



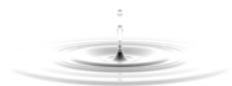
Stage 1

Practitioner Accreditation

# Workshop Manual



Psychometrics





## MiRo Practitioner Manual Contents

1.	Introduction	Page 002
2.	Using This Manual	Page 006
3.	Accreditation/Rights/ Responsibilities/Ethics	Page 008
4.	Johari Window	Page 012
5.	Four Dimensional Performer	Page 018
6.	Personality	Page 022
7.	Concept of preference	Page 034
8.	The History of Typology	Page 038
9.	Power Preferences	Page 046
10.	Environmental Preferences	Page 050
11.	Introduction Into MiRo (Why MiRo)	Page 054
12.	The Four Behavioural Modes	Page 058
13.	Engaged/Disengaged	Page 074
14.	Modal Order	Page 078
15.	Excess and Latent	Page 082
16.	Flat and False	Page 088
17.	Communicating Across The Divide	Page 092
18.	Example Charts	Page 100
19.	Giving Feedback	Page 110
20.	Development Tasks	Page 118
21.	Team Work	Page 122
22.	Team Maps and Team Dynamics	Page 126
23.	MiRo Exercises	Page 132
24.	Correlates	Page 150
25.	MiRo Stage 2	Page 154
26.	Support	Page 156



# 1. Introduction

## 1. Introduction

You have probably come across personality typing systems in the past and may be wondering why we have decided that the world needs another. Having worked in this field for many years, with tools such as the Myers Briggs Personality Type Indicator (MBTI), Thomas International's DISC, Belbin, Insights, Kolbe and more besides, we started to realise that many of them seemed to be referring to the same set of ideas. When we tried to talk about this, however, we were inevitably told that there was no correlation, or that only one of the systems was in any way useful or valid: this was plainly not true. To a greater or lesser degree, all the commonly used systems had their uses and gave some insight into human functioning; some were even specifically designed to be used in the workplace.

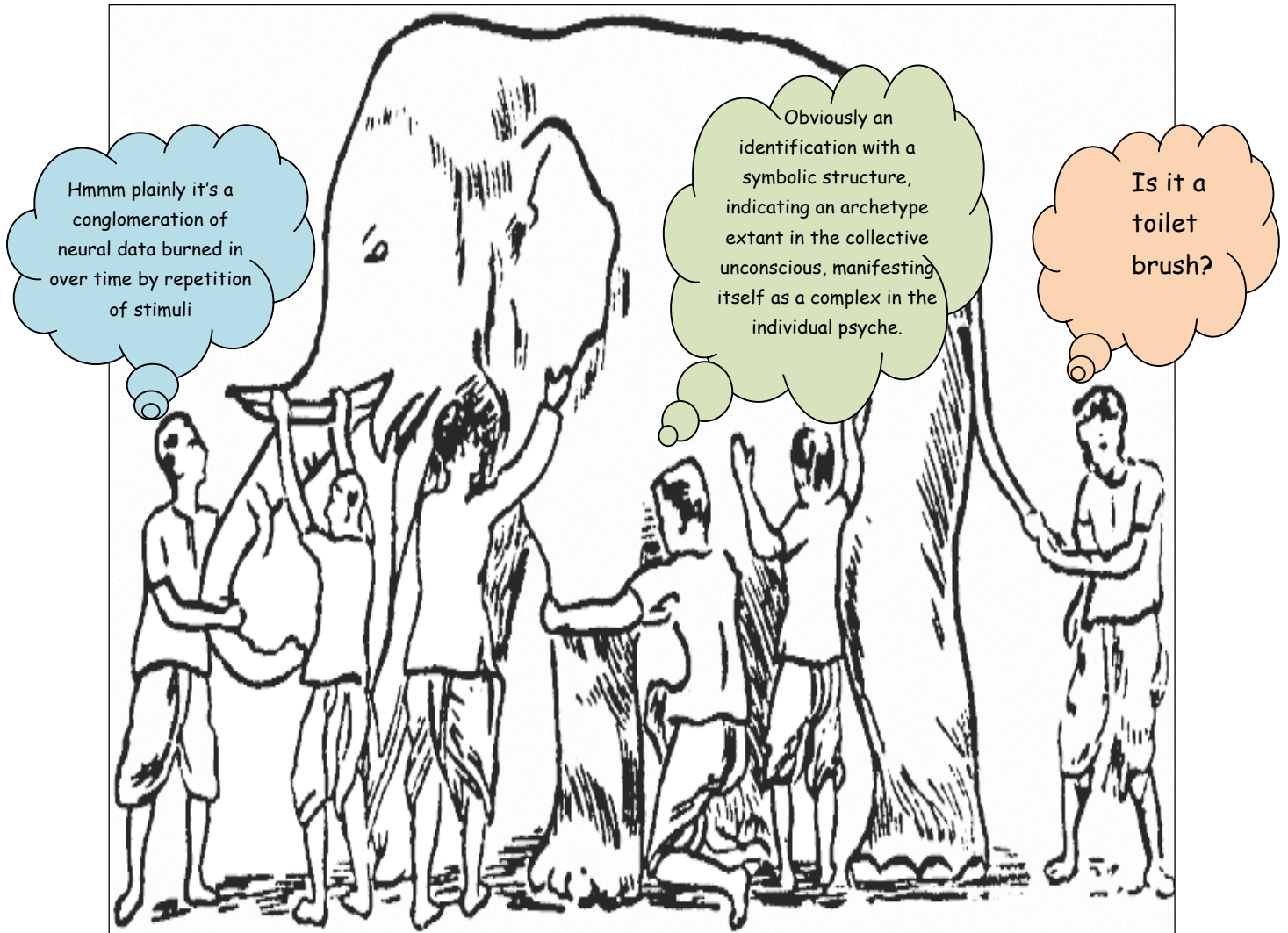
More out of curiosity than anything else we started to research the roots of the many systems, only to discover that most derived from one of only two sources: Carl Jung, the legendary Swiss psychologist and William Marston, the enigmatic American polymath, inventor of the lie detector test, the blood pressure testing cuff and the Wonder Woman cartoons. Here a great schism still remained with practitioners, trainers and experts on both sides claiming that theirs was the better system while the other was no more than unfounded speculation. While a great deal was known about Jung, it quickly became evident that virtually no one knew much about the origins of the DISC system, which derived from Marston's particularly difficult book, "Emotions of Normal People" (1928). It was here that we started our search for enlightenment.

Meanwhile, we continued to work with the existing systems - Mike Fisher as a coach, business trainer and HR specialist, and Rob Chappell as a counsellor and business psychology specialist - while working extensively together with teams and organisations. The Jungian derived models were favoured for individual coaching and counselling, while the Marston based models seemed better for teams and group work. Even then we were adapting where we needed to and simplifying or expanding on the theme where necessary. Until at last the penny dropped, they were in fact the same thing but seen from a different angle.

That was just the beginning of a lot of hard work, more research and even more testing, but at last a system was created that didn't contradict any of the others, would be useful in more than one context and could be as simple or as complex as that context demanded. It would be a quick and easy team-building tool, deliverable in only an hour or two, or a more thorough and nuanced tool for use with management or creative teams working closely together. It could be used for individual coaching and counselling, recruitment and selection, personal and professional development and much more besides. More to the point it would make sense to people no matter what their previous experience of psychometrics had been. MiRo was born, and its creators' passion and belief in it has brought it to the world as this Stage 1 practitioner training module.

Stage 2 is already in the pipeline and accredited practitioners will get a look at that in the near future, but let's not get ahead of ourselves. For now we very much hope that you enjoy the training and that MiRo can make a real difference to you and to your clients.

**Did you hear the one about the six blind psychometric practitioners and the elephant?**



Different theorists have viewed personality type and habitual behaviour patterns in different ways. Neuroscientists have seen them as products of programmed in behaviour, geneticists as a product of heredity, Freudians as a product of transference, Jungians as a representation of archetypal structures, and so on and so on. In fact they tended to see what they expected to see, giving each a different angle on the same reality, namely human nature and the persistence of particular behaviour patterns and personality types.



# Notes:

# 2. Using This Manual

## 2. Using the Manual

This manual is not intended as a standalone resource but is issued only to people taking the MiRo Stage 1 practitioner's accreditation. We hope we have made it readable and in places even entertaining. There are plenty of spaces for you to add your own notes and observations too. MiRo is not a set of theories or ideas so much as an observation of real phenomena occurring in everyone's day to day life. As such, your direct experience is if anything, more important than anything you might learn from reading a book. To this end much of the training for MiRo practitioners is experiential in nature. We can't avoid a certain amount of "chalk and talk" but where possible we have tried to illustrate the system through exercises and games. We learn best when we are relaxed and enjoying ourselves. We also tend to use personal anecdotes and stories to illustrate particular aspects of the system. We have tried not to put too many of these in the manual - they are after all, peculiar to these facilitators. If you can think of examples from your own life, from literature, TV or elsewhere as we go through the course material, it might be useful to make a note at the appropriate place in the hand book. Illustrations of this kind are not only useful aides memoire but can be used in your own workshops at a later date. The two day accreditation workshop will give you a basic understanding of the MiRo system, sufficient to use it in a number of contexts, such as:

- Team development
- Personal and professional development
- Relationship building and dealing with difficult people
- Executive and life coaching
- Mentoring
- Communication training
- Counselling (qualified psychotherapists and psychologists only)
- Recruitment & Selection.
- Decision making

It will also equip you with a number of exercises and experiential training resources for you to use in your own workshops. It will give you an understanding of the four behavioural modes and how they can be used for better or for worse by all of us, how they interact with each other, and how they can be used, over used, ignored, diminished and developed. It will also give you an understanding of the theories behind the system and so a deeper understanding of the phenomena themselves. Once accredited you will also have everything you need to start using the technical side of MiRo such as setting up your practitioner account, creating campaigns and user logins and producing reports for your clients.





We hope that this book will be a companion and a resource for you as you go on to use the MiRo system in the future. It can't possibly answer all your questions, but we feel sure that on achieving accredited status you will have everything you need to start using MiRo effectively. You will no doubt learn more as you go. There is much you can read that will help you here, but using the system is the key to learning to recognise behavioural modes and the nuances and combinations that are such an integral part of typology and psychometrics.

# **3. Accreditation (Rights, Responsibilities and Ethics)**

### 3. Accreditation (Rights, Responsibilities and Ethics)

Accreditation is not a foregone conclusion and the course facilitators will be marking your progress and understanding of the material over the two days of the workshop. There will also be a short test at the end of the two days. Should you not pass immediately we will however give you full support and help you as much as we can through any areas that you are finding difficult or problematic.

Once accredited, you will be able to access the MiRo online assessment facility. You will be able to set up your account and to produce as many assessment reports as you like. There is no restriction on what you charge your client for these. You will have the ongoing support of the MiRo Psychometrics team and we will do everything we can to make sure that your experience as a MiRo practitioner is a positive one. Your comments on the product and our services are also welcomed and we hope to be able to improve our service to you as we go forward together.

In return we ask that you observe certain standards when operating as a practitioner and vendor of the MiRo system. They are fairly simply summarised in the following statements:

***The MiRo system should only be used with the consent of the “participant”, that is to say the person taking the assessment. The participant retains control over the distribution of the assessments results, i.e. if the participant chooses not to share their results then this must be honoured by the MiRo Practitioner regardless of who is paying for the assessment.***

***The participant (i.e. the person taking the assessment) is your client and the MiRo system may only be used to serve the participant.***

Plainly, if taking the MiRo assessment is instrumental in someone failing to get a particular job, they may not consider themselves served. If the assessment is administered fairly, however, in the hope of matching the right person to the right job, then fairness itself has been served. It should be noted too, that the MiRo Behavioural Mode Assessment should not be used as the sole criteria for selection or de-selection in the recruitment and selection process. It should be used as part of a number of fair and consistent selection tools, such as interviews, assessment centres, etc.

***It is not unknown for employers to use psychometric assessments to deselect people from their current roles. MiRo is not to be used in this manner. It should only be used for the purposes of team, self and career development and a full, fair and consistent recruitment and selection process.***

***The MiRo system is not in any way a tool for diagnosing emotional or psychological issues and this practitioner accreditation workshop does not in any way qualify you to do so.***



***MiRo is an assessment of preference behaviour and it should be remembered at all times that the best judge of self is the participant, therefore no practitioner should force a result on any individual.***

***All Behavioural Modes are valid and although MiRo Psychometrics accepts that certain modes will suit certain roles better than others it does not in any way accept that one Mode is either stronger or weaker than another.***

***Practitioners should always keep in mind their own Leading and Supporting Mode and the ways in which these may create biases and affect their training and coaching sessions.***

***Practitioners need to remind clients not to stereotype. For example, because someone leads with Analysing Mode it does not follow that they should always be expected to attend to details.***

***Practitioners should keep in mind that the MiRo system does not in any way measure individual ability or IQ.***

***MiRo practitioners are not psychotherapists but must take a similar attitude in that the purpose of their endeavour should be that their participants become the person that they really are. The practitioner should not presume to fix or alter anyone to become what someone else thinks they should be.***

MiRo Psychometrics Ltd reserves the right to bar anyone from using the system or selling its products if we have any cause to believe that it is not being used in a legal or ethical manner. If MiRo practitioner rights are withdrawn for any reason, no refund for practitioner training will be given.



# Notes:

# 4. The Johari Window

## 4. The Johari Window



The Johari Window model was developed by American psychologists Joseph Luft and Harry Ingham in the 1950s. Their simple model is an effective tool for illustrating and developing self-awareness, and mutual understanding between individuals within a group. The Johari Window backs up the need to know more about self and others in order to improve working relationships.

The model has four quadrants known as windows.

**Johari Window 1 Open** is information about self - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc - known by you and known by others.

The aim in personal effectiveness training should always be to develop the 'open area' for every person in the working environment to know. When we work in this area with others we are at our most effective and productive. What's more, if others have developed their open window then the group will also function in an effective and productive way.

The open window is where good communication and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding. The amount of information in the open window can be increased by working on the blind window, and seeking and

actively listening to feedback from trusted colleagues. This process is known as “**feedback solicitation**”.

Further information can be put into the open window by work on the hidden window (e.g. disclosing information, feelings, etc about yourself to team members). The need to promote a culture and expectation of open, honest, positive, helpful, constructive, sensitive communication and the sharing of knowledge is of paramount importance to the success of any team.

**Johari Window 2 Blind** is information about you that is unknown to you but is known by others. By soliciting feedback from others, the aim should be to move information from this window into the open window and increase self-awareness. Information that remains in the blind window is not effective or productive for an individual or team. A blind window can also be a part of ourselves which is deluded or an area of unconscious incompetence. No-one works to their best when they only have half the facts.

In order to help someone clear information from their blind area people need to give sensitive feedback and encouraging disclosure. Everyone in a team should promote a climate of non-judgemental feedback and mature response to individual disclosure. Such a culture will reduce fear and encourage people to increase their Open window. It should be noted, though, that the extent to which an individual is expected to seek feedback, and the issues on which feedback is sought, must always be at that individual's own discretion.

**Johari Window 3 Hidden** is information that you know about yourself but is kept hidden from others. This hidden window contains information, feelings, etc, that you have, but keep hidden from others. The hidden window may also include sensitivities, fears, self serving agendas, manipulative intentions, secrets - anything that you may know but do not want to reveal. It's normal for a person to want to keep very personal and private information hidden especially information, feelings and experiences that have no bearing on work. However, work related information that is in the hidden window will affect both your and others' performance and should therefore be moved into the open window. It is everybody's responsibility to create an atmosphere in which this is possible.

By moving more information into the open window from the hidden window you will enable better understanding, co-operation, trust, team-working effectiveness and productivity. Reducing information in the hidden area will also reduce the potential for confusion, misunderstanding, poor communication, etc, which all reduce individual and team performance.

**Johari Window 4 Unknown** is information, feelings, latent abilities, aptitudes, experiences etc that are unknown to you or others. These can be quite close to the surface, and if discovered can be useful. On the other hand they can be deeper aspects of a person's personality, which influence their behaviour in a negative way. In young people or people who lack experience or self-belief, the unknown window may typically contain a large amount of information.



This information can be moved into the open window through self-discovery or observation by others, through the use of psychometrics or by counselling, experimentation or play. Information from the unknown window can move into the hidden, blind or open window depending on who discovers it and what they do with the discovery. Looking to discover information and feelings in the unknown window relates to the process of 'self-actualization' described in Maslow's Hierarchy of Needs. The extent and depth to which an individual is able to seek out and discover their unknown feelings must always be at the individual's own discretion. Therefore a note of caution should accompany the unknown window, which is that this window could include repressed or unconscious feelings rooted in traumatic events and past experiences, which can stay unknown for a lifetime. In normal work situations such exploration is likely to be wholly inappropriate.



# Notes:



# Notes:

# 5. The Four Dimensional Performer

## 5. The Four Dimensional Performer

When discussing with your client the need to use MiRo or any other psychometric assessment it is useful to use the four dimensional performer model. The four D model was developed to demonstrate that in order for an individual, team, department or organisation as a whole to work at optimum performance levels there have to be four different dimensions to the way they work, which are:

- Know Function
- Know Self
- Know Others
- Know The Dynamic.

As individuals at work we consistently focus on knowing the function. The four dimensional performer establishes the importance of focusing equally on the other three dimensions of performance: knowing self, knowing others and knowing the different dynamics that are created when individuals come together as a group.

“Knowing self and others,” (in the context of a manager or team member), entails the development of an understanding of why each team member might have a different perspective on the same issue and why each might create a different solution when presented with the same set of information. To be truly successful in the modern workplace we need to have insight into individual motivations, fears, leadership styles, methods of communication and overall preferred styles of working. It is also becoming more and more evident that “emotional Intelligence” (EQ) is just as, if not more. important, than IQ in achieving success.

Knowing and developing the group dynamic is paramount too. After all, if we all act and work in one way then we will only ever have one solution to a multitude of varying challenges. Or as Maslow put it, “If the only tool we have is a hammer, all our problems are all likely to look like nails.”



**The Four Dimensional Performance Model**

**List four things you need to know for each dimensional box**

<b>Know Function</b>	<b>Know Self</b>
<b>Know the Dynamic</b>	<b>Know Others</b>



# Notes:



# 6. Personality



## 6. Personality

The personality is a particular pattern of behaviour and thinking prevailing across time and situations, that differentiates one person from another. It is made up of many different elements some innate, some learned. Apart from our inherited traits, we develop ways of being and doing based on all kinds of good and bad experiences, value decisions and external influences. This complex system of attributes, behavioural temperament, emotions and mental energies is impossible to fully comprehend, let alone assess and quantify. Therefore the MiRo system looks at what can be observed, such as our habitual behaviours or as MiRo describes it, Behavioural Modes. These behaviours are determined by how we unconsciously perceive our environment and ourselves in relation to that environment. These perceptions then make up our conscious personas which we developed or learned in order to deal with the world around us, and our unconscious personas which are a mirror image of self.

### The Nature/Nurture Debate

There is now a great deal of evidence to support the notion that personality type is, at least in part the product of our genetic makeup. With the decoding of the human genome, gene strings have been identified that are associated with intelligence, violent behaviour, risk taking and other behavioural and personality traits. In Russia a programme of genetic screening has recently produced domestic pets from wild foxes in only three generations. Preferred Behavioural Mode is probably also a product of genetics. This is not unlikely to be the full story however. While someone may have the gene string associated with addictive behaviour they are by no means destined to become a heroin addict or alcoholic. Some of the highest levels of alcoholism in the world exist in the Australian Aboriginal population and the particular gene string may or may not be present in the population. What is certain however is that until European settlers brought alcohol to Australian shores, alcoholism was not an issue. Australian Aboriginals are also among the poorest people on the earth and among those suffering some of the worst cultural decimation in history. These factors are also likely to have something to do with the levels of alcoholism in the population.

Likewise I may have been predisposed toward a particular Behavioural Mode since before my birth but from the moment I came into the world I was instantly subject to a myriad of other influences. My relationship with my mother, for instance, began the instant I was born and modern neuroscience has demonstrated that my brain, like yours and everyone else's, began to develop at an incredible rate in response to my environment. If my behaviour is indeed, as Marston postulated, a response to my perception of the hostility or otherwise of my environment it was at this moment that I began to learn the habits I would keep for a lifetime.

So let's say that it's six of one and half a dozen of the other. For the purposes of the MiRo system it matters only in terms of what is changeable and what is not. That is why we recommend that you discover and play to your strengths, developing where you can and where there is some scope to do so, rather than attempt to overcome your weaknesses.

Instead we suggest only that you become aware of them so that you can know when to ask for support or to put in a little bit of extra effort.

Personality change is more the business of the psychotherapist's consulting room and even then the process is one of becoming oneself. MiRo practitioners are not psychotherapists but must take a similar attitude in that the purpose of their endeavour should be that their participants become the person that they really are. The practitioner should not presume to fix or alter anyone to become what someone else thinks they should be.

## Ants and all that

As previously stated, there is evidence to support the notion that personality type is at least in part the product of our genetic makeup. We often say that something is "in our nature". How often has it been said that someone is just like that uncle or this aunt, despite having never met the relative in question?

One clue as to why this might be true and, more importantly, why it might be useful comes from some very interesting findings about ants. Yes, ants have personalities too .



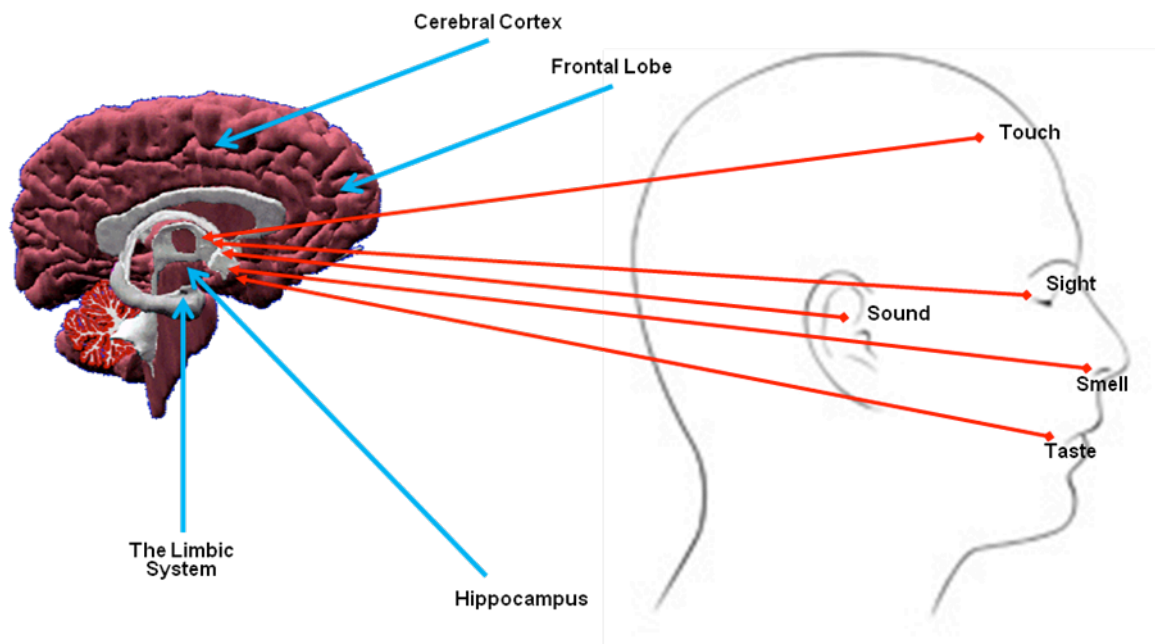
In any given nest, some ants will be risk takers and others risk avoiders. In ant terms this means behaviour such as crossing open spaces and travelling long distances to forage for food. In times of plenty the risk taking ants tend to be eaten by birds and other predators, get squished or just plain old lost and so don't make a huge impact on the life of the nest.

However, when food starts to become scarce the colony depends on the risk takers, who are able to find new food sources further away from the nest, while the risk-averse ants die off more rapidly through lack of food. The personality of the colony changes to become a risk-taking colony, surviving until the next time of plenty. Just like the ants, in order for us to operate effectively as a team, we need diversity of behaviour, thought and understanding. It

stands to reason, then, that a successful species will have this diversity built in. And there is no species quite as successful as us humans, except perhaps the ants.

## The Human Brain and Personality

The neurones in the human brain form networks within and between a number of distinct structures. It is not our intention within this workshop to study this in any great depth, mainly because, when considering how we determine our environment and ourselves in relation to that environment, we are mostly interested in only the relationship between two specific



structures: the emotional centre of the brain known as the Limbic System, and the Cerebral Cortex which deals with our learned behaviour and memory.

## The Brain

We will start with the Limbic System, as that is how all of our interaction with our external environment begins. All our senses - touch, sight, sound, smell and taste - first go through our Limbic System which elicits an emotional response to every moment in our lives. The information is then sent to our Cerebral Cortex which starts to process it with memories of similar events and makes a decision as to which learned behaviour to use.

This information in turn passes to the Frontal Lobe area of the Cerebral Cortex which makes a judgement as to what level of emotion is warranted, given the present circumstance. In effect, the Frontal Lobe acts as a thermostat for our emotions.

**Example:** you're in the middle of the road and you see a bus bearing down on you. You become afraid but your Cerebral Cortex calculates that the bus is a long way off and your Frontal Lobe using that information, makes a judgement to turn the fear to a minimum – just enough to quicken your step slightly.

or

You're in the middle of the road and you see a bus bearing down on you. You become afraid and start to quicken your step but this time the bus is very much closer so the Frontal Lobe takes the information and increases the emotional level to high and all of a sudden you are running across the road.

On top of creating emotions, the Limbic System also records them in an area called the Hippocampus which is a memory bank for emotions. The Hippocampus doesn't store a complete set of visual memory, only the emotion associated with an event. However it does play a large role in remembering new facts by repeating them and passing all the memory information through itself several times. The Hippocampus keeps strengthening the associations among these new elements until, after a while, it no longer needs to do so. The Cortex will have learned to associate these various properties itself to reconstruct what we call a memory.

**Example:** When John was a child his father got very angry and aggressively shouted at him, and he felt sad and frightened that his father might hit him. He burst into tears and ran away. The emotion of such an event becomes a memory in John's Hippocampus. Throughout his childhood people continue to shout at John: his teachers, his parents and his siblings. Each time the new event passes several times through John's Hippocampus which also remembers the fear and sadness of the first time his father shouted at him, making his initial emotional response to each event stronger than needed.

Each time John's Frontal Lobe judges the situation and turns the emotion down before he responds, stopping him from bursting into tears and running away even though his initial reaction is to do so. As John goes through life, each emotional memory becomes stacked up like a pile of coins within his Hippocampus.

Years later John is now in work and he has a very aggressive boss who shouts a lot. John becomes afraid of him and starts to avoid him. Every time John's boss shouts at him his emotional response seems to take over and all he wants to do is run away, but each time his Cerebral Cortex calculates that this would not be a good idea and his Frontal Lobe turns the emotion down.

The result is each time John's boss shouts at him, he stands and takes it, seemingly in his stride, but deep down he is very unhappy, his morale is low, he has very little motivation for the job and his performance is suffering. When John talks to one of his colleagues about it she says that she is not bothered about the way the boss is and that he should just let it go over his head. But then she didn't have the same upbringing as John so how would she know what it feels like to be him?

The outcome of this story may be one of many, such as:

- John finally snaps and his fight/flight response triggers a verbal attack on his boss and suddenly he is the bad guy being disciplined.
- John finally has enough and his fight/flight response triggers him to leave the job he always wanted.
- John does nothing and slowly he slips into a depression and now he is off work with work-related stress.

Of course John may also learn to recognise these responses in himself and make new decisions. He may allow himself to feel an appropriate emotional response (processing it internally but speaking about it openly) and speak assertively to his boss, insisting that his behaviour is unacceptable and asking him to adopt a less confrontational style.

This is just one example of emotional response there can also be positive examples such as:

**Example:** When Jane was a child, every time she failed at something her mother would tell her to go out and try it again. One day she kept falling off her bike and her mother wouldn't let her come in until she had managed to ride it 10 feet without falling off. Jane stayed out with her mother all day, who remained patient and encouraging throughout. Every time Jane fell off she would feel angry but her mother would pick her back up again and say with a big smile "you have just got to keep trying". Every time she did so, Jane felt comforted and a strong sense of determination, all of which was stored in her Hippocampus. Eventually she rode her bike not 10 feet but 30 and she went in for tea dancing in celebration.

As the years go on, every time Jane faces a problem she feels the emotion that her mother's smile had left in her Hippocampus and her Frontal Lobe turns the emotion up and so she battles through.

Jane then meets the same boss as John and he shouts at her for making a mistake, an emotion of anger rises from her Limbic System but her Cerebral Cortex gives her enough information to say that there's no point getting angry and to just smile and get on with it. Her Frontal Lobe turns down the anger and turns up the feeling of determination, and off she goes.

Later that day Jane's colleague John approaches her and tells her that he has a problem with the boss and he is getting upset with him. So Jane tells him that the boss doesn't bother her and just to let it go over his head. As they walk away she adds, "You know you have just got to keep emotion out of it". Which of course is the last thing she is actually doing, she is simply unaware of the important role her emotions are playing.

## Beliefs and Habits

Emotions are just one area that drive and develop our behaviour. We also need to think about how the information stored in our Cerebral Cortex affects our behaviour. Along with memories, the Cerebral Cortex also holds a system of beliefs and a history of the decisions we have made. Our beliefs can act as a guiding light to us in life, or in some cases as a chain holding us back. As we go through life we form all sorts of habits, such as the way we deal with our external environment, the way we see ourselves within that environment, or the way we communicate and then ultimately how we manage everyday relationships.

Most of the truly outstanding leaders in history have the common trait of a positive and compelling belief system. Moral questions aside for a moment, the belief systems of such leaders have managed to turn failing companies into success stories or in some cases move entire nations into action. It would be fair to say that not all such leaders were blessed with high levels of intelligence, yet their beliefs carried them through.

Every individual holds some form of belief system which will largely determine how they see the world. No event has any meaning other than the meaning we choose to give it, making it important, then, that we consider how our beliefs are formed and how we apply them to the world of the here and now.

Added to our beliefs are our attitudes, assumptions, insecurities, habits and self images that we have picked up over the years through both nurture and nature, all of which can help us meet our full potential or stand in the way of us doing what we have the potential to do and, in some cases, those around us. We call this human conditioning to which there are five stages.

### The Five Stages of Human Conditioning

#### ***Stage 1 – We take in the information***

- We have been taking in information since birth, such as the way the world appears to be to us, or the way people may seem to act. For instance, we might receive information very early on that the world is a hostile threatening place; alternately, we might receive information that people are kind and friendly. This information will start to determine whether we see our surrounding environment as favourable or unfavourable.

#### ***Stage 2 – We filter the information***

- As we get older we develop an overall picture of the world and ourselves within it. We start to make some decisions about ourselves in relation to that world such as whether we are more or less powerful than the environment. Once these decisions have been made, we start filtering all further information according to the picture inside our heads in the following way:
  - We start to **generalise** from specific events. For example, if a small boy is bullied he may generalise that the world is an unfavourable place.

- We start to **distort** information. The same boy may then interpret acts of kindness by someone as something less favourable, even to the extent of believing that all they are doing is having a joke at his expense.

We start to **delete** information. We look for and notice things that support our developing beliefs and shut out those that don't. The boy will pick up on all information that enforces the belief that people are unfriendly and gloss over information that suggests that they may be being kind.

### ***Stage 3 – We record information***

- We record every event in our brains, but each part of the memory is broken down and stored in distinct areas. For example, after you've had a fine dinner with some friends, your memories of their faces, the taste of the wine, and the music that was playing are distributed in the various visual, olfactory, and auditory areas of the brain, but they are all connected together for short term memory by the Hippocampus to form an "episode", rather than remaining a collection of separate memories. Eventually however the hippocampus will let go of all but the emotional memories allowing an episode to become scattered across the brain. We have an enormous capacity in our brains for recording information. No one knows for certain how much we do record, but evidence suggests that most of what has happened to us, certainly anything significant, is locked away somewhere in our memory.

### ***Stage 4 – What we record we see as fact***

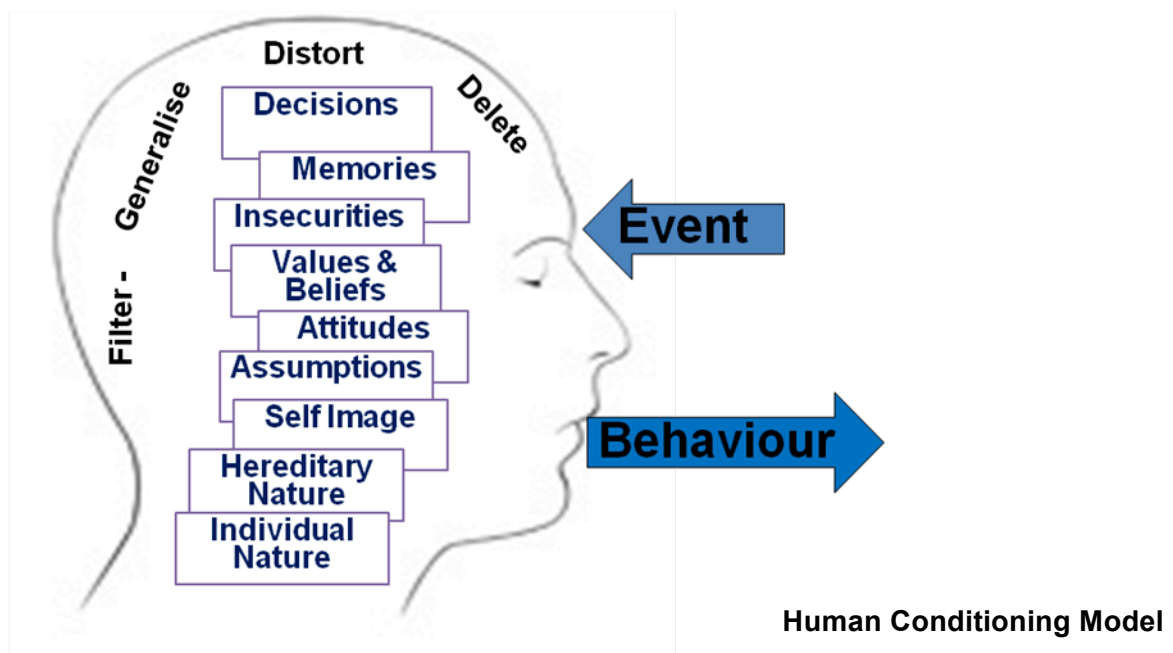
- For the individual it is the truth. The world is unfavourable/the world is favourable. I am more powerful than my environment/I am less powerful than my environment. If you trust too easily you are bound to get hurt, and so on. We develop attitudes, insecurities, habits, beliefs, assumptions. We develop a self-image (that's how I am). The problem can be, of course, that these 'truths' are often not truths at all. They are often the result of selective information and filtering.

### ***Stage 5 – We act out our facts***

- Our behaviour, then, is acted out according to our subconscious attitudes, beliefs, etc, resulting in us dealing with events on information mainly drawn from our past: we cannot easily do otherwise. Given this conditioning and in no small part elements of hereditary and individual nature, there are many ways that we may deal with the world around us. However our concentration here is on Modes of behaviour otherwise known as habitual reactions, which William Marston formulated into the four basic orientations or decisions that we make about the world and ourselves within it, such as:
  1. The child from Stage 2 has come to see the environment as being unfavourable and himself as less powerful than that environment, so he automatically acts in a systematic way that avoids conflict in order to protect himself.
  2. The child has come to see the environment as being unfavourable but himself as more powerful than the environment, so he will automatically act in a controlling way in order to avoid failure.

3. Another child has come to see the environment as favourable but himself as less powerful than the environment, so he seeks to support those around him and create harmony within the group.
4. Another starts to see the environment as favourable and himself as more powerful than the environment, so he works to change things by building relationships

It should be noted at this point that all four approaches are perfectly valid given the situation, and if your belief of the world allows you to operate effectively then there is no reason to necessarily change or alter it. The key to personal effectiveness, however, is to be able to adapt your behaviour according to the here and now of the event you find yourself in, and to do this you need to apply conscious effort to the way you orientate yourself to the world.



## Habitual Action

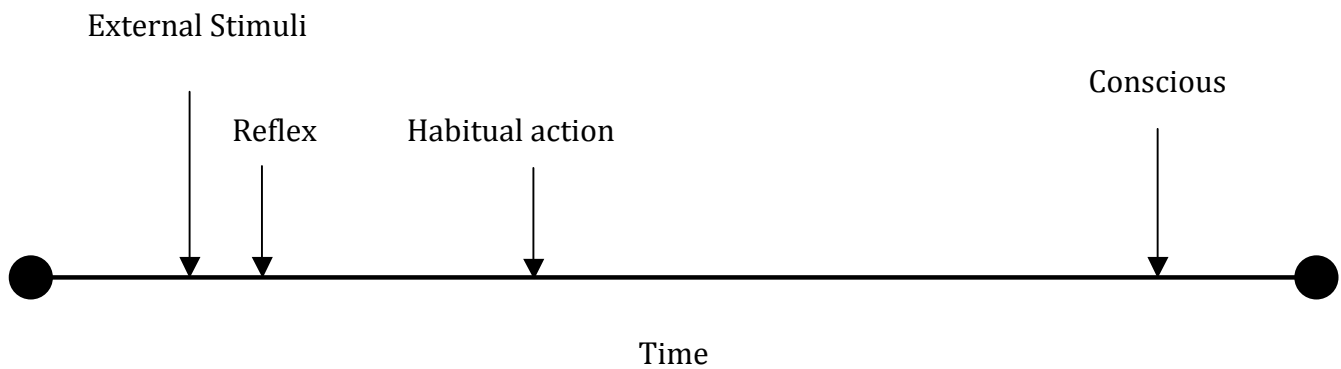
Human reflex is controlled by the white matter within our cerebral cortex whereas memory, perceptual awareness, "thinking", language and consciousness are controlled by the grey matter within the cerebral cortex. But what is consciousness? In short, research has shown that the more conscious a reaction to an external stimuli, the slower it is. Habitual action occurs very quickly after contact with the stimulus whereas, in the making of conscious decisions, overt activity may be delayed by minutes, hours or even days. Reflexes like the knee jerk or catching of a ball, where no accompanying consciousness can be detected, still have a shorter reaction time than the habitual response.

Although a large amount of behaviour is attributed to reflex and habitual actions, we can continually develop our behaviour through the conscious conditioning of this type of reaction. For example, when we first learn to drive a car we have to concentrate on all the technical aspects of what we are doing, we need to learn about the effect of gear changing, over-revving the engine, and our speed in relation to the road conditions. At first we are clumsy and mechanical as we consciously think about every one of our actions, then over time we start to drive less and less through our consciousness and more through habitual actions



and finally, after years of driving, we can take an entire journey on reflex alone, to such an extent that sometimes we can't even remember the journey.

By having a better understanding of our reflex and habitual actions, we can start to make more conscious decisions about how we want to respond to certain external stimuli and, over time, re-train ourselves to behave in different ways depending on the situation. By taking a conscious look at our behaviour, and the behaviour of others, we can start to develop stronger dynamics within our relationships and create a better environment for performance.





# Notes:



# Notes:

# 7. Concept of Preferences

## 7. The Concept of Preference

Throughout the workshop we will refer to people having a “preference” for one Behavioural Mode or another. This may seem a strange choice of words: if we are not making a conscious choice in the matter, how can we be expressing a preference? The truth is that we are constantly expressing a preference for one thing over another: how many sugars we take in our tea, which brand of jeans we like to wear, the music we listen to, the chocolate ice cream or the vanilla. We don’t know why we prefer chocolate, we just do.

Preference does not exclude us from doing the other thing - we might still eat vanilla ice cream if there is no other choice. Preference for one thing or another is merely choosing what is comfortable and familiar to us over something that isn’t.

For example, take a second to sign your name in the box below using the hand you always use:

Sign your name with your normal hand

How did that feel, comfortable, familiar, normal?

Now sign your name with your other hand:

Sign your name with your other hand

What about that: uncomfortable, awkward, unfamiliar, difficult, unusual? Though it might have felt strange and uncomfortable you still managed to do it, be it scruffily; you have just experienced preference.

Preference of Behavioural Modes is exactly the same. Particular Behaviours will feel normal and comfortable to us where others may seem awkward and difficult to do. The concept of a weakness can also be explained in part by preference.

For example:

John has always had a preference for using Energising Behaviour and has generally ignored Organising Behaviour throughout his life (it remains a Dormant Behaviour). When it comes to building relationships, motivating people to act, developing ideas and so on, John finds these things easy and comfortable. However when it comes to planning, organising his and other’s time, making sure everything has been done, and so on, he becomes uncomfortable,

he finds the tasks difficult and ultimately tries to avoid them. Hence Organising is his weakness.

Another way to look at this weakness of John's is that he just doesn't like planning and organising and therefore has given it very little mental energy over his life, making it into a weakness. However this has allowed him to give plenty of mental energy to cultivating relationships, motivating people to act and developing ideas, i.e. over the years he has developed his strengths.

### **Some rules about Preference**

- There are no right or wrong preferences to Modes of Behaviour; each one is valid given the individual and the environment.
- Preference for a Mode does not relate to skills, ability or knowledge in any way.
- No Modal preference is unhealthy unless used to Excess
- Although we lead with one particular Mode of Behaviour, through conscious effort we have access to all four modes.



# Notes:

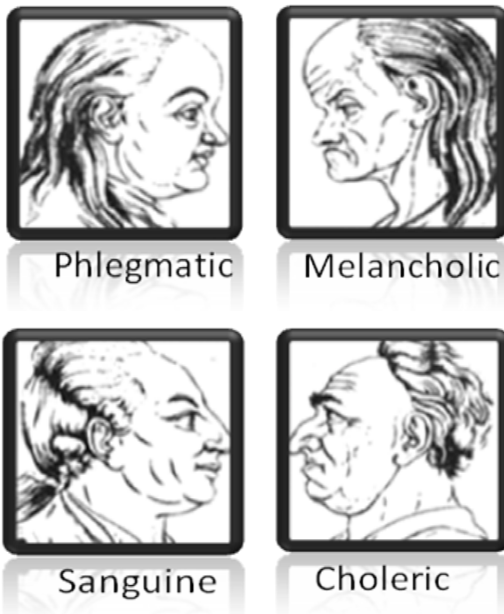
# 8. The History of Typology



## 8. The History of Typology

MiRo probably isn't the first psychometric you've come across. You are probably aware of the Myers Briggs system or perhaps DISC, Belbin, Kolbe, Insights and all the others, modern workplace tools, and all useful in their way. What you perhaps didn't know is that personality typing and behavioural mode assessment is much older than any of them. In fact, every society and civilization throughout history has had some kind of personality typing system.

### The Four Humours



In Europe in the Middle Ages people were said to be of a particular “humour” as a result of having too much blood, phlegm or bile of either the yellow or black variety. As disagreeable as their reasoning was, they were simply attempting to describe and explain real phenomena. People were seen to conform to four main categories or types: phlegmatic, choleric, melancholic and sanguine. All these words have persisted in our language and continue to describe particular types of people. Of course we may all be disposed to melancholy from time to time but we are quite likely to know people who we might say were particularly prone to this state, as indeed we might with the other humours. To be honest none of them look too pleasant and tend to refer to pathological states of excess, which might say something more about the medieval mind than about humans per se. Blood and bile aside, however, this was just one of man's many attempts to describe the various personality and behavioural types available to us and although the correlation is not exact they seem to have been talking about much the same phenomena described by Jung hundreds of years later.

## The Medicine Wheel

One of the more successful and interesting systems was that used by North American native peoples, the medicine wheel. As much as this differed from tribe to tribe the basic principles remained the same. The wheel represented not only the power within people but within the tribe and the natural and spiritual world.



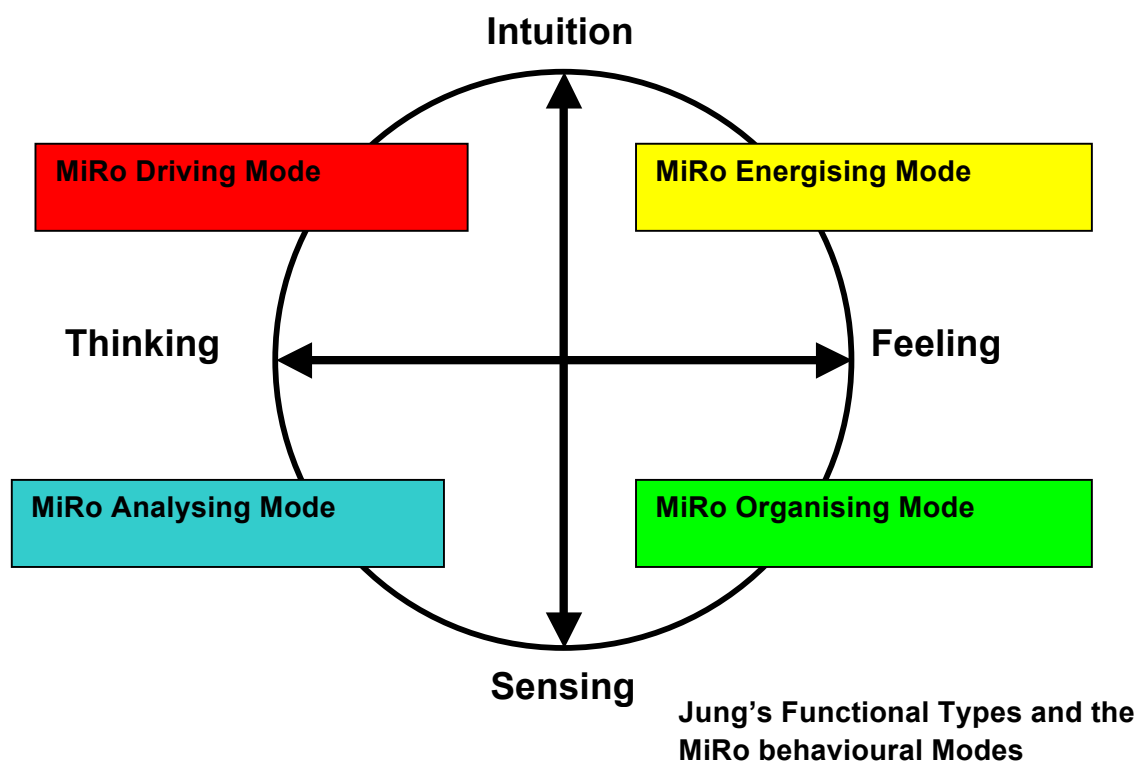
Each quadrant of the wheel symbolized a particular “power animal”. Often used were the bear, the mouse, the eagle and the elk, each representing a different set of human qualities. All these qualities would be needed for the tribe to be balanced. The vision and freedom of the eagle, the steadiness and strength of the bear, the detachment and power of the elk and the agility and ability to get close to the detail of things embodied in the mouse. As much as the system contained much more than this, each individual in the tribe would be ascribed a particular power animal by the tribal elders and would be given a stone or charm to wear in their wheel, depending on the elder’s observations about their character. The job of the tribe member would be to become effective in their prescribed role and eventually to learn the traits of the other animals too. The medicine wheel would give others meeting this individual a snap-shot of their personality before they even spoke.

If the traits described by MiRo or any of the other systems have always been a part of what it means to be human, then it would be likely that people had spotted them in the past and many of these ancient systems seem to be describing much the same things as MiRo.

## Jungian typology

The story of personality typing in the modern world really starts with Carl Jung. Originally a colleague and acolyte of Sigmund Freud, Jung became increasingly uncomfortable with Freud’s seeming obsession with sexual drives as motivations for all human emotion and activity. Meanwhile Adler was formulating similar theories, but instead of libido he saw “the will to power” as being the central driving force of human nature. Jung realised that these were more or less arbitrary choices. He had already been thinking about personality type and the predisposition to particular forms of mental illness in individuals he had treated in Viennese mental asylums. Suddenly the light went on: Freud and Adler were simply different kinds of people - in The Jungian conception, a Feeler and a Thinker respectively. Jung wrote a paper expounding these ideas, immediately and acrimoniously ending his relationship with Freud, but at the same time forming the basis of all modern psychometrics.

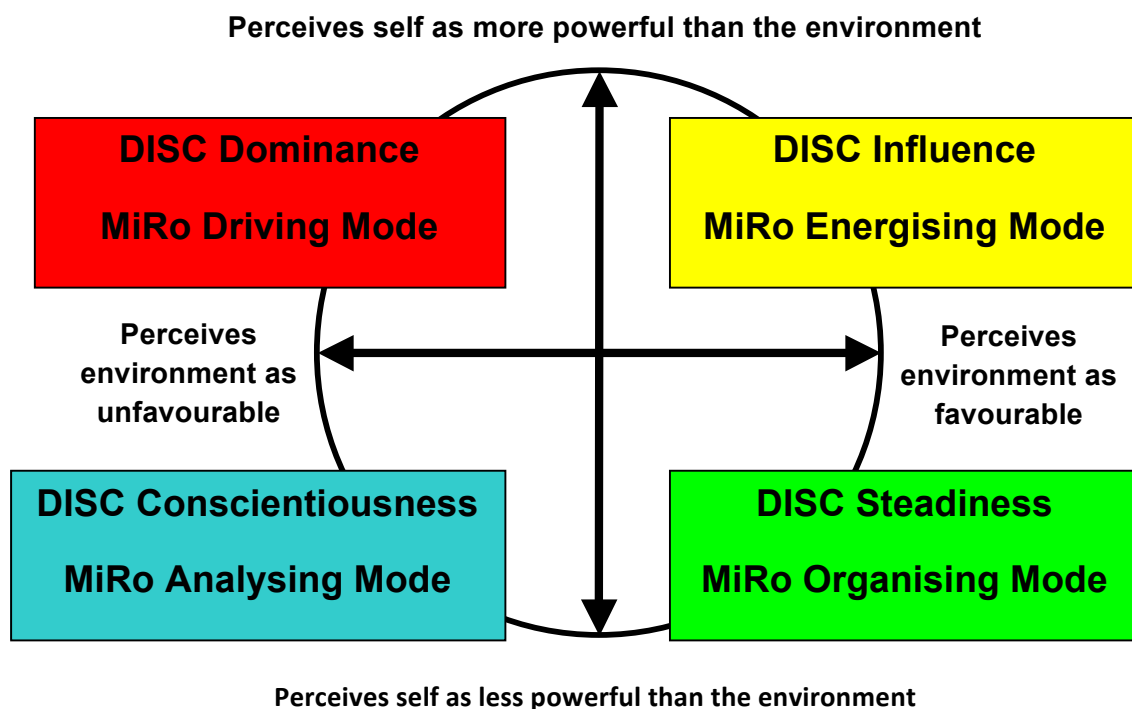
Jung’s ideas are often very complicated and esoteric and his writing less than clear. He also had very little interest in human relationships as such, or even the practical application of his ideas outside of the psychiatrist’s consulting room. Jung’s ideas are further complicated by the addition of the notion of “attitude” i.e. Introversion and Extroversion. (MiRo Stage 2 will cover these ideas in more detail). The central ideas in Jung’s system concerned the ways in which we tend to perceive the world, through Sensing or Intuition and the ways in which we tend to make judgements about it, i.e. our functional type. This in turn is directly analogous to the MiRo behavioural Modes.



## William Marston and the Appliance of Science

William Marston's career is particularly difficult to pigeonhole, as indeed was his personal life (but that's another story). Among other things, he invented the lie detector machine and the blood pressure testing device that is now commonplace in hospitals and surgeries all over the world. He is also responsible for the Wonder Woman cartoons. For our purposes it is to one of his far more heavyweight writings that we must turn. The seminal "Emotions of Normal People" was published in 1928 and for the first time looked at the organic and neurological basis for personality and behavioural type. Marston postulated that particular types of decision get "burned in" over time as pathways in the brain, making them more likely decisions in future. Thus he saw our particular behavioural patterns as a result of these habituated neural pathways. The beauty of this idea is that with a little practice we should be able to make new decisions and burn in new pathways.

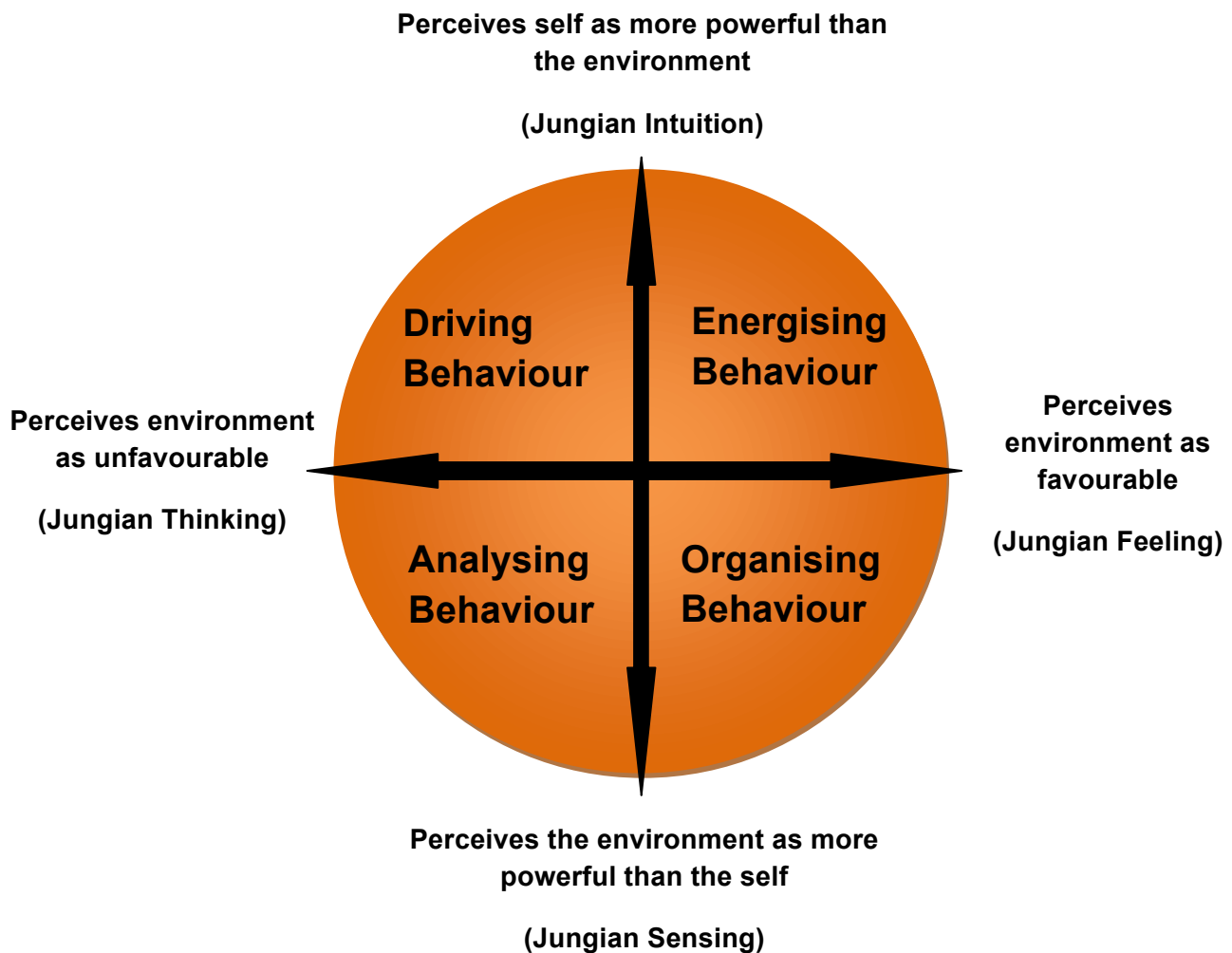
Marston saw two particular sets of decisions as fundamental to our make up, in that they are the primary decisions needed for human survival: given any new situation I need first to decide whether or not I am in danger, namely whether or not the environment is favourable or unfavourable to me; secondly I need to decide whether I am more or less powerful than my environment. Of course, given a charging woolly mammoth I can make these decisions relatively easily, but a board meeting or an encounter with a new customer might not be so easy to read. It is then that we tend to rely on what we know best: making the decisions with the path of least resistance in our brains. This gave rise to four main behavioural modes which Marston called Dominance, Influence, Steadiness and Conscientiousness. These directly relate to the MiRo behavioural Modes.



**Marston's DISC and the MiRo behavioural Modes**

## Putting it all together

The MiRo system integrates all of these ideas into one simple yet potentially endlessly rich system. By integrating these previously disparate and often competing ideas, MiRo also expands our understanding by making personality type less of a strait jacket and more of a tool to be used at will. MiRo recognises that I am not just one personality type but have access to several Behavioural Modes. Some may be more comfortable than others but, contrary to Jung’s rather rigid ideas, it is quite possible for me to be adept at using two or maybe even three; where Marston saw these as simple behavioural traits, Jung enables us to see that they are more like “ways of being” and integral to my understanding of both myself and the world around me.



**The MiRo Decisional Diagram based on the work of William Marston and Carl Jung**



# Notes:



# Notes:

# 9. Power Preferences Sensing And iNtuition



## 9. Power Preferences Sensing And Intuition

In Chapter 6 we discussed in depth how personality is formed and how our personalities develop our personas. We have come to understand that who we are is a blend of nature and nurture. However nurture may be the wrong word for this side of our personality development, as it is as much influenced by trauma and other such experiences of the world as it is by nurturing. If our personality is developed in this way then we should seek to understand how we perceive the world and in what way our instincts use such information to protect us.

Our very first and most primal instincts all amount to one thing, namely getting our needs met, our need for food, shelter, belonging, status and so on up Maslow's hierarchy. When we are born we are totally subject to the will of others and the vagaries of the world around us. We have only the evidence of our senses to guide us. Am I warm? Am I hungry? Am I frightened, happy, in pain, hot, cold and so on? Traditionally we say that we have only five senses; in fact we have many more ways of gaining immediate information about the world and if we understand ourselves to be less powerful than that world, it is exactly this kind of information that we need in order to orient ourselves within it.

Only later when we learn to manipulate our environment do we need to start to gather intuitive information, that is to say to apply meaning to this sensory input. This does not take thought as such, any more than seeing something takes thought, but we begin to recognise patterns in the world. By understanding what a particular tone of voice might indicate or knowing what time of day to expect breakfast we can start to exert some control over our environment. We learn how to get attention by throwing a tantrum or get some chocolate by looking cute and so on.

As we grow up these things continue to be true and we continually use both ways of perceiving the world, depending on the situation or rather our perceived power relationship to it. When crossing a busy road (i.e. in an environment more powerful than me) I need to be in tune with the data given to me by my senses. What can I see and hear? How far away is that speeding car? How long will it take me to get the other side? And so on. Only when I am on the pavement and back in control of my environment once again can I allow myself the luxury of taking in more intuitive data about the pleasant atmosphere of the neighbourhood or the unusual lay out of the street lamps.

As ever we will all have a preferred position in which we perceive the world. For some the more natural and comfortable position may be to deal with what our senses are telling us and to look for concrete facts, while for others it may be to deal intuitively with how things are connected and to create patterns with the information we have. Either because of our genetic makeup or our life experiences, we will make assumptions about our own and the environment's relative levels of power. This leads to a number of more or less consistent traits within people of a particular preference for either Sensing or Intuition.

People with a Sensing bias tend to be matter of fact, here and now types. They are likely to enjoy knowledge for it's own sake and can often be extremely expert in a particular field.

They can have a great eye for detail, form and sensuality and can be practical hands-on types, good at sports or visual arts and are often highly in tune with the physical world.

People of an intuitive bias are more likely to be imaginative, future based types. They are likely to enjoy ideas rather than facts and may be able to create original solutions. They can have a good sense of the big picture, be insightful and have a sense of the potential within a situation, can be theorists and innovators, and are often in tune with the affective world.

### **People of a Sensing preference are more likely to be...**

- Rooted in the here and now
- Interested in factual information
- Conventional
- Matter of fact in their speech patterns
- Able to retain detailed information
- Pragmatic
- Realistic about what is possible and what is not
- Comfortable with tried and tested ways of doing things
- Calm

### **People of an Intuitive preference are more likely to be...**

- Future based
- Interested in ideas and possibilities
- Unconventional
- Elaborate in their speech patterns
- Aware of the big picture
- Inventive
- Interested in new, lateral and creative ideas
- Comfortable with new and untried ways of doing things



# Notes:

# **10. Environmental Preferences Thinking And Feeling**

## 10. The Environmental Dichotomy and Judging Preferences

Once we have assessed our own levels of power in the world we need to make another vital calculation if we are to survive. “Is this place hostile to me or not?” Given a charging rhino, that’s an easy enough calculation to make, but most of our experience of the world is rather more ambiguous. Initially, of course, it is all about getting our needs met. Avoiding immediate danger is one thing, but judging whether or not other people are likely to compete with us or help us in our search for food, shelter, belonging, status and so on is a little more complicated. We can go on precedent or try to pick up clues from our environment. Either way, we will once again have a preferred position.

If the world seems to us to be generally or even potentially hostile to our well being, it makes sense that we do our best to understand how and what the rules are by which it works. Having accepted that the world is not necessarily benign or pleasant we can accept also the inevitability of conflict. What we may also realise, however, is that if we are to be fair we must try to keep our personal desires and emotions out of the equation and detach ourselves when making a decision or judgement about something. Such a detachment creates a naturally logical and systematic way of making a judgement. This method of judgement is known as Thinking in the Jungian conception.

If the world seems generally or potentially favourable to us we are likely to make a different set of calculations. We can take a far less defended position and start to create partnerships and alliances with others. In fact this is likely to become of paramount importance to us and so conflict or any threat to the harmony of the group will look like something to be avoided. We will begin to realise that to be compassionate to others we will need to empathise with them and bring our human qualities to bear when making a decision, even perhaps, at the expense of a more rational solution. This method of judgement is known as Feeling. It is worth noting, however, that it is every bit as much a cerebral function as Thinking.

Both of these preferences are by nature intellectual and one is not superior to the other; often we will need to bring both ways of judging the world to bear on a situation or problem. What is true, of course, is that we will all tend to prefer one judging function over another. Though it should be noted that when our preference is to Think our way through, we still feel for people - we just don’t use those feelings in our judgement; when our preference is to Feel our way through we are still thinking, we just consider our values and the effect of our decisions on people more important than logic.

### **People of a Thinking preference will tend to...**

- Be rational
- Look for unambiguous information
- Look for inconsistencies in an idea
- Value justice and even-handedness
- Accept the inevitability of conflict
- Leave personal considerations out of important decisions.
- Try to be objective
- Follow a logical path
- Consider it important to question peoples motivations.

### **People of a Feeling preference will tend to...**

- Be Values led
- Look to clarify emotions
- Look for consensus
- Value mercy and compassion
- Have an almost toxic reaction to conflict.
- Make personal issues and values central in decision making processes.
- Try to be empathic
- Consider it important to accept other peoples motivations.



# Notes:



# 11. Introduction to MiRo



## 11. Why MiRo?

With Myers Briggs (MBTI), Thomas International's DISC, Kolbe, Belbin, Insights and all the other psychometric systems in the world, why you may ask do we need yet another? The answer is in the question: as long time practitioners of many of these systems, the bewildering array of theoretical standpoints, terminology and niches of usefulness began to become a problem for us.

We have worked with teams where some of the individuals had taken a course in one, while other members had taken another. Many had been told that the system they had been taught was the only one with any validity while others had no connection. Some were too complicated for workplace use while others were too simplistic. MiRo is an attempt to overcome these problems, and to create one easy to understand tool that does not work against any of the other major psychometrics and which can be as simple or as rich and nuanced as the situation requires.

### **Some advantages of the MiRo Behavioural Mode Assessment tool are:-**

- Simply explained
- Tasked based
- Easily applied to task, team and leadership
- Easily transferred back into the workplace
- Shows links to all other psychometrics allowing for common language
- More cost effective.

## **Individual and Team**

The MiRo Behavioural Mode Assessment helps people start to understand their behaviour and through this increased awareness self development might become possible. Either through one-to-one coaching with our experienced practitioners, or through the easy to understand report, each individual will take an essential step towards that all important optimum performance in both their personal and working lives.

As a tool for team development the MiRo Behavioural Mode Assessment breaks through the mysteries of team performance and helps people to understand the self, others and the team dynamic. Within just a short time, the understanding gained through the MiRo Assessment can be easily implemented into any team building event and ultimately into your working environment.

MiRo Can be used in change management, team development, personal and professional development, relationship building and dealing with difficult people, executive and life coaching, mentoring, communication training, counselling (qualified psychotherapists and psychologists only), recruitment and selection, decision making and more besides.

## **A note on the use of MiRo in recruitment**

Selecting the right people for your business is always a critical activity. The MiRo Behavioural Mode Assessment can help you to identify which particular values your new recruits need in order to be successful within their given role. Your candidates can all be assessed anywhere in the world by use of the worldwide web. After the easy-to-use online assessment has been completed you will receive a full report outlining each candidate's behavioural preferences, their motivators, their communication styles, their leadership styles and the unique values that they will bring to your organisation. If you are using any psychometric to help you recruit great care should be taken and a full and fair selection process should be in place. Whenever using MiRo as part of a recruitment process the MiRo ethical guidelines should be strictly observed.



# Notes:

# 12. The Four Behavioural Modes

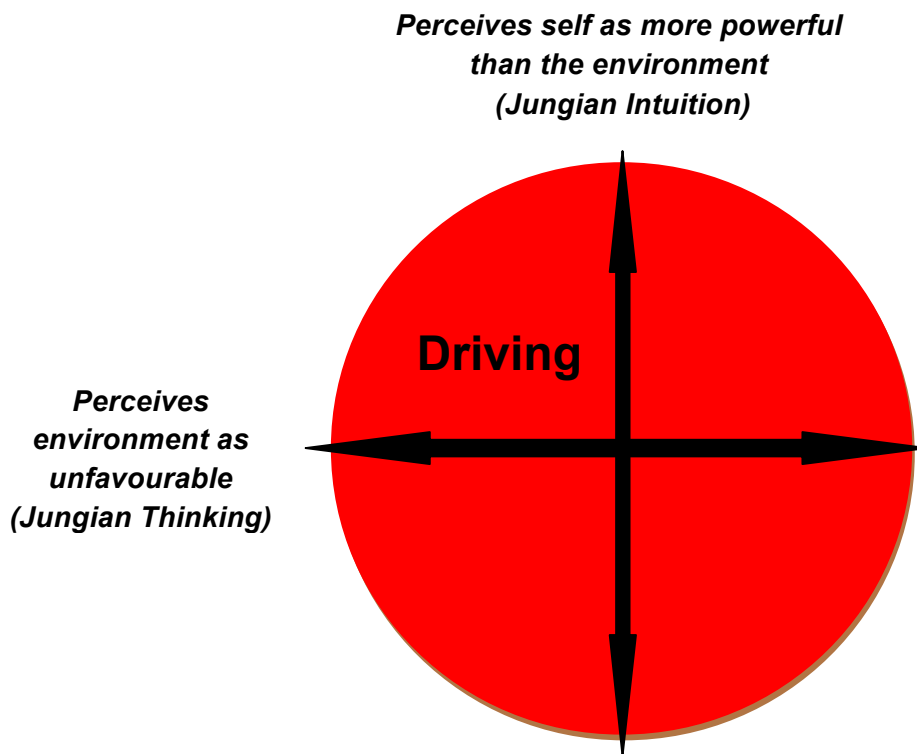
## 12. The Behavioural Modes

Of course we are all more than our Leading Mode alone might suggest. We have Supporting, Supplementary and Dormant behaviour patterns, which also play a part. Put all that together and still we do not have a formula for predicting the behaviour of any particular human being. There are a myriad of other factors involved that make each of us completely unique. No psychometric can predict anything more than a trend, but if we remain true to the notion that the only true judge of self is the person themselves, we can make reasonable predictions about personality and behavioural types.

MiRo takes its cue from Jung and Marston and chooses to measure particular parts of the psyche. It could just have easily have tested for the “Likes ice cream / does not like ice cream” dichotomy. It does not, only because the processing and judging of information seems more useful and more central to who we are and how we tend to behave than our attitude to ice cream. That said however, experimentation and research has shown us that by measuring these particular dichotomies we can make reasonable predictions about people’s behaviour. Not everything will ring true to everyone of a particular Leading Mode but, broadly speaking, the following descriptions will fit people returning a Leading score in each of the particular Modes.

## Driving Mode

In the Jungian conception, the Driving Mode is a combination of Intuitive Perception and Thinking Judgement. That is to say that people using this Mode are taking in information concerning patterns and possibilities about the world and making decisions based on rational cause and effect logic. In Marston's conception they can be understood as perceiving the world as generally hostile and themselves as more powerful than their environment. This leads to a particular set of behaviours and ways of dealing with the world.



## Driving Mode in action

Drivers (i.e. all of us, when using this Mode) may favour their Intuitive function over their Thinking function or vice versa which will create some difference in appearance within the population but the resulting combination creates a more or less consistent approach to relationships, communication, problem solving, task focusing and so on.

When using this Behavioural Mode people can be innovative, adventurous, rational and forceful. Drivers are not necessarily looking for harmony with others but are focused on achieving their objectives, possibly at the cost of their relationships with their colleagues. This is not to say that people using the Driving Mode are out to cause trouble, but it is true to say that they are likely to see conflict as merely a fact of life and maybe even a necessary part of getting the job done. This last phrase “getting the job done” is an important one for Drivers. Having adjudged the world as hostile or at least potentially so, and having assessed themselves as more powerful than the prevailing environment, they are likely to believe that in order to meet their needs they must first dominate their surroundings. In short, they seek to win.

Drivers can be agile of mind and may be able to come up with new solutions from nothing, they are willing to take risks in pursuit of their goals and may even bend the rules a little if they think that it will lead to a successful outcome. They are unlikely to enjoy wading through detailed documents or dealing with the minutiae of systems and procedures. Succinct, factual, solution focussed information is what they thrive on and they will have respect for people who look like they know what they’re talking about and who do not waste their time. That is not to say that Drivers are not creative too. They may not be comfortable with some of the more touchy-feely or artistic kinds of creativity, and may even be quite cynical about such things, but their love of ideas, quick wittedness and desire to find solutions to problems can make them genuine innovators.

They may measure success in terms of status or money and are likely to be motivated by the possibility of one or the other when seeking a career. As leaders they are likely not to suffer fools and may be quite directive in their approach. Under stress this can cause problems as the Driver takes more and more control of a situation, expecting others simply to do as they are told. In a crisis this may be exactly what is called for. The Regimental Sergeant Major is probably a useful man to have around when the shells are flying overhead. He may not be so popular or useful for that matter when negotiating working relationships with people favouring another Behavioural Mode. People favouring this Mode to Excess or unpractised in its use will need to watch out for these kinds of excesses. Not everyone sees conflict as desirable or even necessary; rules and procedures exist for a reason and need to be respected even by those of us in Driving Mode. That might even mean that our Driver, once in a while, has to accept failure with equanimity and a shrug of the shoulders.

All this makes our Driver sound ... well ... rather driven. However, drivers also have a great capacity for fun and can often be humorous and lively individuals, although sometimes this may tip into boisterousness; this may be a little difficult for those favouring the Sensing

Modes to deal with, while those of a Feeling bias may consider them insensitive. They tend to be determined and hard working and can motivate others simply through their force of will.

Their low boredom threshold may mean that they fail to finish what they have started sometimes, or find following through on projects something of a drag, but the Driver's willingness to try new things and solve problems makes the presence of this Behavioural Mode vital to the success of most endeavours.

### **Values that someone leading with Driving Mode may bring to an organisation:**

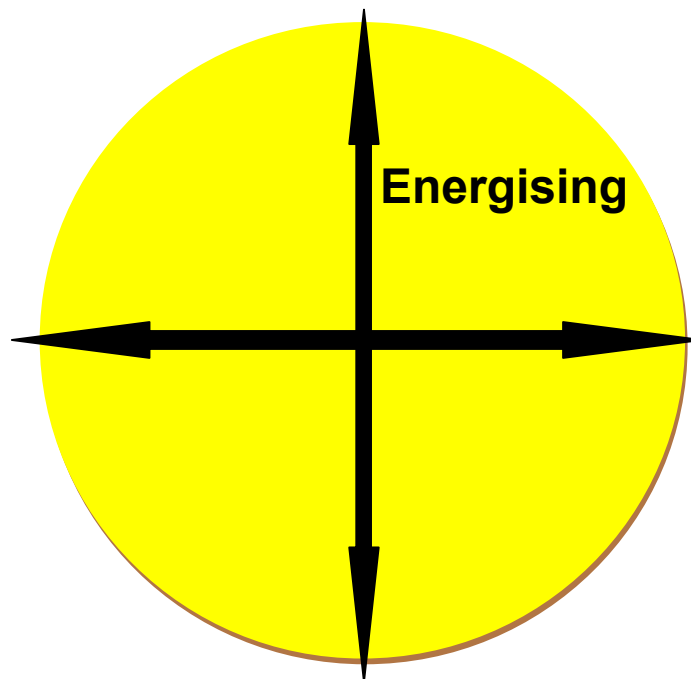
- Taking control and making firm decisions
- Innovating, taking risks and challenging the status quo
- Competing and rising to challenges
- Accepting and adapting to change
- Self starting and getting the job done`
- Focusing on results and success



## Energising Mode

In the Jungian conception, the Energising Mode is a combination of Intuitive Perception and Feeling Judgement. That is to say that people using this Mode are taking in information concerning patterns and possibilities about the world and making decisions based on values and a desire for harmony. In Marston's conception they can be understood as perceiving the world as generally friendly and themselves as more powerful than their environment. This leads to a particular set of behaviours and ways of dealing with the world.

*Perceives self as more powerful  
than the environment  
(Jungian Intuition)*



*Perceives environment as  
favourable  
(Jungian Feeling)*

## Energising Mode in action

Energisers (i.e. all of us, when using this Mode) may favour their Intuitive function over their Feeling function or vice versa which will create some difference in appearance within the population but the resulting combination creates a more or less consistent approach to relationships, communication, problem solving, task focusing and so on.

When using this Behavioural Mode people can be innovative, gregarious, creative and agreeable. Energisers are not necessarily looking for success in terms of an end result but are focused on relationships and process, possibly at the cost of the achievement of a successful outcome. This is not to say that people using the Energising Mode are not interested in success, but it is true to say that they are likely to see conflict as something to be avoided or at least as detrimental to a harmonious working atmosphere. Harmony is important to Energisers. Having adjudged the world as generally friendly or at least potentially so and having assessed themselves as more powerful than the prevailing environment, they are likely to believe that in order to meet their needs they must seek to influence their surroundings through their ability to enthuse others. In short they seek to be liked.

Energisers can be agile of mind and may be able to come up with new solutions from nothing; they enjoy novelty and dynamism and may even bend the rules a little if they think that it will create the kind of energy on which they thrive. They are unlikely to enjoy wading through detailed documents and may see factual, solution focussed information as somehow lacking in conviction. They favour a broad brush approach and will have respect for people who are passionate about what they do. That is not to say that Energisers are not diligent too. They may not be comfortable with some of the more concrete, task focused and results driven necessities of work but their love of ideas, quick wittedness and desire for consensus can make them great relationship builders, negotiators and motivators.

They may measure success in terms of recognition or personal status and are likely to be motivated by the possibility of one or the other when seeking a career. As leaders they are likely to lead from the front and to work to get the whole team on board with any new idea. Under stress this can cause problems as the Energiser takes more and more upon himself and works to keep the team together at all costs. In times when the environment truly is favourable this people centred approach may be just the ticket, but when trouble strikes the Energiser may need to learn to take hard and even unpopular decisions if the group is to succeed. He may not be so popular either with people favouring one of the more Sensing or Thinking Behavioural Modes, and may be seen as erratic and lacking in accuracy. People favouring this Mode may need to watch out for these excesses and, in particular, the Energising tendency to take criticism and normal conflict personally.

So our Energiser can be little erratic and maybe even a bit touchy; more importantly, though, Energisers have a great capacity for enjoyment and ability to motivate others. They can be passionate and driven individuals, although this may involve a certain freedom from diligence which may be a little difficult for those favouring the Sensing Modes and Thinking Modes to take. They tend to be energetic and creative and are great at building partnerships

and relationships; as a result, people of Thinking or Sensing bias may perceive them as inconsistent and erratic.

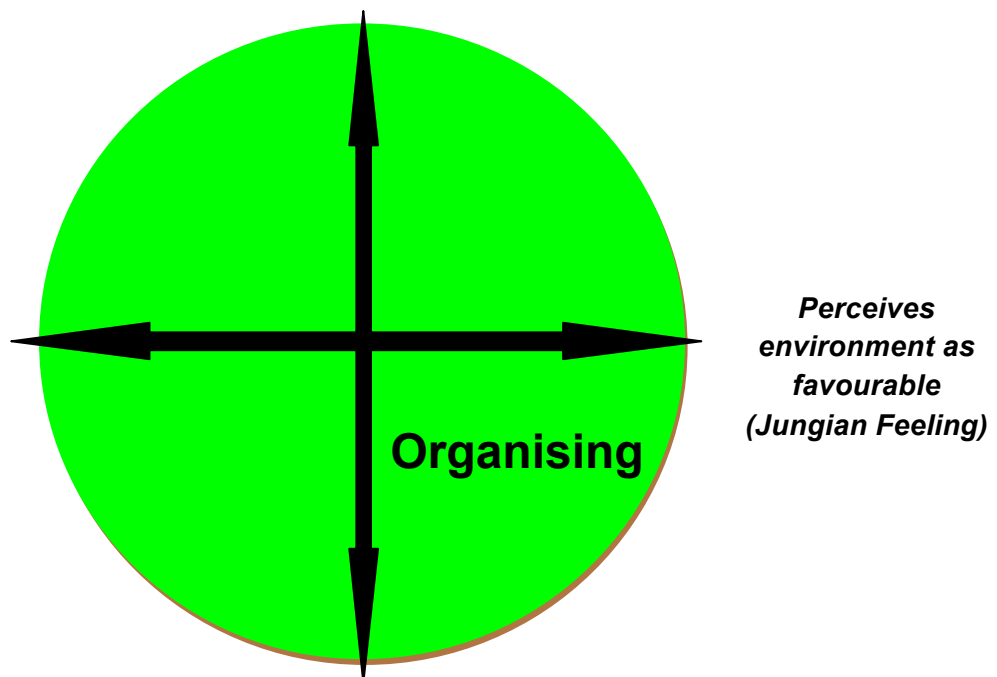
Their low boredom threshold may mean that they fail to finish what they have started sometimes, or find following through on projects something of a drag, but the Energiser's willingness to try new things and involve people makes the presence of this Behavioural Mode vital to the success of most endeavours.

### **Values that someone leading with Energising Mode may bring to an organisation:**

- Forming and sustaining relationships
- Communicating ideas and concepts
- Building teams and partnerships
- Maintaining optimism
- Influencing and motivating others
- Promoting progress and change

## Organising Mode

In the Jungian conception, the Organising Mode is a combination of Sensing Perception and Feeling Judgement. That is to say that people using this Mode are taking in information concerning here and now sensory data about the world and making decisions based on values and a desire for harmony. In Marston's conception they can be understood as perceiving the world as generally friendly and themselves as less powerful than their environment. This leads to a particular set of behaviours and ways of dealing with the world.



*Perceives self as less powerful  
than the environment  
(Jungian Sensing)*

## Organising Mode in action

Organisers (i.e. all of us, when using this Mode) may favour their Sensing function over their Feeling function or vice versa which will create some difference in appearance within the population, but the resulting combination creates a more or less consistent approach to relationships, communication, problem solving, task focusing and so on.

When using this Behavioural Mode people can be gentle, agreeable, thorough and determined. Organisers are not necessarily looking for new achievements or the next big thing but are focused on stability and the wellbeing of the group. This is not to say that people using the Organising Mode are totally resistant to change, but it is true to say that they are likely to see change as something to be avoided or at least as detrimental to the wellbeing of the people who must undergo it. Security is important to Organisers. Having adjudged the world as generally friendly or at least potentially so, and having assessed themselves as less powerful than the prevailing environment, they are likely believe that in order to meet their needs they must seek to maintain their surroundings through their ability to be sensitive to the needs of others. Organisers look after people.

Organisers can be single-minded and can stick to a task through to its completion, they enjoy familiarity in their surroundings and their colleagues and are likely to involve themselves in the kind of task in which outcomes are either right or wrong. They are unlikely to be comfortable with the broad brush approach taken by some of the more intuitive types and prefer factual and straightforward information. They will have respect for people who are consistent and caring in what they do. That is not to say that Organisers are not engaging too. They may not be comfortable with some of the boisterousness and loudness of the Drivers and Energisers in the group but may often have a dry sense of humour and an ability to see through the pretensions of others. Their doggedness and calmness and ability to listen to and understand others can make them a steady influence in any team.

They may measure success in terms of stability or specialised knowledge acquisition and are likely to be motivated by the possibility of one or the other when seeking a career. As leaders they are likely to lead quietly and through procedure. Under stress this can cause problems as the Organiser sticks rigidly to the tried and tested. In times when the stability is needed this caring, solid approach is very useful, but when change comes knocking, the Organiser may need to learn to accept its inevitability and make the best of things, even if that means that someone might get hurt. He may be seen as staid or even boring by people favouring one of the more rational or intuitive Behavioural Modes and may not be seen as a natural leader due to his resistance to change and innovation. People favouring this Mode may need to watch out for these excesses and in particular the Organising tendency to take retreat from criticism or challenge.

So our Organiser can be a little slow to change and maybe even a bit meek. More importantly, though, Organisers have a great capacity to care for others and ability to complete tasks accurately and thoroughly. They can be great listeners and champions of stability, although this latter quality may engender a certain stubbornness which may be a little difficult for those favouring the Intuitive Modes to take. They tend to be diligent, good

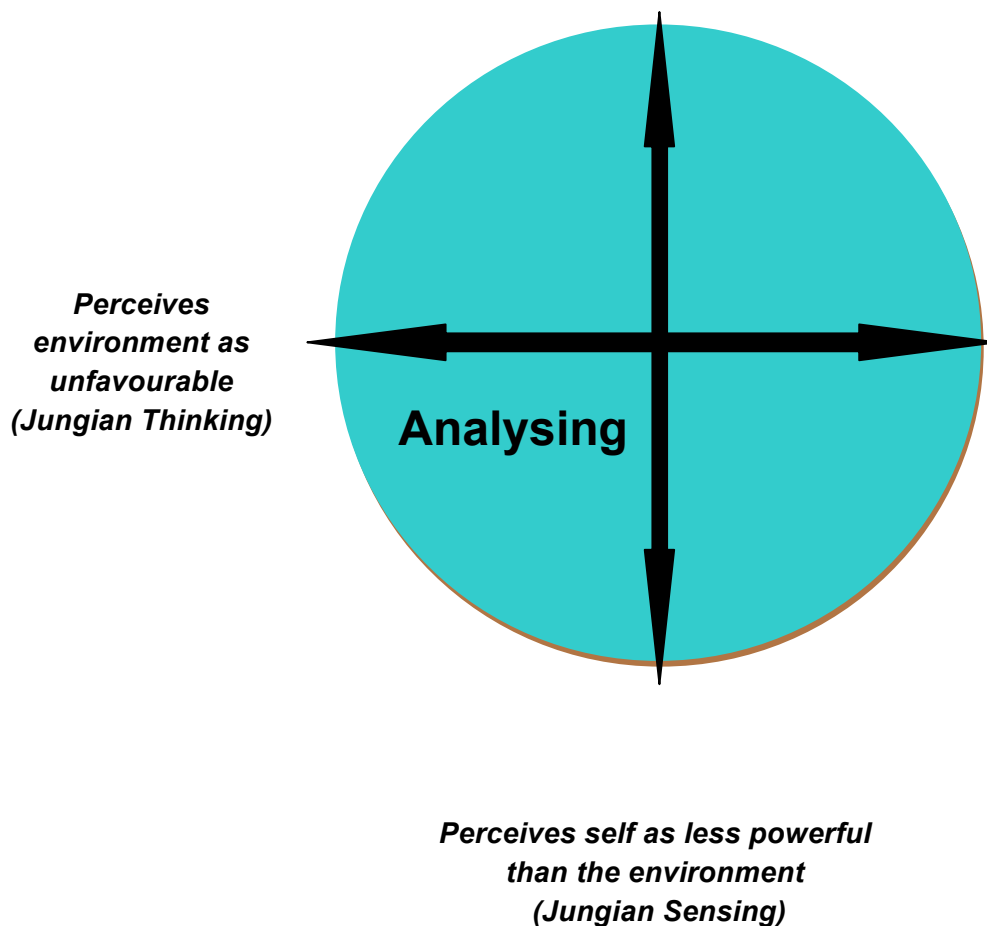
hearted and patient. They will finish what they have started, sometimes to the detriment of the overall project, but their carefulness and genuine interest in people makes the presence of this Behavioural Mode vital to the success of most endeavours.

### **Values that someone leading with Organising Mode may bring to an organisation:**

- Striving to be consistent and thorough
- Taking care of people
- Gathering information in order to make decisions
- Maintaining pace and structure
- Developing expertise and specialist knowledge
- Being persistent and determined

## Analysing Mode

In the Jungian conception, the Analysing Mode is a combination of Sensing Perception and Thinking Judgement. That is to say that people using this Mode are taking in information concerning here and now sensory data about the world and making decisions based on rational cause-and-effect logic. In Marston's conception they can be understood as perceiving the world as generally hostile and themselves as less powerful than their environment. This leads to a particular set of behaviours and ways of dealing with the world.



## Analysing Mode in action

Analysers (i.e. all of us, when using this Mode) may favour their Sensing function over their Thinking function or vice versa which will create some difference in appearance within the population but the resulting combination creates a more or less consistent approach to relationships, communication, problem solving, task focusing and so on.

When using this Behavioural Mode people can be accurate, highly rational, thorough and objective. Analysers are not motivated by personal recognition or the big ideas but are focused on getting things right above all. This is not to say that people using the Analysing Mode are not interested in success or overarching theories, but it is true to say that they are likely to see perfection as a possibility and even a desirable aspect of any project. They will avoid conflict where possible, preferring to be certain of their facts before entering into any discussion with others. Certainty is important to Analysers. Having adjudged the world as a generally hostile place, or at least potentially so, and having assessed themselves as less powerful than the prevailing environment, they are likely to believe that in order to meet their needs they must seek to understand their surroundings fully before engaging with it. To this end they will gain not only factual knowledge but an understanding of systems and logic. Analysers know things and seek to improve them.

Analysers can be emotionally detached and can see through the human complications in a task; they enjoy complexity and may become experts in their field. They seek to improve on systems where possible and are likely to involve themselves in the kind of task in which these attributes are valued and as leaders to demand similar industry from others. They are unlikely to be comfortable with the broad brush approach taken by some of the more intuitive types and prefer factual and rationally qualified information. They will have respect for people who have done their homework. Analysers are not afraid of the new, however they may not be comfortable with some of the off the wall creativity of the Drivers and Energisers in the group. They may have to be able to see genuine new solutions through having understood the detail of a problem. Their detached nature may give them a dry sense of humour and a disregard for certain social norms making conventionality and eccentricity equally likely in those favouring this Mode. However, their attention to detail and focus is a valuable asset to any team.

Under stress the Analyser's meticulousness can cause problems as they continue to seek perfection. In times when accuracy is paramount this can be a good thing, but the Analyser may need to learn to accept that once in a while good enough is good enough. He may even be seen as rigid or uncaring by people favouring one of the Feeling or Intuitive Behavioural Modes and may be seen as a particularly hard taskmaster. People favouring this Mode may need to watch out for these excesses and in particular the Analysing tendency to lose sight of the needs and feelings of others.

As much as the Analyser can be a little obsessive and detached he also has great ability to cut through the confusion in any situation and to see what is likely to work and what makes sense. When using the Analysing Mode, people are accurate, objective, clear headed and rational, which makes the presence of this Behavioural Mode vital to the success of most endeavours.



## **Values that someone leading with Analysing Mode may bring to an organisation:**

- Dealing systematically with problems
- Making rational decisions in a crisis
- Developing competence in specialist areas
- Being alert to detail and finding faults
- Managing conflict
- Striving for perfection

## The MiRo Behaviours Mode Summary Model

<b>Driving</b> Motivated By Anxiety Management Style Communication Style	Control & Success Failure Autocratic Direct	<b>Energising</b> Motivated By Anxiety Management Style Communication Style	Relationships and Acknowledgement Rejection Motivational Persuasion
<b>Analysing</b> Motivated By Anxiety Management Style Communication Style	Logic and Rationality Discord Systematic Exacting	<b>Organising</b> Motivated By Anxiety Management Style Communication Style	Well-being and Harmony Uncertainty Consistent Supportive

- **There are no right or wrong Modes of Behaviour; each one is valid given the individual and the environment.**
- **Modes do not relate to skills, ability or knowledge in any way.**
- **No Mode is unhealthy unless used to Excess**
- **Although we lead with one particular Mode of Behaviour, through conscious effort we have access to all four modes.**



# Notes:

# 13. Engaged and Disengaged

### 13. Modes in the Engaged and Disengaged Zones

As has already been demonstrated, we each have access to all four Behavioural Modes but we are likely to make a positive choice to use one or two of them and negative choices to avoid using others. This simply means that we will find it comfortable and natural to use one or other Mode while finding it irksome and difficult to use others.

For instance, when given the chance to get involved in motivating groups of people or creating a favourable impression Joan may naturally be drawn to the opportunity. She is Engaging her Energising Mode. Conversely when asked to get involved in making calculations and creating systems she might do everything in her power to avoid the situation. This may be a conscious avoidance or an unconscious one, presenting itself as irritation or boredom or simply a feeling of incompetence and awkwardness. She has Disengaged her Analysing Mode.

No doubt through an act of will she could engage her Analysing Mode over time but it is likely that this would be fatiguing and never fully comfortable. Once again she has a default position. Under normal circumstances her Energising Mode is in the Engaged Position and her Analysing Mode is in the disengaged position.

Other Modes may be naturally Engaged or Disengaged depending on the circumstances. Perhaps when she is under stress she will engage her Driving Mode and start to push for results, regardless of the consequences for the people around her. Supporting and Supplementary Modes can often appear in either the Engaged or Disengaged Zone. The Leading and Dormant Modes are likely to remain constant and therefore Engaged and Disengaged respectively.

#### To Summarise

##### Engaged Behaviour

Behavioural Modes that are Engaged are the ones that we use in normal life. At least one Mode will be Engaged. Supporting and Supplementary Modes can also be Engaged; if so they are in more or less frequent use and are reasonably comfortable for us.

##### Disengaged Behaviour

Behavioural Modes that are Disengaged are used on occasions but are less natural for us. It may be that in certain circumstances we use these particular behaviours, and of course we can do that, but given a free choice we tend to use the Engaged Modes.



# Notes:



# Notes:

# 14. Modal Order



## 14. Modal Order

### **Behavioural Modes in the Leading Position.**

The Leading Mode is always Engaged in that we all have at least one Behavioural Mode that we use more than all the others. This is our default position and the way of being with which we are most comfortable and at home. We will tend to use this Mode without having to think about it very much and as such it is here that our talents and genuine abilities lie. Of course it is not the whole story of who we are, but it is likely that we will recognise descriptions of our Leading Mode as being pretty accurate.

On rare occasions an assessment will return a score with a Mode in the Leading position which is not the individual's usual Leading Mode. It may be that they are under stress or in a very unfamiliar situation and have decided (consciously or otherwise) to use another of their possible Behavioural Modes. It is almost invariably true, however, that when the situation rights itself another assessment will return a truer reflection of that individual's personality and so return a score that represents their generally Leading Mode. Having said that, however, most of the time we can expect an individual's Leading Mode to remain constant.

### **Behavioural Modes in the Supporting position.**

Supporting Modes can be either Engaged or Disengaged. In the Engaged Zone a Supporting Mode is a comfortable and regularly used back up and ally to the Leading Mode. People with an Engaged Supporting Mode are likely to be able to switch easily back and forth between the two as needed or desired. This is unlikely to take much conscious effort and indicates a certain roundedness of character.

Where the Supporting Mode is Disengaged it may take a little conscious effort for the individual to access it and it may be a little awkward and tiring to use the Mode over a long period of time. Unless the Leading Mode is in Excess, however, it is likely that they will use this Supporting Mode from time to time; it will probably not take too much effort to strengthen it a little and for it to become a valuable part of their day to day life.

Supporting and Supplementary Modes are often interchangeable over time or depending on the particular circumstances in which we find ourselves. However, one order is likely to be more comfortable than another and, all other factors being equal, will constitute our default position.

### **Behavioural Modes in the Supplementary Position.**

The third most used Mode is called the Supplementary Mode; this too can be either Engaged or Disengaged. In the Engaged Zone it can be either a positive or a negative aspect of our personality. An Engaged Supplementary Mode can indicate a particularly emotionally developed individual. This is rare in younger people and not necessarily common in older people but if a person has genuinely mastered a third behavioural Mode then they are likely to have been aware of having done the work on themselves to enable

this to be the case. Such people are likely to be “wise old heads” able to adapt to most situations in life.

For most of us with an Engaged Supplementary Mode, its use is likely to be a little less assured. Under stress we are likely to be prone to some of the excesses and problems associated with the Mode in question. All is not lost, however; given that we have some ability with this Mode, a little work at its development and a close eye on the possible associated problems can enable us to use it more fluently and guide us along the road to true efficiency.

Usually the Supplementary Mode appears in the Disengaged Zone. As such it may be that we rarely use it to any great effect. We need to be aware of our reluctance in this area of course; we may need to grit our teeth from time to time and do it anyway or ask for some support from others. It may be more productive to work to develop our Supporting Mode but a little practice here probably couldn't do any harm as long as we remember to be gentle with ourselves. After all there is little point in forcing ourselves to do things we don't like when we could be being so much more effective and happy elsewhere.

### **Behavioural Modes in the Dormant Position**

The Dormant Mode is always in the Disengaged Zone. None of us are perfect and we will all, without exception, have a Behavioural Mode that is genuinely uncomfortable for us. Even those returning a score in the Latency Zone will have to use this Mode from time to time however and a little fortitude may be called for. Development of this area is not futile, but it might be better to think of this as developing a coping strategy rather than an attempt to become truly effective. It is well to remember, too, that the best coping strategy is to ask for help.



# Notes:

# 15. Excess and Latent

## 15. Excess and Latent

### Modes in the Excess Zone

An excess score indicates that one Mode is being used to the almost total exclusion of all the others. It may be that the person has found that a particular way of being has served them well in the past and is simply sticking to what they know. It is quite likely that they are under some kind of stress or feel under pressure in some way and have chosen to rely on the one Behavioural Mode that they feel sure of. This can leave them with only a limited range of experience and responses to situations which are likely to need a more rounded and varied set of reactions. In coaching individuals who have returned an Excess score, it is probably not productive to suggest that they do less of anything but may be more useful to help them to see the potential advantages in developing their Supporting Mode.

### Some traits of individuals with Modes in the excess Zone

#### Driving Mode in the Excess Zone

- May be seen as a bully
- May be aggressive
- May be unable to empathise with others
- May take unnecessary risks
- May break rules or even the law in pursuit of success
- May jeopardize personal and professional relationships
- May become bored very easily.

#### Energising Mode in the Excess Zone

- May be seen as irrational
- May be over sensitive
- May make impulsive decisions
- May become unrealistic and prone to fantasy
- May ignore objectives in favour of being liked by others
- May fail to meet targets
- May be very disorganised.

## Organising Mode in the Excess Zone

- May be seen as dull or staid
- May be fearful of change
- May be unable to adapt to new circumstances
- May be over concerned with others
- May become bogged down in procedure and bureaucracy
- May be unwilling to co-operate
- May be overly conventional.

## Analysing Mode in the Excess Zone

- May be seen as unfeeling or cruel
- May be very critical of others
- May be unable to deal with conflict
- May avoid relationships with others
- May become obsessive about getting things 100% right
- May be unwilling to take on board the ideas of others
- May be overly cautious.

## Modes in the Latent Zone

The Latency Zone represents untapped potential in an individual returning a Modal score of Zero. This person has made repeated, active decisions to avoid a certain Mode of behaviour or to deny the presence of those traits and abilities in themselves. Given that we are all capable of all four Modes of behaviour, and moreover that we all need at least some access to all four Modes in order to function fully as a human being, the Zero score cannot represent the non existence of the Mode. It is therefore said to be extant but Latent.

There may be a number of reasons why the Zero score was returned and some individual coaching is likely to be useful in drawing out why this person has consistently chosen to avoid or deny the presence of this Mode. It is likely however that the individual lacks confidence in its use for some reason. They may believe it to be inappropriate in some way

or might have had some experience or experiences that have left them afraid to employ this kind of behaviour.

Under normal circumstances working to develop a Dormant Mode is of little significance, but in a case like this it is probably useful to help the individual to recognise times and situations in which they do indeed use the Latent Mode. They may be able to use these as building blocks to gain at least some efficiency and confidence in this area. Most importantly of all they are likely to need some help to recognise that by consistently avoiding the Latent Mode some problems are likely to be present in their day to day life. As with all Dormant Modes, individuals should be encouraged to recognise the need for support from others more attuned to this kind of behaviour. Everyone will need to use this lesser Mode from time to time, and a little practice and patience can always help too. In all cases the higher Modes and the individual's abilities rather than their shortcomings should be emphasised.

## **Some traits of individuals with Modes in the Latency Zone**

### **Driving Mode in the Latency Zone**

- May lack assertiveness
- May be subjected to bullying
- May avoid normal conflict
- May be over cautious
- May stick too rigidly to rules and procedures.
- May continually fail to meet targets
- May be unable to make decisions.

### **Energising Mode in the Latency Zone**

- May become detached from normal relationships
- May be emotionally detached
- May be unable to make intuitive choices
- May become bogged down in routine
- May jeopardise relationships in order to succeed.
- May lose sight of the need to work as a team
- May be overly fastidious.

## **Organising Mode in the Latency Zone**

- May take unnecessary risks
- May create instability in working groups
- May become bored easily
- May be uninterested in the needs of others
- May break rules
- May be easily led
- May behave eccentrically.

## **Analysing Mode in the Latency Zone**

- May be overly concerned with others
- May find it difficult to formulate opinions
- May seek conflict
- May seek inappropriate relationships
- May be unconcerned with accuracy or detail
- May be easily swayed by other peoples opinions and ideas
- May be reckless.





# Notes:

# 16. Flat and False

## 16. Flat and False Results

Some people taking the MiRo assessment may return a “False” result. They will usually be prompted by the system to try again, but if they consistently return a false result they may be unable to complete the assessment.

A false result occurs when all of the Modes are more or less equally represented in the final score. This is not just a statistical anomaly but represents something about the way in which the person approached the test. For instance if in the “most like” category the person chose an equal number of words meaning “adventurous” as they did “cautious” and continued to do so across almost all word pairings then a flat score would result.

### So what’s going on?

Either this person is uncertain of themselves for some reason or has made a deliberate effort to be all things to all people. This can occur in a number of circumstances. Adolescents and people in midlife, for instance, may be uncertain as to exactly who they are. Michael Palin’s tax accountant who wanted to become a lion tamer, in the famous Monty Python sketch, would have almost certainly returned a flat score, confused as he was as to whether a move to banking or the circus was going to be right for him. Back in the real world we often find flat scores returned by people who have just started in a new job and are uncertain as to what is expected of them or people who feel that they are under threat in some way. It may simply be that when they took the test, they were under stress and not representing a true picture of themselves. It may be enough simply to take a break and have another go.

You will need to talk through this with the person in question and perhaps help them to resolve or at least seek resolution to their underlying problem. In coaching them to take the assessment again you might advise them not to think too deeply about the answers but to pick the responses that simply present themselves most strongly. It may also be useful to steer them towards answers that they would pick in an ideal world or if the current stressors were removed, e.g. if the restrictions of their situation or the opinion of others was not an issue.



# Notes:



# Notes:

# 17. Communicating Across The Divide

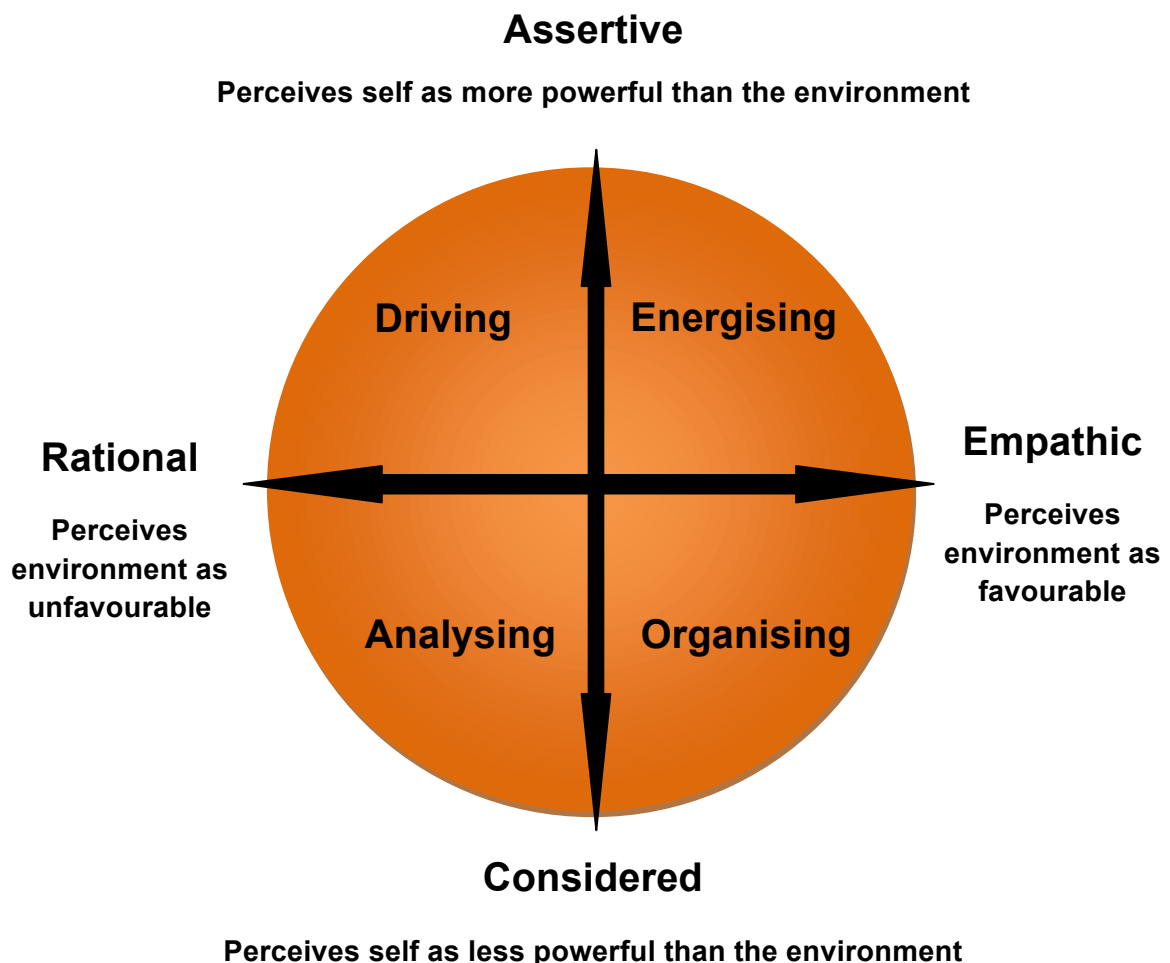
## 17. Communicating Across the Divide

The purpose of this session is to give you tools for developing effective and successful interactions with others. In this session you will be introduced to the MiRo Communication Model, an effective method for identifying and comparing the general style people use to communicate. The MiRo Communication Model will help you to identify your own communication preferences and those of others and give you some important tools for creating a highly adaptive approach to communication.

By applying the learning to your personal and business communications you will begin to develop command over your communication, achieve your goals and cultivate better working relationships.

### The Origin of Communication Styles

The way we communicate is driven yet again by the way we perceive our environment and how we perceive ourselves in relation to it. The Model shows that the two dichotomies create two more dichotomies of communication style: Assertiveness-Considered and Rational-Empathic.



## The Four Communication Types

Driving Mode = Assertive / Rational

Energising Mode = Assertive / Empathic

Organising Mode = Considered / Empathic

Analysing Mode = Considered / Rational

### Assertive / Rational (Driving)

When leading with Driving Mode, people will weight their communication towards directness and objectivity. They will generally explain the logic behind their ideas and show a clear path to the end result. At work they will prefer a business like tone and want others to be short and to the point. It will be important for them that others show that they have thought rationally about the path to success but also that they avoid too much detail. Others may find their style very matter of fact and sometimes a little impersonal. They will occasionally need to soften their approach if they are to meet their objectives. They can be authoritative and direct but will probably also be respected for their honest and no nonsense approach.

### Assertive / Empathic (Energising)

When leading with Energising Mode, people will weight communication towards concepts and broad ideas and they will look to avoid too much heavy detail while focusing on the bigger picture. They may not have the greatest attention span in the world; they will probably want to participate in communication rather observe dispassionately from the outside. Their style will be personal and filled with expressive, personalised anecdotes. This values and people orientated style of communication can sometimes lead them off on a tangent and may alienate people who are more matter of fact in their approach, but their keen eye for the reactions of others will generally steer them back on track.

### Considered / Empathic (Organising)

When leading with Organising Mode, people will weight communication towards co-operation and consensus. They will be seen as a good listener with a considered approach. Their responses will be short as they do not see the need to dress up or prolong what they have to say. Overall they will be looking for certainties in what they say and only state the things that they know. This may come across to others as an unwillingness to commit and could cause some frustration. However most will see them as being supportive and easy going, and once they see a step-by-step approach they will engage with others in a very empathic manner.

### Considered / Rational (Analysing)

When leading with Analysing Mode, people will weight their communication towards a conventional and precise style. Though they may not be calm inside, they will generally give the impression that are, as they consider all that is being said around them. Their desire to



avoid conflict will encourage them to take a diplomatic approach to most situations and is likely to give an impression of thoughtfulness to others. They may sometimes come across as detached or emotionally distant as a result of their systematic and accurate communication style. In work this formal and businesslike approach will help them to develop relationships based on task and fact.

## Modifying Communication Styles

When communicating with people who lead with **Driving** Behaviour Mode:

- Show that you have an objective and a plan to achieve it
- State your timetable and include milestones
- Avoid heavy detail and keep to the point
- Present your logic and avoid assumptions
- Present your case in statements rather than convoluted arguments.

When communicating with people who lead with **Energising** Mode:

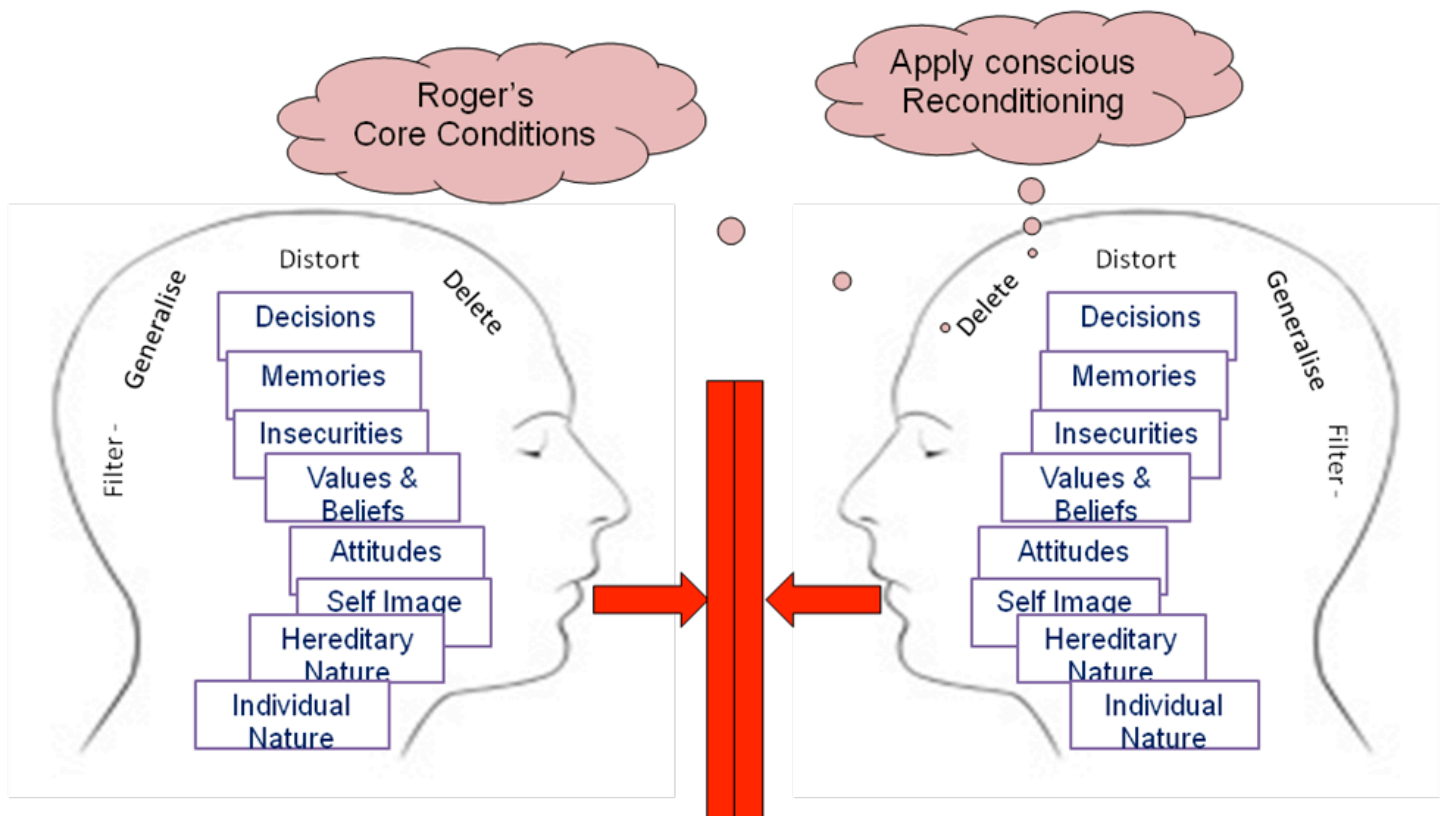
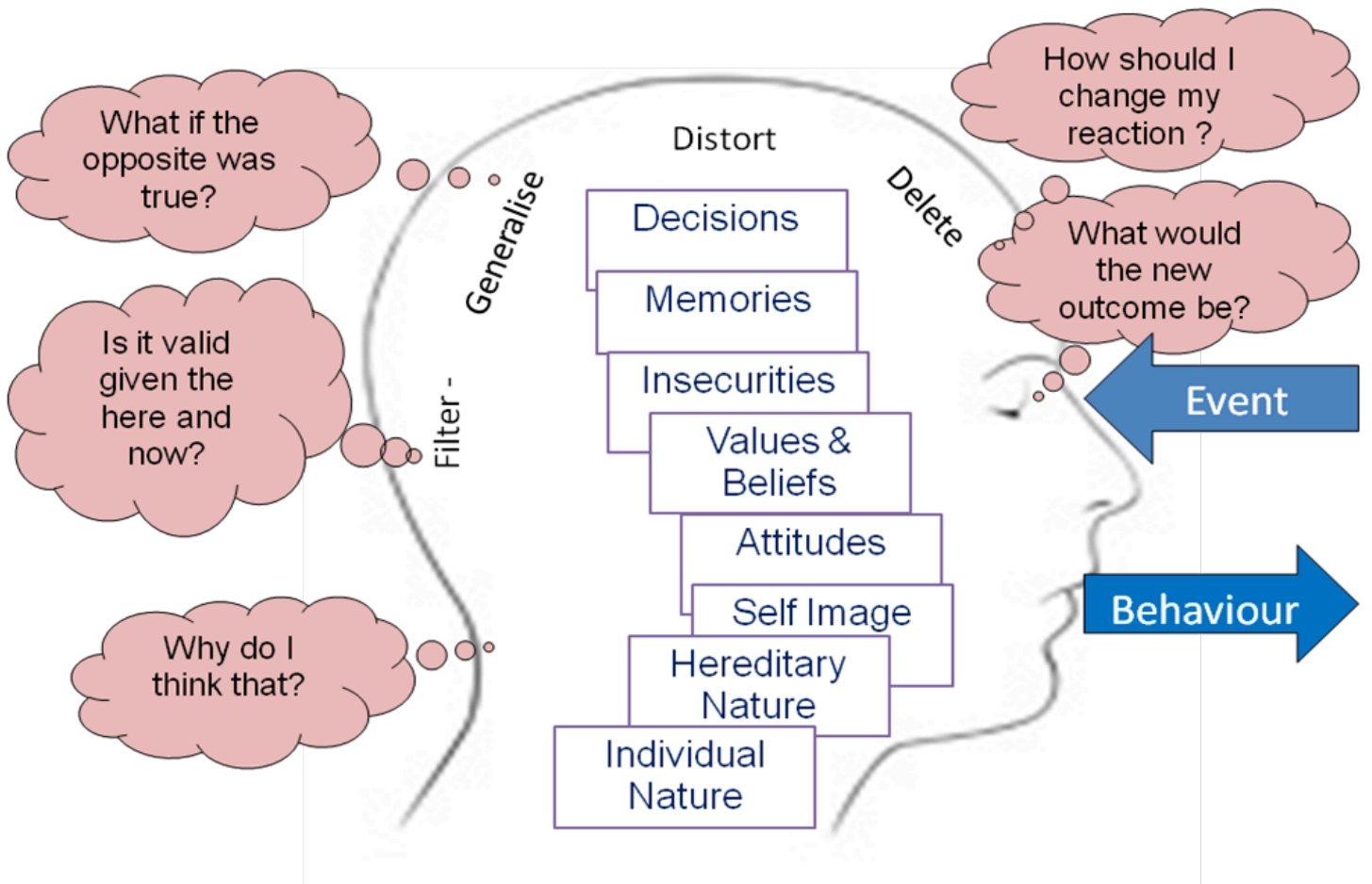
- Discuss what effect your plan will have on people
- Talk in concepts and broad ideas
- Acknowledge their contribution and that of others
- Avoid heavy detail and keep to the big picture
- Allow them to participate as fully as possible in the process.

When communicating with people who lead with **Organising** Mode:

- Show a strategy of cooperation and talk about how you will reach the goal together
- Focus on people and what ideas will do for them and their environment
- Don't focus on change but rather on how good will be preserved
- Present in a step by step manner and explain how and why things will happen
- Give them time to think and don't rush them into decisions.

When communicating with people who lead with **Analysing** Mode:

- Keep the process formal and don't get too personal
- Keep focussed on the task and show how you have arrived at your conclusions
- Don't hide anything and discuss all the pros and cons
- General ideas will need to be accompanied by fact
- Do your homework



## Carl Rogers' Core Conditions

### 1. Acceptance (unconditional positive regard)

- The non-possessive, accepting respect for the other, which values them for a human person of unconditional worth, regardless of their condition, behaviour, or feelings.
- Respect for them as a separate person, with a willingness for them to have their own feelings in their own way. (Non-possessive caring. Not a projection of oneself!)

### 2. Non-Judgmental Attitude (no blame)

- Acceptance of and regard for their attitudes of the moment, no matter how negative or positive, no matter how much they contradict other attitudes they have held in the past.
- Suspending critical judgment or evaluation, while appreciating the other's potentials and being committed to enabling them to realise them.

### 3. Empathy (understanding)

- The capacity to sense the other's "inner world of private personal meanings as if it were your own, but without ever losing the 'as if' quality," i.e. without confusing the other's meanings with your own.
- The ability to sense and enter the other's frame of reference so that you respond to the other in ways that demonstrate to them that they have truly been heard and are truly understood.

### 4. Genuineness (congruence, realness)

- Honesty to self and to the goals of the relationship:
- Self-knowledge. By being aware of your own feelings, avoid presenting an outward façade.
- Self-acceptance. To be non-defensive and self-accepting even when the attitudes you feel are not attitudes of which you approve, or attitudes that seem conducive to a good relationship.
- Self-disclosure. The Ability to communicate genuinely to the other so far as to do so would support the goals of the relationship! No facade, defensiveness, not playing a role.



# Notes:



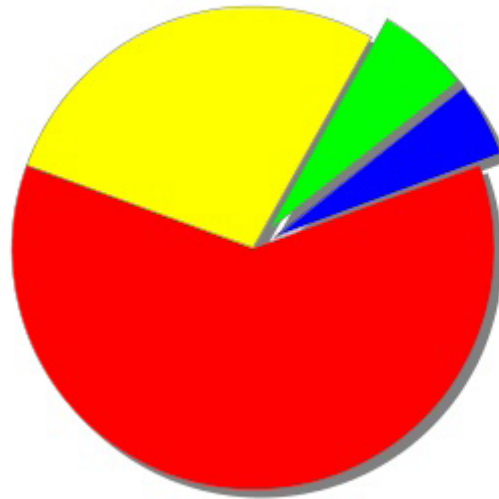
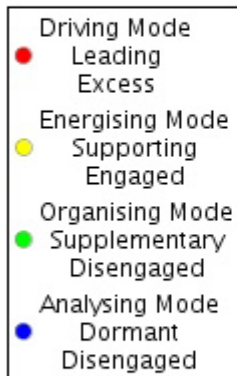
# Notes:

# 18. Example Charts

## 18. Example Charts

### Chart 1

**Your MiRo Results Chart**

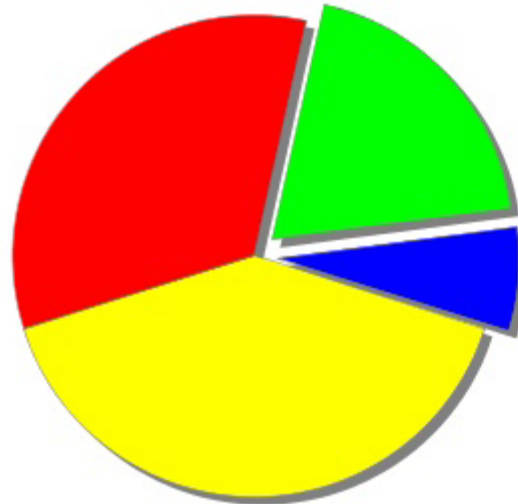


**Describe this person's strengths and areas for development along with any possible issues:**

**Chart 2**

**Your MiRo Results Chart**

- Energising Mode  
Leading Engaged
- Driving Mode  
Supporting Engaged
- Organising Mode  
Supplementary Disengaged
- Analysing Mode  
Dormant Disengaged

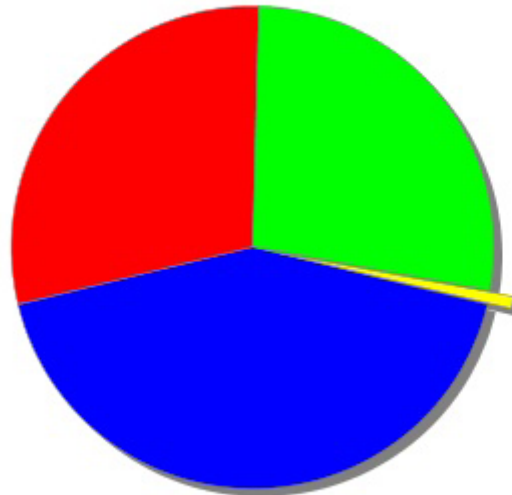
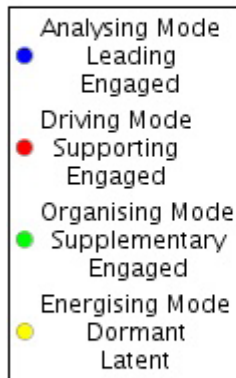


**Describe this person's strengths and areas for development along with any possible issues:**



### Chart 3

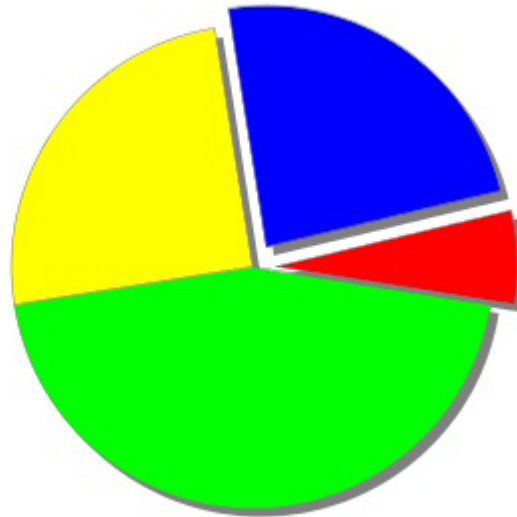
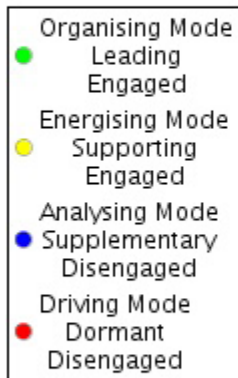
#### Your MiRo Results Chart



**Describe this person's strengths and areas for development along with any possible issues:**

**Chart 4**

**Your MiRo Results Chart**

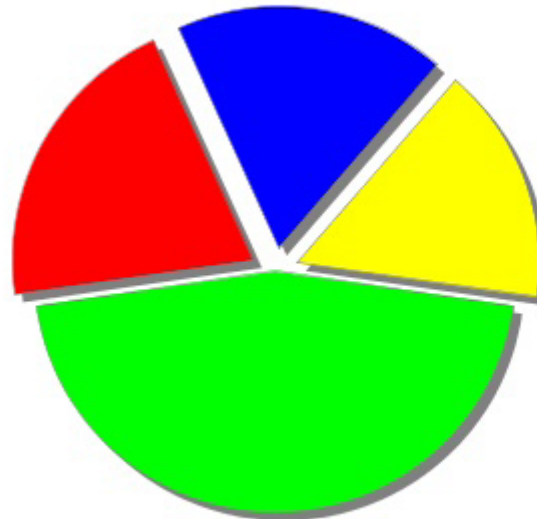


**Describe this person's strengths and areas for development along with any possible issues:**

**Chart 5**

**Your MiRo Results Chart**

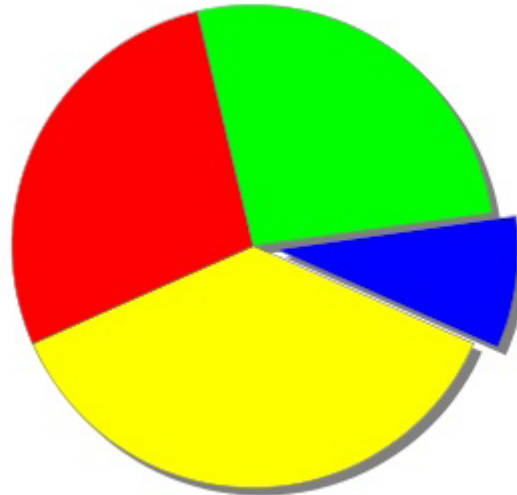
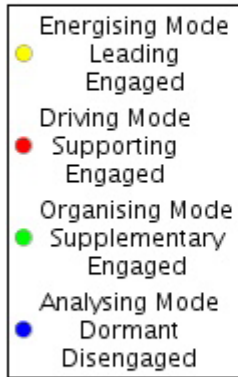
- Organising Mode  
Leading Engaged
- Driving Mode  
Supporting Disengaged
- Analysing Mode  
Supplementary Disengaged
- Energising Mode  
Dormant Disengaged



**Describe this person’s strengths and areas for development along with any possible issues:**

**Chart 6**

**Your MiRo Results Chart**

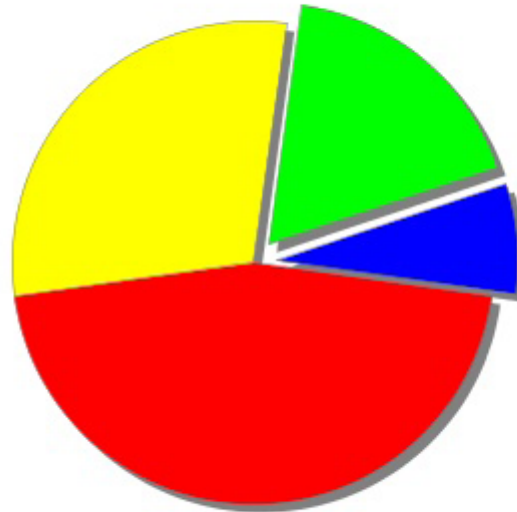


**Describe this person's strengths and areas for development along with any possible issues:**

**Chart 7**

**Your MiRo Results Chart**

- Driving Mode  
Leading Engaged
- Energising Mode  
Supporting Engaged
- Organising Mode  
Supplementary Disengaged
- Analysing Mode  
Dormant Disengaged

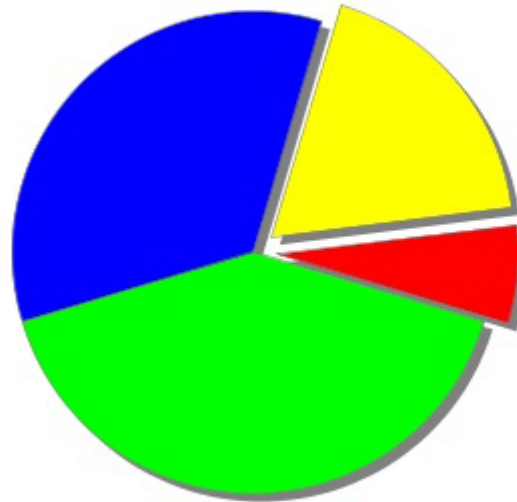


**Describe this person's strengths and areas for development along with any possible issues:**

**Chart 8**

**Your MiRo Results Chart**

- |   |                          |
|---|--------------------------|
| ● | Organising Mode          |
| ● | Leading Engaged          |
| ● | Analysing Mode           |
| ● | Supporting Engaged       |
| ● | Energising Mode          |
| ● | Supplementary Disengaged |
| ● | Driving Mode             |
| ● | Dormant Disengaged       |



**Describe this person's strengths and areas for development along with any possible issues:**



# Notes:

# 19. Giving Feedback



## 19. Giving Feedback

The MiRo practitioner has a single objective, which is to help participants determine and achieve their personal goals. MiRo is not targeted at psychological illness, and practitioners are not therapists or consultants and should never try to advise participants on emotional or psychological issues.

The relationship between the participant and the practitioner should be defined and agreed from the very start and should be based on the client's express interests, goals and objectives. Together the participant and practitioner develop plans to assist the participant in meeting these goals through assisted inquiry, reflection, and discussion.

The feedback session places the emphasis on the collaborative participation of both the practitioner and the client. It is important to use the following building blocks:

- Be prepared to be creative, resourceful and whole
- Address the complete life where necessary
- The agenda is to be set by the participant
- The relationship is a designed alliance.

### The Participant

The primary building block for all feedback is that the participant has all the answers, or they can at least be found by them.

### The practitioner

From the psychometric practitioner's point of view, nothing is 'wrong' or 'broken'; there is no need to 'fix' anything. You do not have the answers, simply the questions. The journey is the participant's; you are their vehicle.

## Benefits of the MiRo feedback session

### The Participant

- Personal and professional development
- Sharing of life experiences with impartial reflection from someone who only has the participant's interests at heart
- Achieve more than through training/studying alone
- Career enhancement in terms of advice (both professional and also in the timing of job moves)
- Better understanding of self and others
- Directional advice.

## **The Organisation**

- Better trained and qualified workforce who are settled, feel cared for and want to stay
- Tangible and measurable gains if the results are linked to work tasks or projects
- Improved communication across the organisation
- Increased motivation of all parties involved
- Demonstrates to its people a commitment to training and development and enhance its external reputation as a learning organisation

## **The Feedback Process**

### **Establishing the Contract**

The first part of the process is to agree a contract that covers the role of the practitioner and the role of the participant. Both sides need to be happy with what they should be doing in the relationship and - equally important - what they will not do. Once the rules of the session have been established, start to agree the objective of the session by:

- Establish rapport – mirroring, etc
- Active listening
- Ask lots of open questions
- Encourage them to identify development goals and processes
- Help them to think into the long term
- Encourage, stimulate, empower; then encourage, stimulate, empower again.

### **Putting the Candidate at Ease**

Once the contract has been agreed, the MiRo practitioner should put the candidate at ease about the idea of psychometric assessments. Explain to them the areas discussed in Chapter 6 about personality being made up of many different elements, some innate, some learned, and how, apart from our inherited traits, we develop ways of being and doing based on all kinds of good and bad experiences, value decisions and external influences. Tell them that this complex system of attributes, behavioural temperament, emotions and mental energies is impossible to fully comprehend let alone assess and quantify. Therefore the MiRo system looks at what can be observed, such as our habitual behaviours or, as MiRo describes it, Behavioural Modes.

## POSSIBLE ISSUES FOR THE FEEDBACK SESSION

There are many possible issues to be considered for the meeting between the practitioner and the participant. Using the space below, spend five minutes individually considering the question of what needs to be addressed. When you have identified possible issues, work with a partner to exchange views on the types of issues and to suggest ways in which they could be addressed. You have 15 minutes for this exercise.

**Possible issues for first meeting:**

**Ideas to overcome them:**

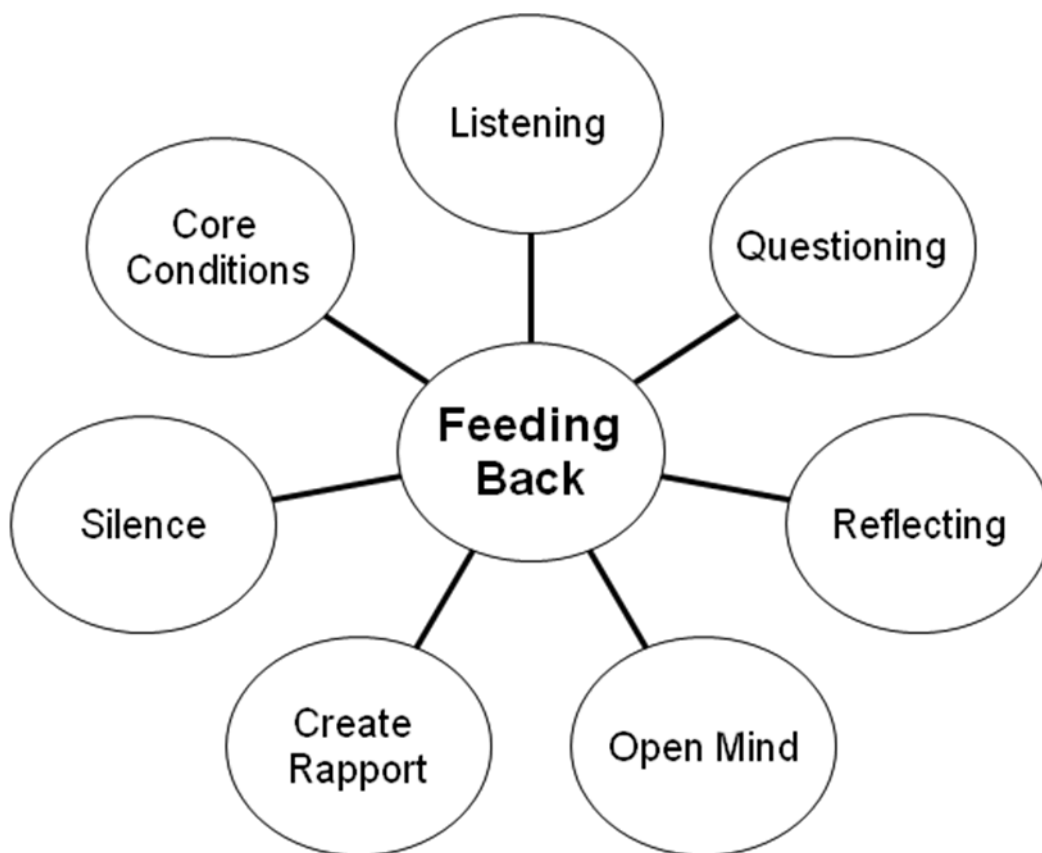
## Receiving the Results

When first giving the participant their results it is important to give them time to take in all the information. In many cases they will generally agree with all the points in the report. However some may query certain aspects whilst agreeing with others. There are different reasons for this such as:

1. When the participant took the assessment they were feeling stressed or under pressure, which can change the order of their Behavioural Modes. If this is the case give the participant the different Behavioural Mode descriptions in Chapter 12 and allow them time to assess them. Ask the participant to place the Modes in the order they feel most comfortable with. Remembering that the best judge of preference is the participant themselves. Once the participant has indicated that they are happy with the order of behavioural Modes, start exploring with them why the initial results showed a different Modal order. It should be pointed out to the participant that, even though the initial results did not show their normal Modal order, they would have been an accurate representation of their emotional state at the time of the assessment.
2. The participant has developed areas of their personality and even though they may lead with a particular Mode there are attributes and habits associated with that Mode that they have learnt do not serve them well. If this is the case, the participant should be congratulated by the practitioner and asked which areas of the report they do associate with and why.
3. When the participant took the assessment they were trying to answer the assessment in the way they believe they should be seen due to their job. This can be a difficult situation to deal with as the participant may not want to accept this due to a fear of being seen as inadequate for the job. If this is the case, assure them that the session is fully confidential and your sole purpose is to help them meet their goals and objectives. Remind them that all the Modes are valid and all have their strengths. Discuss with them that they have access to all the behaviours and they can be accessed through conscious effort, though at the same time they should always play to their strengths. If they feel that certain behaviours are more valued in their particular workplace, then you should explore how happy they are within their workplace and whether they feel that they are being valued for their contribution.
4. The participant is in a new job and is therefore trying to be all things to all people. In some cases this may return a false result, as discussed in Chapter 16. In others they may scrape through with a flat but interruptive result which means that there is a greater chance of the behaviours being reported in the wrong order. If this is the case ask the participant if they are happy with the order. If they are not, follow the intervention described in Point 1 above. Once you have done this, start discussing with them what strengths lie in their chosen lead and supporting behaviours, and how they can utilise them more in their new role.

5. The participant is unsure of themselves or has lost confidence in some way. If this is the case, try not to focus on the reasons why they have lost their confidence as they themselves may not know, or the reason may be beyond your training as a practitioner. Instead start exploring their results with them and ask them to confirm whether they are happy with the order of the Modes. If they are not, follow the intervention discussed in Point 1 above and start to explore which traits of which Modes feel more comfortable to them as an individual, and how they can bring them to bear on their environment.

## The Practitioner Sub Skills





# Notes:



# Notes:

# 20. Development Tasks



## 20. Maximising and Developing Behavioural Modes

Every assessment will highlight some area in which the respondent might make some improvement. This is not necessarily indicated solely in the outcome of the assessment but is likely to be identified as the result of a combination of the assessment results and some coaching or personal reflection. Often a short workshop session can help participants to identify particular traits in themselves. Untapped potential, blind spots, habitual or rigid attitudes or ways of behaving, communication issues and so forth can all form the basis of a programme of personal and professional development work within the work place.

Much of the time we are encouraged to work on our weaknesses in the hope that by overcoming them we can develop into strong all round performers. Although this is a perfectly laudable aim (and we are by no means suggesting that people should ignore their weaknesses), it seems that we could do ourselves more good by working to our strengths. Of course our Leading Mode is likely to be fairly strongly developed already, but even here there may be some work to be done. The first job of self development is always to allow ourselves permission to be fully who we are. Expediency or pragmatism may have led us to tone down our natural instincts and develop our lesser Modes. While once again this is not invalid, the truly great performers among us have not only strengthened their lesser Modes but learned to use their Leading Mode to its full advantage.

Some of the most useful work is likely to come from working to strengthen our Supporting Mode. It is here that most of us stand to make the most significant gains, particularly if our Leading Mode is being used to Excess or to the exclusion of alternative ways of being. Initially this may mean making some environmental changes in order to facilitate the change in behaviour; later we may experiment with new ways of dealing with the world. Accessing training in particular skills or areas of knowledge might also prove useful as we gain confidence in this new area.

Useful work can also be done in the area of the Supplementary Mode, particularly if it is already Engaged. Usually this will indicate that the person in question is using this third Mode in times of stress or because they believe that it is expedient in some way. It is likely therefore that they are unaccustomed to its use (although only a dialogue with the individual can confirm this). If this is indeed the case, it may be useful to get a little practice in the use of what is potentially a useful part of their Behavioural armoury. Training and experimentation are the key but this should be approached with a little caution as it is likely to prove something of an effort. While traditionally we begin development of our Supporting Mode in late adolescence (a particularly difficult time for many of us), development of the Supplementary Mode is usually begun in midlife and is often the beginning of major changes in our situation. It is this that Jung called the move to efficiency.

It is the Dormant Mode that many of us go to first of all when talking about personal and, in particular, professional development. Overcoming our weaknesses seems to be the key to true effectiveness. Well, maybe, but none of us is perfect and as we have already seen there is a lifetime of work to be done first. We are not suggesting that the Dormant Mode is simply ignored, but that our time and effort could be spent more productively elsewhere. That is no excuse, however. Once in a while we will have to do things that are uncomfortable for us and

a degree of fortitude may be called for; a little practice and even a little training might also help. It might be better, though, to think of this in terms of developing coping strategies rather than genuine self development. It is well to remember also that one of the best coping strategies available is asking for help.

### **Developing the Driving Mode**

- Seek new challenges and projects where process and outcomes are uncertain
- Set yourself targets and where appropriate, play to win
- Make decisions
- Learn to delegate effectively
- Learn to be assertive
- Think laterally and trust your intuitions
- Take risks.

### **Developing the Energising Mode**

- Seek interaction with people and get involved in people based problem solving
- Motivate others to succeed and be a team player
- Involve others in decision making
- Learn better communication skills
- Learn to use body language and non verbal skills
- Be creative and try out new ideas
- Be open.

### **Developing the Organising Mode**

- Seek projects that need to be well planned, prioritised and structured
- Help others to feel comfortable and take care of the human environment
- Manage your time
- Learn active listening skills
- Learn a specialised skill
- Be self-organising
- Be kind.

### **Developing the Analysing Mode**

- Seek projects involving critical analysis and systems design or improvement
- Use your diplomacy skills to negotiate potential conflict
- Analyse and weigh available data when making decisions
- Learn a technical skill
- Learn to plan strategically
- Be aware of yourself and your environment
- Stay calm.



# Notes:

# 21. Team Work

## 21. Team Work

Whether working in a small project team or in a vast corporate community, a little self knowledge can go a long way, as indeed can a small amount of understanding of what might motivate, trouble or drive others.

It is important, first and foremost, to understand that many people see and understand the world very differently from us. Secondly and equally important is that we can only communicate and work effectively together when we have accepted that their way is every bit as valid as ours. That does not mean that every Mode is appropriate in every situation; the ability to identify who is right for what role - or, rather, which Mode is appropriate - is of paramount importance in today's dynamic workplace.

There is a story concerning two MiRo practitioners, looking for the Louvre in Paris. Having consulted their maps and walked for hours they eventually found themselves standing lost and confused on a street corner. A man approached them smiling and in perfect English said, "You look lost, perhaps I can help" and proceeded to give them the directions they needed, wished them an enjoyable time in his beloved city and went on his way. "Thank goodness for Energisers," said the first practitioner. The second thought for a moment and said, "No thank goodness for Energising, no matter who's doing it," her point being that we are all capable of every Mode, and if we are to work effectively together we will all need to be flexible from time to time.

It has been shown (for example by Jim Collins in his research for his book "Good to Great") that the really great team players amongst us not only know their own strengths and weaknesses but understand and, more importantly, accept those of the other people with whom they work. We become truly a great working team only when we stop trying to turn everyone into carbon copies of ourselves and learn to value their unique talents and abilities and work together to support our areas of weakness.

To this end we need to learn to be open with each other and cultivate an atmosphere of trust and non-blame in which we can all express ourselves freely. We aim to seek and give constructive and supportive feedback and think about who we are as a team before diving headlong into task. Even without completing a MiRo assessment, there are some fairly effective ways to determine someone's behavioural preferences. What kind of work do they seem to enjoy doing and what do they tend to avoid; if you are in doubt you might simply ask them.

Team mapping and some of the exercises in the practitioner's workshop may help teams to discover their inner dynamic or something about how they present themselves to the world, their prejudices about a team of a different make up, and so on. It often proves useful to facilitate a group discussion on these matters; however, as it may be that they have never considered these things in quite this way before. It is as well also to place a time limit on the discussion as there is potentially an endless amount of material here. Teams using MiRo as a team building tool often decide to change the structure of team meetings to move to a greater emphasis on self, others and dynamic where they had previously concentrated on only function.



# Notes:



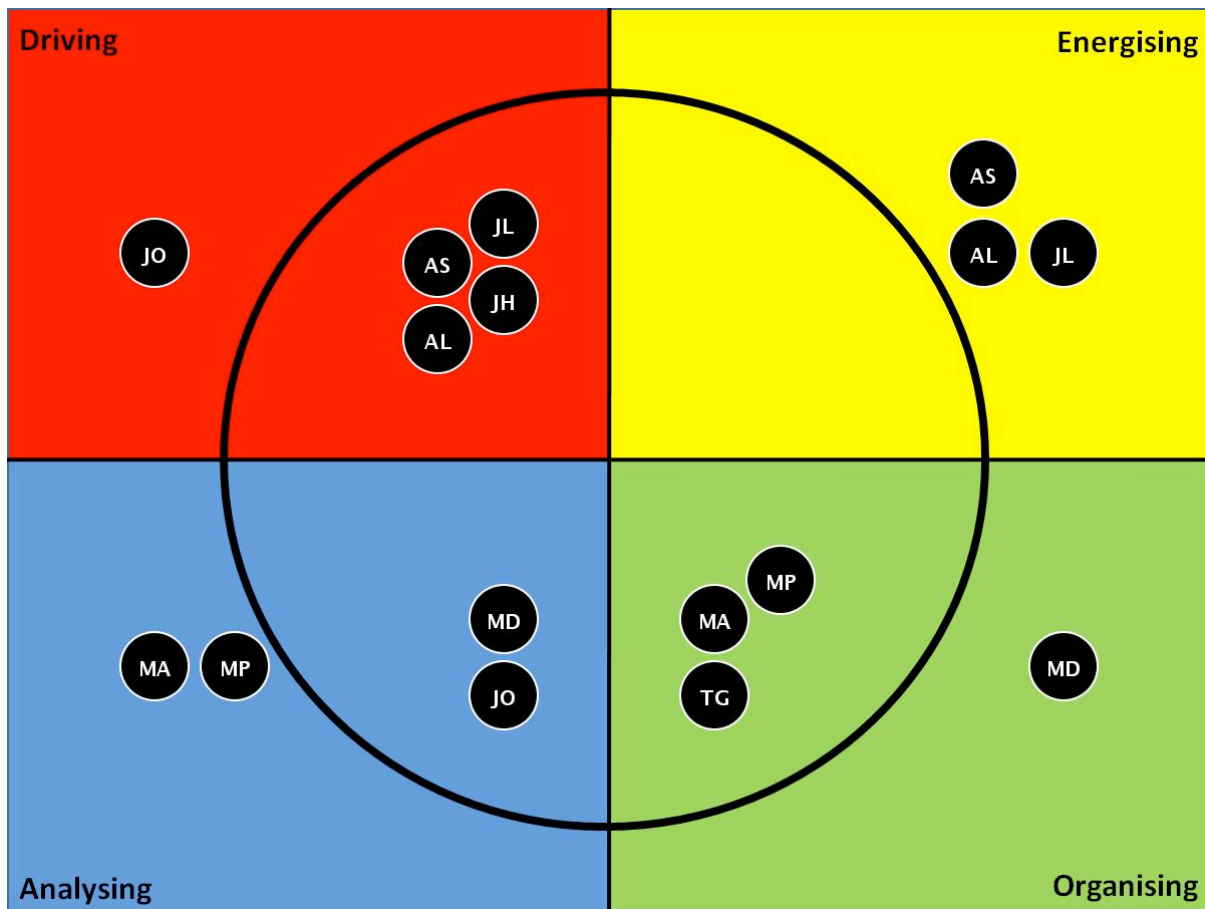
# Notes:

# 22. Team Maps And Team Dynamics



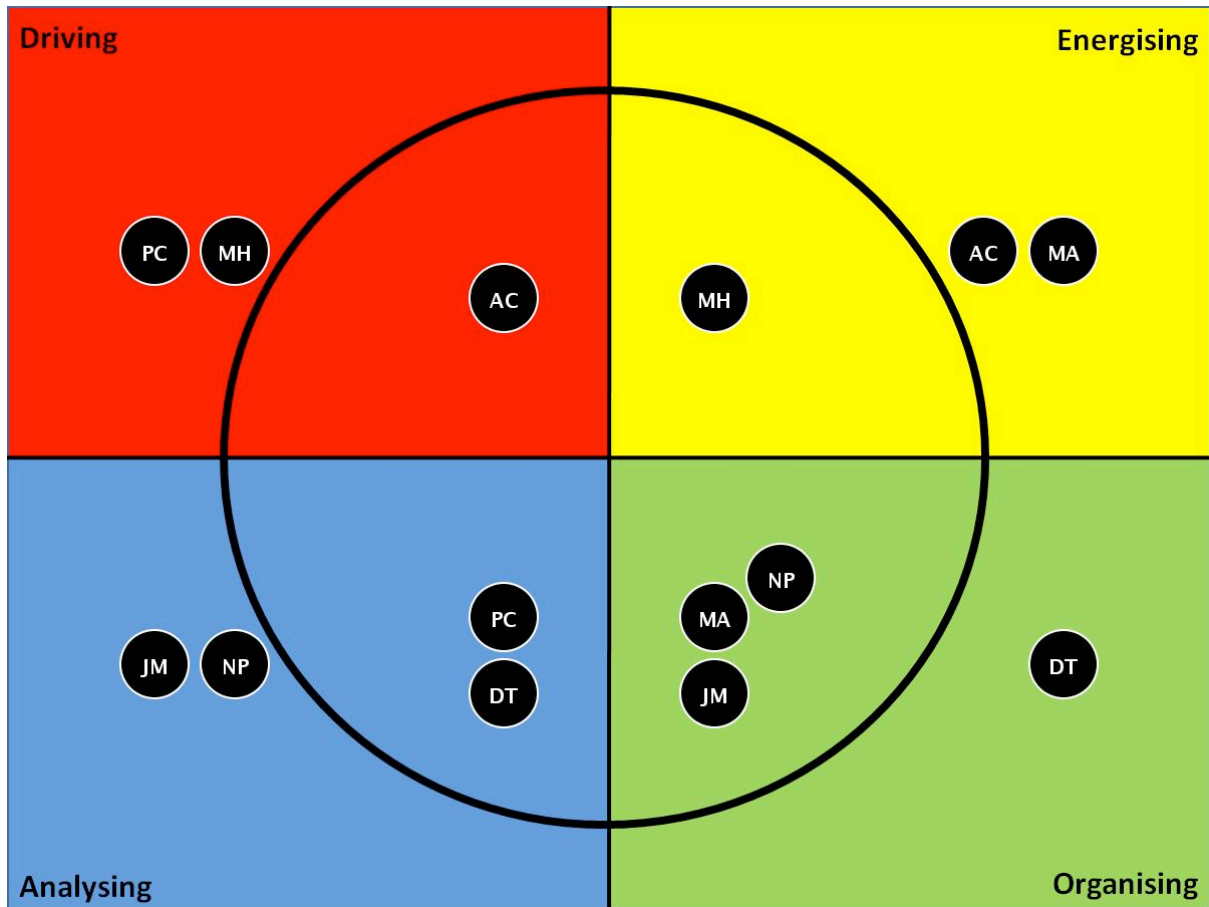
## 22. Team Maps and Dynamics

### Team Map One (Accounts Management Team)



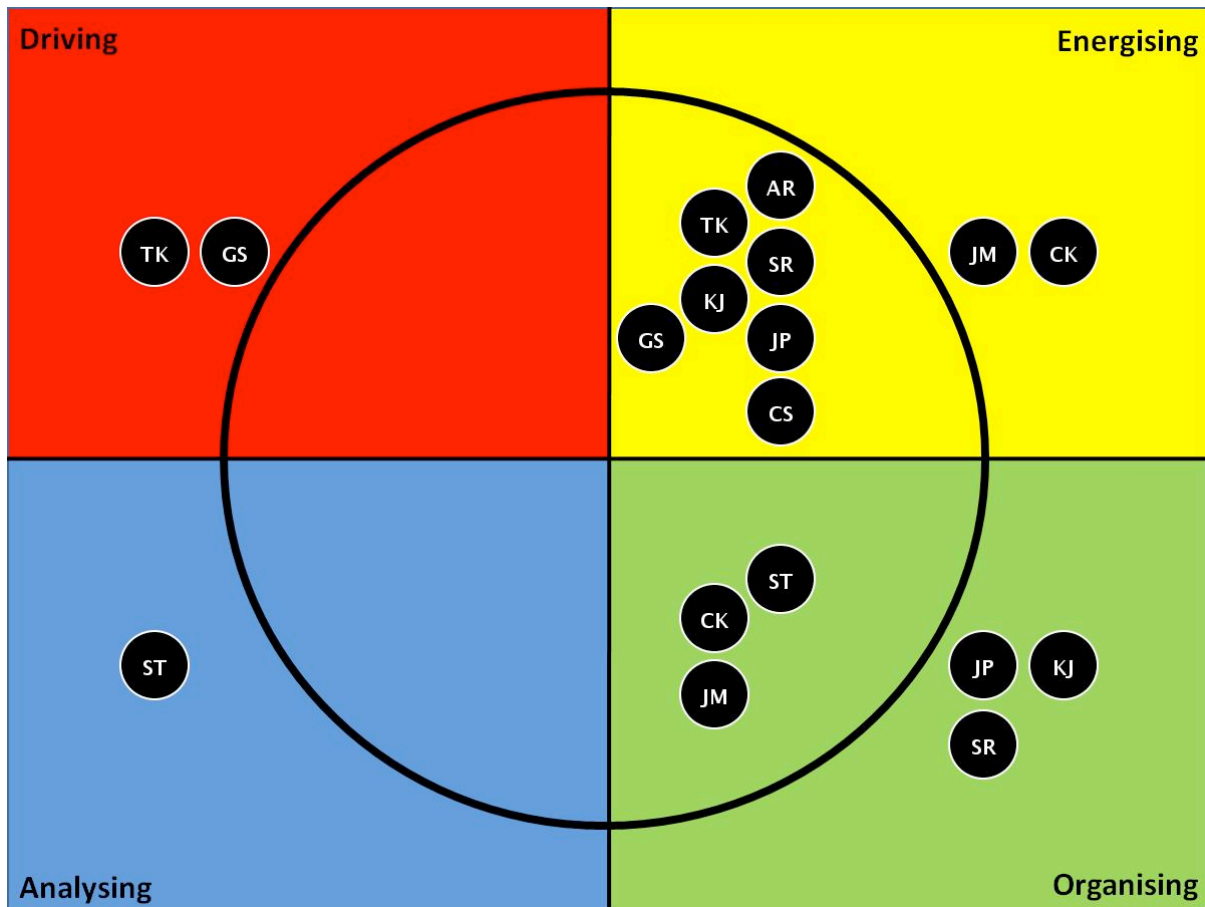
Describe the team's strengths and areas for development and the advice you might give to them.

### Team Map Two (IT Team)



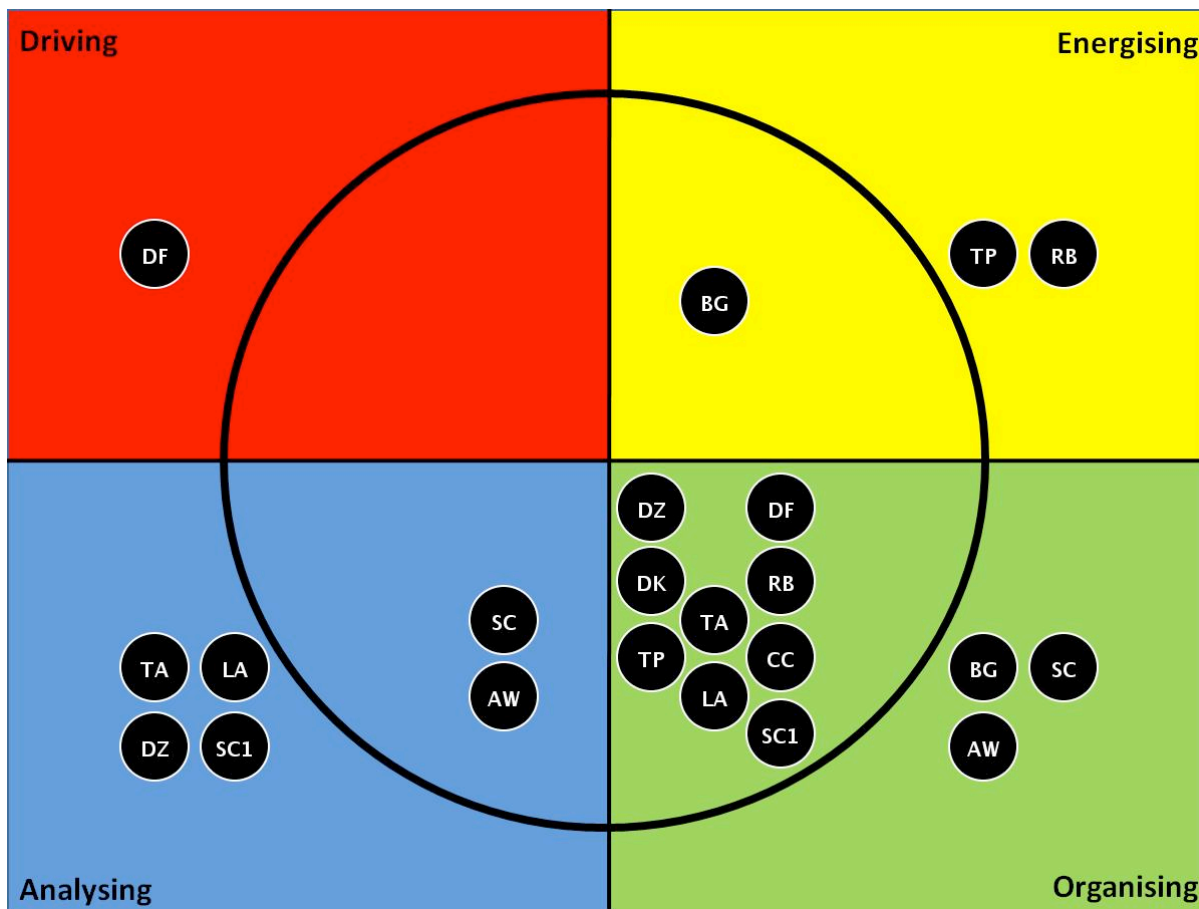
**Describe the team's strengths and areas for development and the advice you might give to them.**

**Team Map Three (NHS Advise Team)**



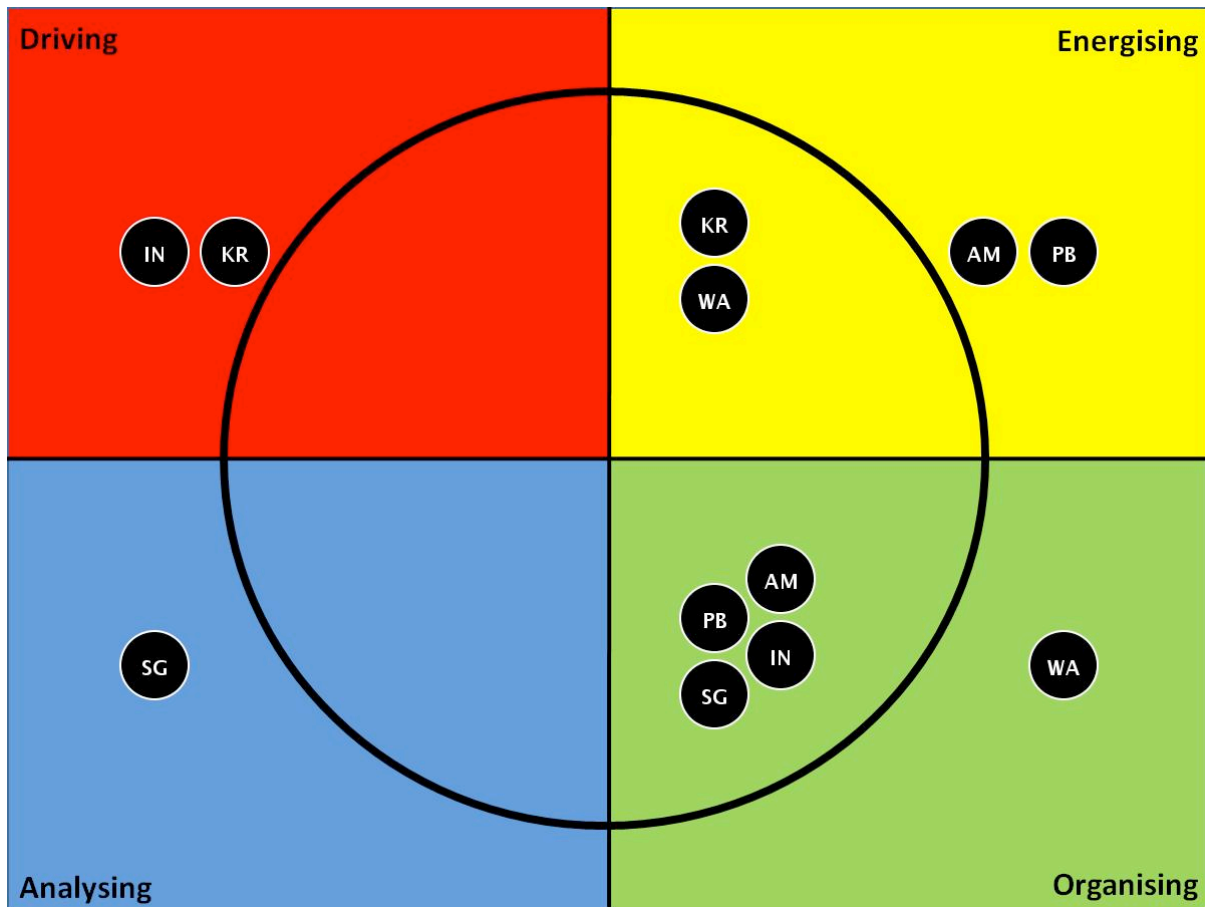
**Describe the team’s strengths and areas for development and the advice you might give to them.**

**Team Map Four (HR Team)**



**Describe the team’s strengths and areas for development and the advice you might give to them.**

**Team Map Five (Sales Team)**



**Describe the team's strengths and areas for development and the advice you might give to them.**

# 23. Exercises

## 23. MiRo Exercises

### MiRo Exercise 1

#### Task Without Self

##### Purpose

To demonstrate how individuals and groups almost habitually go straight into task before any consideration of self, others or the dynamic.

##### Resources

Two sets of Lego bricks containing enough similar bricks to create the same model twice over.

Stop Watch

##### Timings

45 minutes

##### Instructions

Build a simple Lego model of a boat or plane or whatever you can and place it in a room or shielded area so that it can't be seen. Leave sufficient Lego pieces to re-build the model plus other surplus Lego pieces in another room as far away as possible.

Split the delegates into four working groups of between two and four individuals. If you have more than sixteen in a group, run two "Task Without Self" exercises at the same time. Delegates are likely to turn this into a race which adds extra energy to the proceedings.

- Place one group with the Lego model.
- Place one group with the Lego pieces.
- Place one group close to the model team but do not allow them to see the model.
- Place one group close to the build team but also out of view of the building area.

The model team now need to describe to the first communication team what the model looks like. The first communication team then describes it to the second communication team, who in turn instructs the build team, who must build the model as exactly as possible.

Prepare talking zones where the teams can communicate without cross contamination and instruct the teams as to where they should stand in order to talk to each other.

Start the exercise.

At the half way point, call time and ask the delegates to reflect on their emotional response to the task. Draw their attention to the tendency to attack the task without reference to the personalities involved or the particular skills and preferences within the group.

Give the groups some time to discuss the problems and plan more effectively for the task, then give them the rest of the time to complete the tasks.

---

## Discussion Learning Points

At the end of the time available, the models are compared and a discussion facilitated about what did and did not work to help them to complete the task. You, the facilitator, should emphasise the following:

- The need or otherwise for an effective leader in enabling the best possible outcome.
- The need to think about how each person perceives, retains and recounts information.
- The importance of emotional responses to a task.
- The need to think about the dynamic of the team even during a simple exercise, and to check that the dynamic is working once the task has started.
- The fact that we habitually throw ourselves into tasks and give little attention to self, other and the dynamic.



## MiRo Exercise 2

### The X Game

#### Purpose

To help teams or individuals to solve a problem using the different Modes available to them.

#### Resources

The X game point sheets

An A4 sheet marked with a large X

Stop Watch

#### Timings

50 minutes

#### Instructions

Set the points of an X in the room, making one Driving, one Energising, one Analysing and one Organising. Then in the middle point of the room and the X make a fifth point called the Decision point. Now ask the team to think of a problem that they need to solve together or give them a problem you have prepared earlier.

First, instruct them to walk to the **Analysing** point and think only as someone using Analysing Mode and gather information and use logic to ask questions such as:

- What has to be done and what has been tried?
- What has worked in the past?
- What do they know, and what don't they know?
- What are the pros and cons?
- What could the consequences be?

Instruct them to use only **Analysing** traits such as:

- Looking for faults in their ideas
- Being systematic
- Being disciplined in their approach
- Being open minded
- Being cautious.

After about 10 minutes instruct them to move to the **Driving** point. Here they should start evaluating what needs to be done and what risks can be taken to make things happen by asking questions such as;

- What interpretations can be made from the facts?
- What insights and hunches come to mind about this situation?
- What are the pros and cons of each alternative?
- What are the logical consequences of the options?
- What is the objective criteria that needs to be satisfied?

Instruct them to use only **Driving** traits such as:

- Being daring and taking risks
- Being decisive even with little information
- Being inquisitive
- Having a driving forward attitude towards all plans
- Being a self starter .

After about 10 minutes instruct them to move to the **Energising** point. Here they should take a big picture approach to ask questions such as:

- What is in the long term picture?
- What opportunities does this open for me?
- How will I feel about the result?
- How do I get others to support the decision?
- How will other people react?

Instruct them to use only **Energising** traits such as:

- Confident of success
- Being positive about every idea
- Promote each idea optimistically
- Encourage everyone to have a say
- Influence people towards ideas.

After about 10 minutes instruct them to move to the **Organising** point. Here they should start planning what needs to be done and ask questions such as:

- Who needs to be involved?
- What needs to be done?
- When do things need to get done by?
- What support do I need to do this?
- How will this affect other people?

Instruct them to use only **Organising** traits such as:

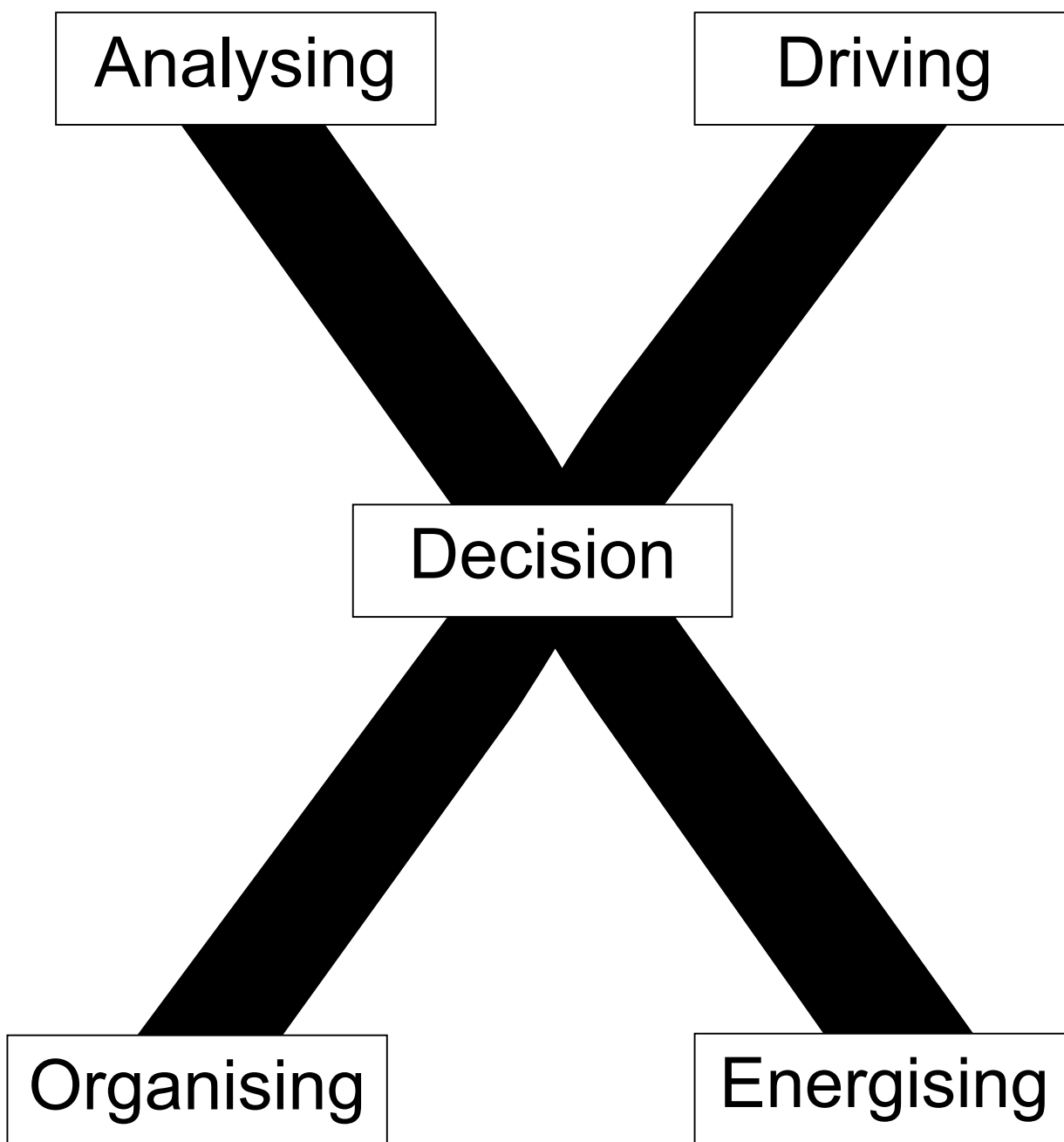
- Being deliberate about their plans
- Listening to all concerns being raised
- Listing all that needs to be done
- Staying calm even when the task looks daunting
- Being demonstrative.

Once they have visited all four MiRo points on the X, instruct them to come to the decision point and take 5 minutes to prepare a 2 minute presentation on what they have decided to do and how they intend to do it.

## Discussion Learning Points

Ask the delegates how they felt when using a different behavioural mode to look at the same problem. Discuss with them how they will only ever reach the same types of solutions if they apply only their habitual mode of behaviour.

State that all the behavioural modes are valid ways to solve problems and even though some may seem illogical or time consuming, they can all be applied successfully. Also mention that overuse of any mode will result in them ignoring the other behaviours open to them, which in turn will reduce their effectiveness.



# Analysing

## Ask

- What has to be done and what has been tried?
- What has worked in the past?
- What do they know, and what don't they know?
- What are the pros and cons?
- What could the consequences be?

## Traits

- Looking for faults in their ideas
- Being systematic
- Being disciplined in their approach
- Being open minded
- Being cautious

## Energising

### Ask

- What is in the long term picture?
- What opportunities does this open for me?
- How will I feel about the result?
- How do I get others to support the decision?
- How will other people react?

### Traits

- Confident of success
- Being positive about every idea
- Promote each idea optimistically
- Encourage everyone to have a say
- Influence people towards ideas

# Organising

## Ask

- Who needs to be involved?
- What needs to be done?
- When do things need to get done by?
- What support do I need to do this?
- How will this affect other people?

## Traits

- Being deliberate about their plans
- Listening to all concerns being raised
- Listing all that needs to be done
- Staying calm even when the task looks daunting
- Being demonstrative

# Driving

## Ask

- What interpretations can be made from the facts?
- What insights and hunches come to mind about this situation?
- What are the pros and cons of each alternative?
- What are the logical consequences of the options?
- What are the objective criteria that need to be satisfied?

## Traits

- Being daring and taking risks
- Being decisive even with little information
- Being inquisitive
- Having a driving forward attitude towards all plans
- Being a self starter



## MiRo Exercise 3

### The Dichotomies Exercise

#### Purpose

To illustrate the qualitative differences between the two styles of perception and the two styles of judgment found within the different Behavioural Modes.

#### Resources

Flip chart paper and pens.  
At least one break out space

#### Timings

30 minutes

#### Instructions

##### Drivers and Energisers v Organisers and Analysers

Participants are divided into groups one representing the Drivers and Energisers and the other the Organisers and Analysers (i.e. Intuition v Sensing preferences). Only go by Leading Mode to make the division. If a group completely lacks a particular bias, an individual with an appropriate Engaged Supporting Mode may be used to make up a particular team but will need to treat the exercise as more of a role play, and will almost certainly need to be closely facilitated.

The groups are both given the same question and asked to retire to separate areas to record their collective response on flip chart paper. For groups that have previously worked together a question such as:

“describe the last time this group was together” is useful.

For groups that do not know each other, give a question like:

“tell us what’s outside the window” or

“tell us about this building”.

The question should be sufficiently open to allow the groups to interpret it in their own way and should illicit description of some sort. After five to ten minutes the groups come back to the plenary area and present their response. The trainer facilitates a short discussion about the results.

## Energisers and Organisers v Drivers and Analysers

The same process is repeated, but this time with the groups divided between those of a Thinking and those of a Feeling bias (e.g. Energisers and Organisers v Drivers and Analysers). The problem they are asked to deal with this time is as follows.

They as a team (imaginary or otherwise) have hit all their targets for the year and are to be rewarded. An all expenses paid trip to New York has been bought for them but due to budget cuts only enough tickets for half the team are available. How will they decide who goes and who doesn't, and by what principle will they make that choice?

## Discussion Learning Points

At the end of each exercise, the facilitator leads a discussion in order to draw out the main learning points. Participants' own observations of the differences in style are of paramount importance. Below, however, are some things that you might expect.

### In the Drivers and Energisers v Organisers and Analysers exercise

- **Organisers and Analysers** perceive the world through sensing and are more likely to present factual information. **Drivers and Energisers** perceive the world in an intuitive way and are more likely to talk about moods and general impressions.
- **Organisers and Analysers** are more likely to present in list form, **Drivers and Energisers** in a mind map.
- **Organisers and Analysers** are more likely to report sensory data and have better memories for detail. **Drivers and Energisers** are more likely to report on meaning and lack detailed memory.
- **Organisers and Analysers** may find **Drivers and Energisers** chaotic and unfocused. **Drivers and Energisers** may find the **Organisers and Analysers** prosaic and over precise.

### In the Energisers and Organisers v Drivers and Analysers exercise

- The **Drivers and Analysers** make judgements through Logic and are likely to seek a just solution, while the **Energisers and Organisers** make judgements by how they affect others and seek a merciful outcome.
- Both groups often reach the same conclusion but by different routes.
- **Drivers and Analysers** accept conflict while **Energisers and Organisers** tend to shy away from it.



- Often the **Energisers and Organisers** group will simply refuse to deal with a question which forces them to do something against their principles. The **Drivers and Analysers** meanwhile are likely to go about making the decision in a fair and businesslike way despite their own misgivings.
- To **Drivers and Analysers**, **Energisers and Organisers** can look indecisive and over emotional, while to **Energisers and Organisers**, **Drivers and Analysers** can appear detached and heartless.

## MiRo Exercise 4

### MiRo University Exercise

#### Purpose

Much of what is possible in a short workshop training environment is factual and theoretical in nature. This task aims to help participants to gain a little feeling for the different attitudes and values of people favouring other Behavioural Modes. It is also an exercise in negotiation and compromise in the pursuit of a well balanced team in which all the Modes are equally valued, even if they are not necessarily equally represented.

#### Resources

Flip chart paper and pens.

Art or modelling materials (the more plentiful and diverse the better).

#### Timings

1:15 hrs

#### Instructions

Participants are divided into four “faculties” by Dormant Mode. If one or more of the Modes is not represented in the overall group then this faculty should be constructed using individuals with the appropriate Supplementary Disengaged Mode. The faculties need not be equal in size but should be small enough for a working group.

The participants are told that for the purposes of the exercise they are to represent a stereotypical version of their particular behavioural type and to try not to worry about toning down any of the excesses associated with their preferred Mode.

Each faculty is told that they are to construct (draw, model, design, depending on available time and resources) a faculty building. It should be designed to give students coming to the MiRo University the kind of experience that they (working exclusively in one Mode) believe is valuable. They must also decide what subjects are to be taught in their building and what particular teaching methods or innovations they will be known for. About 25 minutes should be enough for this initial part of the task, although most groups will need some support and clarification during the task.

Once completed, each faculty presents their building and prospectus to the main group.

This leads on to the next stage in which all four faculties are told that they are now to produce an advertising campaign, to attract more students to the university as a whole. Once again this can take any form that the group likes, such as posters, TV advertisements, slogans, straplines, publicity events, and so on. Everyone must be involved. However, they must present one coherent and united image to the world and so must negotiate with each other as they go. All four faculties must approve all the contents of the final campaign. About 25 minutes should be allowed for this task.

The whole group presents their final campaign back to the facilitators.

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## Discussion Learning Points

At the end of the exercise, the facilitator leads a discussion in order to draw out the main learning points. Some useful questions might be:

- What did the other faculties' ideas look like to you?
- How did you feel about having to give up some of your ideas?
- Were there any aspects of your original ideas that you felt were non-negotiable?
- What was helpful, unhelpful, went well, went badly, etc?
- Were there any disagreements about detail, overall feel, presentation, etc, and how were they resolved?

The group should also be encouraged to relate the learning of the task to real life situations when expectations and values have been different, either within their team or between their team and others.

## MiRo Exercise 5

### MiRo Human Grid

#### Purpose

To give the participant an experiential firsthand look at preference and allow teams to identify different approaches to working in a safe environment.

#### Resources

Flip chart paper and pens.

#### Timings

15 mins

#### Instructions

Set up the room so you can arrange two dichotomies. You should move all the tables and chairs to the side of the room in order to keep the middle of the room clear.

On one wall place a piece of flip chart paper with the following words:

“I like to go with the flow”

On the opposite wall place a piece of flip chart paper with the following words:

“I like to plan my day”

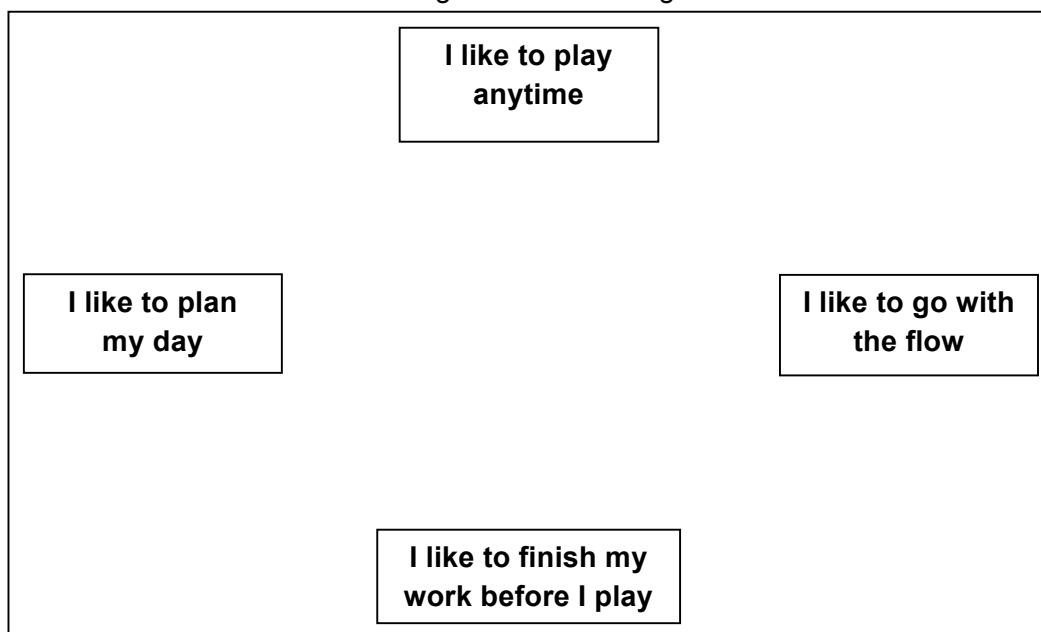
Then on another wall place a piece of flip chart paper with the following words:

“I like to play anytime”

On the opposite wall to that place a piece of flip chart paper with the following words:

“I like to finish my work before I play”

The room should now look like something like the following:



The facilitator now draws the participants' attention to the two sets of contradictory statements posted on the walls of the training room, e.g. "I need to finish my work before I play" and "I can play any time". The participants are then asked to stand at a position in the room in relation to these two axes, i.e. as close or as far away from the opposing statements as they feel appropriate.

The facilitator should then ask various participants about their choices and emphasize the differences in the room while also normalising all possible choices.

### **Discussion Learning Points**

The facilitator uses this as an illustration of diversity and the concept of preference in determining personality type and behavioural modes. They should point out that all positions on the human grid are valid and we should try to work to our preferences.

# 24. Correlates



## 24. MiRo Correlates With Other Psychometrics

MBTI	Driving	Energising	Organising	Analysing
Intuitive Thinking (NT)	*			
Intuitive Feeling (NF)		*		
Sensing Feeling (SF)			*	
Sensing Thinking (ST)				*

DISC	Driving	Energising	Organising	Analysing
Dominance	*			
Influence		*		
Steadiness			*	
Compliance				*

Insights	Driving	Energising	Organising	Analysing
Fiery Red	*			
Sunshine Yellow		*		
Earth Green			*	
Cool Blue				*

Belbin	Driving	Energising	Organising	Analysing
Shaper	*			
Resource Investigator		*		
Monitor Evaluator			*	
Team Worker				*
Co-ordinator	*	*		
Plant	*	*		*
Implementer			*	*
Specialist			*	*
Completer Finisher			*	*

**Note:** Unlike other psychometrics Belbin does not use a theoretical model but is based on empirical analysis of groups. Correlations are therefore approximations only.



# Notes:

# 25. MiRo Stage 2

## 25. MiRo Stage 2

MiRo Stage 2 accreditation is intended for experienced psychometric practitioners and psychotherapists and is a deeper look at human personality. By adding the extra dimensions of attitude, dominant function and so forth (postulated by Carl Jung) to the behavioural Mode assessment, MiRo Psychometrics Ltd intends to offer one of the richest and most nuanced pictures of personality available. Of course, in the context of short team builds, recruitment and selection, coaching and so forth, the behavioural Mode assessment is more than adequate but for those wishing to undertake a more personal journey of development something like MBTI remains the bench mark.

MBTI can be rather prescriptive, however, and if you have got this far you will have realised that one of MiRo's strengths is that it does not prescribe. Outcomes which Jung would have called anomalies are actually commonplace. Many people do indeed find themselves just as comfortable operating as a Sensor Thinker as operating as an Intuitive Feeler. MiRo does not presume to say that is not possible but, as a genuinely person-centred psychometric, it takes the individual's own account of their experience as true rather than making an attempt to cram them into a theoretical box.

Because of this, MiRo Stage 2 is a potentially very complex entity. There is more work to be done yet to turn it into a usable tool but it is on the way. As soon as the research programme, testing and verification process is complete and initial material written, existing MiRo practitioners will be invited to find out about and comment on the practicality and usefulness of MiRo 2. We will feed your ideas and comments into the final literature and training.

We expect to launch MiRo Stage 2 towards the end of 2009 and look forward to seeing you then.

# 26. Support

## 26. Support

All the resources you need to set up your account, and to administer projects and assessments, can be found at our web site:

**[www.miro-assessment.com](http://www.miro-assessment.com)**

As soon as you are accredited you will receive your login details for the practitioner's area on the site and you can set up your first project there and then.

The first thing you will see when you log in is the "My Projects" screen. Here you will see all your active projects.

You can also add new projects. To do this simply click "add new project" and you will be taken to the project set up screen.

Here you will be able to name your project and inset a brief description of the project, e.g:

**Project Name:** *"Smith and Jones Ltd"*

**Description:** *"Assessments for team building event at Eastnor Castle,  
22<sup>nd</sup> November 2008"*

You will also be prompted to enter "Email invite text", this is the text that will appear in the email that is received by the person taking the assessment, e.g:

**Email Invite Text:** *"Hello,*

*Here are the login details for you to take your MiRo Behavioural Mode assessment. Please read the instructions carefully and try to be as honest as you can. The report will only be shared with other members of the team or your manager with your permission, and will be presented to you during your team building event on November 22<sup>nd</sup>.*

*Best Regards from the MiRo Psychometrics team."*

Once you are happy with this, simply save the project. You can go back and edit it any time you like.

Your new project will now appear on the "My Projects" page. If you click on it you will be taken to the project screen, where you can add candidates by simply inputting their name and email address. They will be sent an email instantly, containing your text, a link to the assessment page and their unique login details.

Once they have completed the assessment you will receive an email informing you of this and their report will appear in PDF format on the project page. You can download it from here and give it to the candidate in either electronic or hard copy.

You can set up as many projects as you like and include as many candidates in each project as you like. You will not be charged any money until you actually download a report.



## Ongoing Support.

Accreditation also guarantees you the support of the MiRo Psychometrics team. We are all available by phone during office hours or, if you have a query at any other time, we can be contacted by email.

For support using MiRo, contact you MiRo Trainer

or:

For IT support:

Support Team 0844 8700392

Email [support@miro-assessment.com](mailto:support@miro-assessment.com)

For Admin support:

Admin team 0844 8700392

Email [admin@miro-assessment.com](mailto:admin@miro-assessment.com)





**[www.miro-assessment.com](http://www.miro-assessment.com)**