?	
Describe how you make time for one another's pursuits and goals. Are you mutually supportive?	
Describe recent interactions you have had together. Were you each open and approachable with one another?	
When either of you makes a mistake, do you each take personal responsibility? What does that look like?	
What happens when you disagree? Are you each respectful of the others' position?	

# 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).



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?	