

Leadership and Your Multiple Intelligences Profile

“All that you have to decide is how you will use the time that has been given to you.”

Gandolf

C. Branton Shearer, Ph.D.

The MIDAS™ assessment provides information to help you understand your abilities better so you may be successful in life and make a positive contribution to the world. Your Brief Learning Summary will provide guidance about career pathways where your chances for success will be maximized. The Brief Leadership Profile will guide you in understanding some of the basic skills necessary to develop your Leadership effectiveness. All of these abilities may be improved over time and with effort and guidance. It is up to you decide how much time and effort you are willing to invest in developing them. Most people are content to be followers and competent team players while others desire to assume positions of greater Leadership responsibility.

Leadership can take many forms. Some people lead indirectly by example and set high standards for performance in a particular field. For example, a salesperson may set sales records through the innovative use of visual materials to augment presentations. Co-workers and others may emulate this approach to the degree where the whole field of marketing and sales may be changed by following this person's example.

There are also leaders who manage, supervise, and guide other people in the community, on the job and even at home. Parents are the leaders of their children and grandparents traditionally provide guidance for the parents. Mayors and city counselors create laws that guide the future of their community.

Effective Leaders require many skills in their daily task of working with people and guiding them into a better future. There are three areas of Leadership that the MIDAS assessment will profile for your benefit. The first task of the effective leader is self-management and self-understanding. The second task is to understand other people and how to manage them. The third fundamental skill for the leader is communication.

Intrapersonal:

- What are your strengths? What are your limitations?
- What field or career path is the best for you?
- Can you manage your professional, personal and emotional lives?
- Can you set realistic goals, plan and work methodically towards them?

Interpersonal:

- Can you easily understand the ideas and feelings of other people?
- Can you help people to work together to achieve a goal?
- Do you recognize the best in people?
- Can people trust you to have their best interests in mind?

Communication:

- What is your best means of communication?
- Are you good with spoken or written communication?
- Can you effectively share your ideas?
- Are people motivated by your example, ideas or words?

How Will You Lead?

Why should I follow you?

Being a Leader means that other people will choose to follow you. An effective leader provides good answers to the question “*Why should I follow you?*” There are many factors that determine how you will answer to this question. Each leader is unique in his/her approach to leading. Developing your inner leadership potential is a creative process that blends your personality with the skills that an effective leader needs to achieve success. Your unique personality characteristics and intellectual abilities provide the foundation upon which your managerial and inspirational skills may be developed. You can only manage others and inspire them if you have mastered the art of self-leadership. You cannot provide a vision of the future for other people if you have not envisioned that better future yourself. Good leaders bring out the best in other people and this requires that you are able to bring out the best in yourself. Are you inspiring to yourself? If strangers are to have confidence in you-- do you have sufficient confidence in yourself? Do you have the drive to arise from the ashes of defeat when others would turn back and be content with the status quo?

Your leadership house

Let’s examine some of the bricks and mortar that form the foundation of your leadership house. Followers are content to live in a house that has been built for them by other people and circumstances, but leaders dare to design their own home and a community where others will want to live.

Leaders strive to be the architects of their own fate. What is the right direction for you? What will be your blueprint for a long-lasting and solidly built life? What are your strongest intellectual materials? Where are your current (and future) weaknesses? What kind of house can be built using your strengths? What do you need to do to support your weakest timbers? These are kinds of questions that your MIDAS™ Profile can help you to answer. You will then need to experience constructing your own house before other people will trust you to create a neighborhood where they can live happily.

Whom should YOU follow?

Leadership requires practice in being a good follower. The carpenter must serve an apprenticeship to the master builder. Great architects follow a set of principles that guide their judgments and decisions. Every effective leader was at some point in life a

devoted follower. The question for you may be, “*Whom shall I follow now to lead my life forward?*” Your personal leader is often called a Mentor. This is someone who can teach you valuable skills, values and model important behaviors. This may be teacher in your life or can even be a historical figure. You might accidentally find just the right Mentor at the right time for yourself, but do you want to leave your future in the hands of fate? The MIDAS™ Profile can guide you in the choice of your next Mentor.

In what field may you lead?

A fundamental question that will guide your future is: “*In what field shall I lead?*” Will I be a leader of other people in the usual sense as the president of a club, community or will I lead by example and break new ground in the art world or on the soccer field? Will I lead a band to create powerful music? Will I master business practices and learn to supervise a work group? Will I lead young people on the battlefield?

Choosing a field to work in is very different from finding your next job. A job can be the way you feed yourself, but it can also be a stepping-stone that allows you to advance in your chosen field. Leaders need to be devoted lifelong learners if they are to maintain a leadership position. Education and training opportunities are another kind of stepping-stone on the leader’s path.

Carefully interpreting your MIDAS™ profile can assist you with selecting your field as well as defining a focus or specialty area that will maximize the use of your strengths to ensure success. For example, you may think that the field of law would be a good fit for your Linguistic and Logical-mathematical strengths. Eventually, you will want to decide if you have the necessary Interpersonal skills and persuasive Linguistic abilities to succeed as a trial lawyer. Or, would you be better off exploiting your writing and logical-analytical abilities as a research or scholarly lawyer? These are two very different career paths through the same field. Examining the subscales on your MIDAS™ Profile can provide the information you need to make these kinds of crucial decisions.

Many varieties of leaders

There are leaders in every field not just in the political or community spheres. For example, there are leaders in the worlds of medicine, art, literature, business, automotive repair, sales, nursing, technology, and child-care. Some leaders are the people who solve important problems or creatively explore new territories that benefit their field.

Becoming a leader is not an easy task, path or decision to make. There is greater security in being a competent manager or follower. To lead is to take the risk of putting yourself on the line for the benefit of the group. To lead is to exercise judgment and make decisions where there is conflict, confusion, or ambiguity. Wisdom is sometimes required to cut through to the core issues when confronted with a bewildering array of

possibilities. Judgment requires a keen sense of self-understanding. Can you think for yourself clearly when hammered with the opinions of others?

Wisdom demands good judgment as well as a deep and broad sensitivity to the needs and dreams of your followers. Wisdom uses the common sense of daily decision making to guide your community in the best future direction. The manager's eye is drawn to the detail that will ensure efficient and effective daily operations and the leader sees the link between this detail and the next big step or decision facing the overall health and growth of the organization.

What essential leadership skills are needed?

Of course, leaders need to be able to communicate effectively. This is a foundational skill. Your MIDAS™ Profile will give you an understanding of your communication profile. What communication modalities come most easily to you? Where do you need to improve? Typically, strong leadership requires well-developed Linguistic abilities. Political leaders need rhetorical skills at the podium while the successful supervisor or manager depends upon the pragmatic and persuasive powers of language to perform daily management tasks.

Communication skills are important for explaining and illuminating a solution to a problem or your vision of the future. Interpersonal problems are usually resolved via oral negotiations. Inspired leaders might also employ a number of different communication modalities that will speak to a wide variety of people. Strengths in the Spatial intelligence may suggest that you are good at using visual or graphic means of communication. Strengths in the Interpersonal and Kinesthetic intelligences suggest that you will be good at using action or dramatic gestures to get your point across. Clever politicians carefully select a campaign theme song or slogan to communicate a core message.

When reviewing your MIDAS™ Profile you need to pay close attention to your scores on the Interpersonal subscales. Good leaders, almost by definition, are good at understanding people. You cannot lead what you don't understand. There are several sets of skills that leaders use to better understand people. Your skills in these areas can be interpreted from your MIDAS™ profile. Of course, all of these specific skills can be improved with effort, attention, and guidance.

Effective leaders are said to be good "listeners" and observers of people's behavior. They have "emotional intelligence" or sensitivity to the feelings, moods, and needs of people around them. Leaders need to be able to relate well to people one-on-one as well as in groups. Effective leaders are able to persuade others and use their "charm" to win them over. Leaders use data to discern patterns in the behaviors and attitudes of the group. Accurately predicting the flow of a new idea or event through the ranks of a crowd can be a leader's primary source of power and influence. In some ways, a leader

uses his/her Naturalist intelligence to understand the conditions needed for the growth of an idea or organization.

Leaders change the lives of their followers by showing them a better future. There are leaders in specific fields that change the way that people work. For example, Albert Einstein changed the way that scientists view the cosmos and Vincent van Gogh changed the course of modern art. Sigmund Freud created a new field of psychology. Political leaders affect the functioning of our communities. FDR changed the shape and functions of the American government and Gandhi altered the history of the Indian subcontinent.

There are everyday leaders as well that influence the lives of people with whom they have contact. There are art teachers who help to create classes that result in excellent artists graduating from their school. There are math department heads who create curriculum that ensures that all students have a strong foundation in quantitative reasoning. There are corporate trainers who ensure that all new employees understand the mission of their company and thus raise motivation and morale. There are neighborhood volunteers who organize campaigns to drive criminals and drug dealers from their streets. There are Girl Scout leaders, baseball coaches and foster parents who provide powerful role models for children. Parents are the first role models and provide the template of what a leader is in the minds of their children. Grandparents traditionally provide guidance for both their children and the parents as repositories of knowledge and wisdom.

The following chapters will help to clarify your next steps to developing your leadership skills in the field best suited to your personality style and multiple intelligences profile. This process is founded on the democratic ideal that all people are capable of providing leadership in everyday life. Even devoted followers can provide essential guidance to other less experienced and less devoted followers. Your personal MI strengths will point you in the direction to maximize your future development and potential contribution to your community.

Career Directions

Review your MIDAS™ Brief Learning Summary to answer the question, "*In what field may I lead?*" You can do this by selecting a career from the list that best matches with your two MI strengths. For example, Linguistic skill for writing coupled with Musical appreciation would be a good combination for a music critic. You don't have to decide your ultimate career field at this point in your life, but for the purposes of planning your next steps it is useful to go through the process with one or two specific careers in mind. You may have four or five different career paths over the course of your life so it is good to go with what you have at this point and see how your thinking might evolve and change (or not). Carefully reflecting on your MI profile will increase your self-understanding so that it will become easier to maximize your skill development and achieve success. Of course, this may take time to evolve so be patient with yourself and

take each step one at a time. You will gain greater clarity as you work through the process.

Powerful leadership requires enthusiasm, commitment and passion for your chosen path. Would you want to follow a leader through great difficulties if s/he is only mildly interested in the tasks and the goal? In order to provide leadership that sustains the involvement of other people you need to be excited and thoroughly engaged in the activity yourself. What activities most energize you? What goal wakes you up in the middle of the night and motivates you to work long and hard on its accomplishment? If you are uncertain about this then you need to complete the DRIVE™ Profile to help clarify what specific activities are (or might be) most energizing for you. You may not have yet found any specific activity that captures your imagination so your DRIVE™ Profile will help to steer you in the directions so you may discover a path that is intrinsically motivating.

After you have selected a general career direction the next step is to examine your skills as they relate to success as a leader in your field. You may lead through the quality of your ideas (or skills) and their contribution to the evolution of your discipline. For example, you ability to develop innovative surgical techniques may propel you to the top of your career as a neurosurgeon. But even the most innovative thinkers need to communicate their ideas and guide others in their implementation. For a leader's good ideas to gain acceptance they need to be effectively communicated to people both in their field and outside of it. This process involves understanding people and how to persuade and manage them. The next step in your leadership development process will help you to understand your strengths and limitations as a "communicator" and "people person."

Assessing Your Leadership Profile

Effective leadership requires the right blend of personality characteristics, key abilities and desire for achievement. What exactly is the “right blend” will depend upon the particular characteristics of the context, the position, and the situation. The MIDAS™ profile provides information describing key abilities associated with successful managers and leaders. The DRIVE™ Profile describes the amount of enthusiasm you have for being successful in a particular field. Your personal leadership style can be described by the MIDAS™ profile in terms of sociability, common sense (General Logic) and creativity. Other personal characteristics of highly effective leaders are described below in the Characteristics of Effective Leaders section.

The MIDAS™ and DRIVE™ profiles work best when the results are considered in light of the particular situation, well-defined questions and other data sources such as personality assessments. For example, you might wonder if you have the right personality characteristics to become a leader or have questions about your specific skills that can be answered via performance tests such as math, writing or computer skills.

To better understand how the multiple intelligences pertain to the characteristics of effective managers and leaders you may refer to the Howard Gardner book, Creating Minds (199X). The following information will guide your interpretation of the MIDAS™ Profile.

The samples of the MIDAS™ Brief Learning Summary and Brief Leadership Profile are provided in Table 1 as examples that you may refer to during this process.

Reviewing your Brief Leadership Profile begins by examining the main scales, then the style scales and finally specific skills.

Main Scales

There are four main scales that pertain directly to the essential tasks of managers and leaders.

- 1- Interpersonal
- 2- Linguistic
- 3- Intrapersonal
- 4- Logical-mathematical

Strengths in all four of these areas will indicate a full range of abilities required by many leadership situations. Limitations may suggest areas in need of improvement if they are required by the desired position or situation.

Style Scales

Of course, the Leadership scale will provide information regarding core leadership abilities for understanding people and using language for supervision and management. The General Logic and Innovation scales may provide information describing the style of your leadership approach and preferences.

Leadership (Interpersonal)

This scale indicates general skill in using language to solve interpersonal problems related to management, supervision and communication. See the specific subscales for a more detailed analysis. A strength on this scale indicates a leadership style that emphasizes a concern for people and teamwork.

General Logic (Practical)

This scale indicates skill and preference for solving practical problems associated with everyday living. A strength on this scale suggests a leadership style that emphasizes coming up with the one right answer to a problem and a focus on the practical problems of organizational management. A conservative management style is probable.

Innovative: (Creative)

This scale indicates skill and preference for solving problems in unique, creative or unusual ways. A strength on this scale suggests a leadership style that will emphasize imaginative over practical solutions, services and products.

Specific Skills

The subscales describe more specific skills than do the general main scales. A review of the 5 highest subscales will indicate specific skills that are strengths. It is sometimes easier to relate a job's task to the subscales. For example, the position of "art director" for an agency would need to be strong in on the Spatial subscale "artistic design." Nearly every occupation has its "core abilities" necessary for success. An accountant needs strengths in Logical-mathematical. Additional skills that are often required for success as a supervisor, manager, or director are represented in the following subscales:

Interpersonal:

- Sensitivity to people
- Persuasion
- Working with People

Intrapersonal:

- Personal Knowledge
- Effectiveness

Linguistic:

- Expressive
- Rhetorical
- Written-Reading

Logical-mathematical:

- Everyday Problem-Solving

Leadership:

- Social
- Management
- Communication

It is expected that the higher the scores on these scales and sub-scales then the greater the chances for success as a leader-- at this point in time. Of course, even effective leaders are not perfect and there are always areas for improvement. Specific skill deficits can be compensated for by strengths in other areas when they are creatively employed. It is useful to examine these subscales from highest to lowest. This list should not be considered as an absolute indication of a leader's effectiveness, however, because areas of weakness can be compensated for by strengths in other areas. For example, one well-known CEO was very terse in his verbal communications, but compensated for this with powerful images and metaphors.

Leadership Profile data are provided in the appendix from 11 groups of people. Several of the groups (i.e., Ph.D. Educators, College Professors, Principals, Student Leaders) are recognized leaders while several of the other groups are non-leaders. A review of these contrasting groups will give you some idea of the kinds of scores of scales are required in various leadership positions.

- Sample MI Profile -

The MIDAS

Brief Learning Summary

Name: Jane Student **Date:** 1996 # 93

The following Profile was compiled from data provided by you. It represents areas of strength and limitation as described by you. This is preliminary information to be confirmed by way of discussion and further exploration.

	MAIN	SPECIFIC
HIGH	<i>Spatial</i>	<i>Artistic Writing Imagery Constructions Musical Appreciation</i>
MIDDLE	<i>Musical Interpersonal Kinesthetic</i>	
LOW	<i>Math-Logical Naturalist Intrapersonal Linguistic</i>	<i>Calculations Reading Understanding others Goal Achievement Animal Care</i>

Preferred Activities: Innovative

- | | |
|---------------------------------------|----------------------------|
| - Drawing with colored pencils | - Writing a daily diary |
| - Listening to popular music on radio | - Assembling models |
| - Vivid imagination & day dreaming | - Paint-by-number pictures |
| - Art class is the favorite | - Putting together puzzles |

My Reflection

on Brief Leadership Profile

The areas on the Summary that I think are too high or low are:

	<i>High</i>	<i>OK</i>	<i>Low</i>		<i>High</i>	<i>OK</i>	<i>Low</i>
Linguistic	___	___	___	Musical	___	___	___
Spatial	___	___	___	Kinesthetic	___	___	___
Logic-math	___	___	___	Interpersonal	___	___	___
Intrapersonal	___	___	___	Naturalist	___	___	___

Overall, I think the Profile is: **OK**___ **Too high**___ **Too Low**___ **Mixed up**___

My _____ scale **surprises** me because . . .

My _____ scale **puzzles** me because . . .

What I **learned** about myself by completing this assessment is . . .

The favorite two career options are:

1- _____

2- _____

The MIDAS

Brief Leadership Profile

Name: _____ **Date:** _____ **ID#** _____ **Group:** _____

The following Profile was compiled from data from your MIDAS Profile. It represents areas of strength and limitation as described by you. This information should be confirmed by way of discussion and further exploration.

MAIN ABILITIES

SPECIFIC SKILLS

HIGH

Linguistic (65%)

Interpersonal (60%)

Rhetorical (85%)

Persuasion (92%)

Written-reading (65%)

Expressive (64%)

Working with People (62%)

Sensitivity to People (57%)

MIDDLE

Logical-mathematical (46%)

Effectiveness (44%)

Everyday Problem-Solving (42%)

LOW

Intrapersonal (40%)

Personal Knowledge (37%)

Leadership Style : Interpersonal

Managerial Skills:

- | | | | |
|------------------|-------|-----------|-------|
| - Communication: | ***** | Very High | (85%) |
| - Management: | ***** | Low | (39%) |
| - Social: | ***** | High | (60%) |

Leadership Abilities

Interpersonal: *To think about and understand another person. To have empathy and recognize distinctions among people and to appreciate their perspectives with sensitivity to their motives, moods and intentions. It involves interacting effectively with one or more people in familiar, casual or working circumstances.*

Social Sensitivity: sensitivity to / understanding of other people's moods, feelings and point of view

Social Persuasion: ability for influencing other people

Interpersonal Work: interest and skill for jobs involving working with people

Intrapersonal: *To think about and understand one's self. To be aware of one's strengths and weaknesses and to plan effectively to achieve personal goals. Reflecting on and monitoring one's thoughts and feelings and regulating them effectively. The ability to monitor one's self in interpersonal relationships and to act with personal efficacy.*

Personal Knowledge / Efficacy: awareness of one's own ideas, abilities; to achieve personal goals

Calculations: meta-cognition "thinking about thinking" involving numerical operations

Spatial Problem Solving: self-awareness to problem-solve moving self or objects through space

Effectiveness: ability to relate oneself well to others and manage personal relationships

Linguistic: *To think in words and to use language to express and understand complex meanings. Sensitivity to the meaning of words and the order among words, sounds, rhythms, inflections. To reflect on the use of language in everyday life.*

Expressive Sensitivity: skill in the use of words for expressive and practical purposes

Rhetorical Skill: to use language effectively for interpersonal negotiation and persuasion

Written-academic: to use words well in writing reports, letters, stories, verbal memory, reading

Leadership

To use language effectively to organize and solve interpersonal problems & goal

General Logic

To deal with problems in an intuitive, rapid and perhaps unexpectedly accurate manner... to bring together a wide amount of information and to make it part of a general and effective plan of action.

Innovation

To work in artistic, divergent and imaginative ways. To improvise and create unique answers, arguments or solutions.

_____ Paths to Success _____

My top Leadership strengths are: _____

My skills to be improved are: _____

Becoming an effective leader involves "lifelong learning."

Life-long learning to maximize your success means finding opportunities to use and further develop your strengths. Being effective also involves making efforts over time to build your weaknesses so they don't inhibit your progress. The creative leader also finds ways to use strengths to compensate for limitations. This planning sheet will help to guide your next steps.

1. What are my two Leadership strengths?

What educational or on-the-job learning activities can enhance these strengths?

2. What are my Leadership limitations?

What educational or on-the-job learning activities can enhance these skills?

2. Brainstorm strategies to use your strengths to compensate for weaknesses.

Personal Characteristics of High Effective Leaders

“Leaders are only as powerful as the ideas they can communicate.”
Bennis and Nanus

Many writers have identified a wide array of characteristics of effective leaders, but the six that I’d like to focus on for you builds on the work of Bennis and Nanus (1985) and Gardner(199X).

1- Lifelong learning

Leaders have a strong desire to be the best in their field. They are always striving to improve their skills and abilities. Leaders view every set-back or failure as a learning opportunity that will provide guidance for future endeavors.

2- Positive self-regard

Powerful leaders have high “self-regard” and are acutely aware of their personal strengths while not underestimating their limitations. This realistic positive self-regard exists for both personality characteristics as well as abilities. Being acutely aware of one’s personal strengths allows a leader to act from a source of strength rather than mediocrity or weakness. They can also then easily find ways to use their strengths to manage or compensate for their limitations.

3- Appreciate strengths of other people.

Especially effective leaders always strive to identify and bring out the best in everyone they meet. They find very little use for criticism or negativity. They follow that old adage; “You can catch more flies with honey than vinegar.” Effective leaders are always looking for ways to help people use their own strengths in fulfilling the mission of the organization as well as personal development.

4- Accentuate the organization’s contributions to the world community.

Every organization has its problems, limitations and weaknesses, but the effective leader drives his group to perform at its best by always reminding everyone of what good the group has to offer the world. All people want to feel that they are able to make a valued contribution to the group and its mission.

5- Create communication that “clicks” and sticks in the mind.

Even the best of ideas can get lost and forgotten if the leader cannot clearly, succinctly and powerfully communicate the message of the “vision” to everyone s/he encounters.

This communication may occur via a short and powerful story or in a myriad of other ways, for example, via a catchy slogan, theme song, demonstration or explanation. Leaders are able to take the complexity and confusion of the world and reduce it to a simple enough equation, slogan or image so that everyone can understand the core values and mission of the group and not too badly “mangle the message”.

6- Focus on the core values of followers.

The question that powerful leaders seem to answer quite naturally is, “*What is the most important, essential story that people need to hear about themselves, their work and their future?*” Leaders understand both the present mood of the community as well as its place in historical trends so that the future will be created in a personally meaningful way.

Your Leadership Characteristics

Use the following questions to help you to think carefully about your personal approach to yourself, everyday life and the people in your life. Areas that are problematic for you can become daily reminders for consideration.

1- Lifelong learning

Do you make efforts to build your skills and knowledge?

2- Positive self-regard

Do you have confidence that you can make a positive change in your own life as well as a contribution to other people?

3- Appreciate strengths of other people.

In daily life do you focus on and respond more to other people's positive characteristics / behaviors or their negative?

4- Accentuate the organization's contributions to the world community.

When you are involved with a group do you make efforts to focus the group's activities on making the world a better place?

5- Create communication that “clicks” and sticks in the mind.

Do you ever easily come up with a word, phrase or other way to communicate your (or your group's) message in a memorable way?

6- Focus on the core values of followers.

Is it ever easy for you to understand the most important issues to people you know?

Driving Your Leadership Potential

"If there is a spark of genius in the leadership function at all, it must lie in this transcending ability, a kind of magic, to assemble-- out of all the variety of images signals, forecasts and alternatives--- a clearly articulated vision of the future that is at once simple, easily understood, clearly desirable, and energizing." p. 103, Bennis and Nanus, 1985

The leader's vision that will motivate his/her followers doesn't materialize out of thin air like the magician's rabbit out of the hat. Fantasies may emerge unbidden when you are bored and dreams bubble up during your sleep, but the true, and lasting vision grows out of hard work with the help of healthy imagination. You will be best prepared to assume a leadership position when you turn your enthusiasms into a lasting commitment to your self-development and to the betterment of your "followers."

The source of the leader's vision begins with a personal vision of a better self. Benjamin Franklin was a young man on a long ocean voyage when he made a list of 13 tasks for his own self-improvement.

Carefully contemplating your DRIVE™ Profile strengths will help you to "build a better self" with a focus on your successes and strengths.

Past Successes

List specific activities or describe one or two instances where you have felt most successful.

Present Opportunities

Describe aspects of your current work or life where you can continue to develop your strengths. You might also consider educational / training opportunities.

My L.E.A.D. Plan

(Leadership Enhancement Action Development)

1. Leadership Abilities

> Strengths

> Limitations

> Focus for Development:

> Strategies:

2. DRIVE Career Focus

> Career Options: Now, near future, distant future . . .

#1-

#2-

#3-

3. Leadership Characteristics:

> What comes easily to me are:

> What are difficult for me are:

Work experience that will be of benefit:

Educational opportunities:

Valuable training options:

Build Your Communication Skills

"Leaders are only as powerful as the ideas they can communicate." Bennis and Nanus

“Effective communication is a two-way street. Sending your ideas, feelings, & opinions clearly and interpreting the messages, emotions and perspectives of others accurately.”

1. Take a speech class. Read or listen to famous speeches.
2. Join Toastmasters.
3. Join a debate club. Observe a debate.
4. Take an expository writing class. Build your vocabulary.
5. Study visual communication via images, graphic design & symbols
6. Study “body language” and “gestural” communication
7. Experiment with other “non-verbal” communications
 - a. Musical
 - b. Architecture
 - c. Interior design
 - d. Environmental
 - e. Action strategies
 - f. “Aroma” messages
8. Study marketing and advertising methods
9. Ask for feedback on your verbal and written communications:
 - a. Is the message clear? Are the expectations specific?
 - b. Is the tone appropriate? Is it motivating or discouraging?
10. Volunteer to tutor children or read aloud to them

Build Your Interpersonal Skills

"To think about and understand another person. To have emotional empathy and to recognize distinctions among people. To appreciate their perspectives with a sensitivity to their motives, moods and intentions. It involves interacting effectively with one or more people in familiar, casual or working circumstances." H. Gardner

1. Volunteer to perform leadership duties in groups, clubs or teams
2. Memorize conflict resolution strategies
3. Practice "role-playing" opportunities, i.e., pretend you are someone else
4. Practice identifying the feelings / opinions of another person and describe them in words
5. Study non-verbal cues for their message, e.g., watch a talk show without the sound and describe the feelings
6. Practice "listening for understanding" without giving your opinion
7. Volunteer to perform a community service activity e.g., reading at a nursing home or day care
8. Investigate & study "leaders" in the field that you are most interested in via books, interviews or documentaries
9. Study "Robert's Rules of Order" and understand their purpose
10. Practice using the MI language to describe the abilities of people that you know well or just meet.

Build Your Intrapersonal Skills

"The royal road to learning, achievement and personal satisfaction. You can use your strengths to be successful, but sustaining achievement requires the skill to manage your weaknesses."

1. Seek out and practice self-assessment opportunities
2. Listen carefully to feedback on your job skills & potential
3. Reflect on your contribution to social interactions, decisions and relationships
4. Schedule regular reflection "think time" daily & weekly
5. Monitor your feelings especially in critical situations
6. Focus on using your strengths to solve or manage problems
7. Acknowledge limitations, seek ways to improve or manage
8. Study your personal history for a guide to your future directions
9. Connect with role models in your community
10. Daily practice specific "goal setting" & monitoring skills
11. Reflect on every error, mistake or failure for self-improvement
12. Articulate your "vision" of an ideal future situation
13. If "experience is the best teacher" what kinds of experience do you most need to gain confidence & judgment?

Careers Associated with The Multiple Intelligences

Musical:

-music teacher	-instrumentalist	-singer	-disc jockey
-song writer	-music critic	-choir director	-composer
-sound engineer	-recording technician	-manager / promoter	

Kinesthetic:

-athlete	-rodeo rider	-acrobat	-jockey
-actor	-clown	-equestrian	- juggler
-magician	-craftsperson	-dancer	-coach
-stunt man	-gymnast	-aerobics teacher	-physical therapist
-sports trainer	-choreographer	-surgeon	-drama coach
-manual laborer	-building trades	-assembler	

Linguistic:

-writer, poet	-journalist	-storyteller	-teacher
-manager	-supervisor	-lawyer	-public relations
-playwright	-editor	-salesperson	-sales
-interpreter	-translator	-librarian	-proof-reader

Logical-mathematical:

-bookkeeper	-records clerk	-accountant	-financial services
-lawyer, paralegal	-inventory control	-electrical engineer	-systems analyst
-statistician	-biologist	-researcher	-computer programmer
-chemist	-investment broker	-pharmacist	-mechanical engineer

Spatial:

-landscape designer	-interior designer	-architect	-advertising
-navigator	-artist	-craftsperson	-seamstress, tailor
-drafting	-mechanic	-builder	-engineer
-graphic design	-photographer	-fashion designer	-surveyor
-set designer	-urban planner	-cartographer	-carpenter, builder
-film editor	-makeup artist	-hairstylist	-commercial artist
-sign painter	-furniture restorer	-geographer	-pilot

Interpersonal / Intrapersonal:

-teacher	-counselor	-P.R./promoter	-child care
-salesperson	-politician	-secretary	-nurse
-coach	-social worker	-consumer services	-sales
-homemaker	-probation officer	-recreation aide	-manager
-receptionist	-clergy	-psychologist	-waiter/waitress

Naturalist:

-animal trainer	-farmer	-fisherman	-hunter
-astronomer	-culinary science	-forester	-doctor
-scientist	-biologist	-veterinarian	-meteorologist
-naturalist	-guide/tracker	-physicist	-greenhouse

Your D.R.I.V.E.[™] Profile

M.I. Research and Consulting, Inc.

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2003

Life is often described as a long and winding road where we can never be sure what is coming up around the next bend. The D.R.I.V.E.[™] assessment will provide you with the opportunity to stop and reflect on yourself and your path in life so that you may consider the best directions to maximize your success on the long road.

There are several stops along this driving course where you may pause to reflect on your life's activities. At each stop it will be your task to rate the degree of your interest, enthusiasm and commitment to each of several types of activities. Be honest with yourself. Consider how involved you are in each activity named. Reflect on how important each activity is to you. Would your quality of life be significantly diminished if you could never do this again? Some of the activities may never have been available to you. Rate the strength of your desire to do this if you were given the opportunity. Your gifts may be dormant or hidden due to a lack of real opportunity, so consider carefully your potential for success even if you've never tried it.

Have fun with this self-assessment as you DRIVE through each stop along the way. You may be surprised by what you discover about yourself. Don't ponder too long over your answers lest you "out think" yourself. Instead, reflect on it carefully and then honestly go with your "gut" response. You can always go back to revise your self-assessment if the results are seem inaccurate.

D.R.I.V.E.™

A Multiple Intelligences Interest Assessment

Read each activity and rate your interest, enthusiasm and desire to do it. Use this scale to describe your enthusiasm. After you have completed rating specific activities add up your response choices to create a total score for each area.

nil	mild	moderate	enthusiastic	DRIVEN
0	1	2	3	4

Linguistic:

- > reading _____
 - > writing _____
 - > persuasive / public speaking..... _____
 - > story-telling..... _____
- total _____

Spatial:

- > imagining _____
 - > artistic design, crafts, painting, etc..... _____
 - > constructions, building..... _____
 - > navigating / map reading..... _____
- total _____

Logical-math:

- > calculating _____
 - > problem-solving _____
 - > critical thinking _____
 - > cause & effect analysis _____
- total _____

Interpersonal:

- > understanding other people's perspective.... _____
 - > interpersonal problem-solving / negotiation. _____
 - > leadership / social analysis _____
 - > emotional sensitivity to others _____
- total _____

Intrapersonal:

- > personal reflection / self-assessment _____
 - > journaling / diary. _____
 - > personal planning, goal-setting _____
 - > awareness of feelings / mood management. _____
- total _____

Musical:

- > singing _____
 - > playing instruments _____
 - > musical appreciation _____
 - > creating music, lyrics, tunes..... _____
- total_____

Kinesthetic:

- > athletics _____
 - > dance _____
 - > dexterity / juggling / magic tricks _____
 - > acting / skits / mimicking. _____
- total_____

Naturalist:

- > animal care / behavior _____
 - > growing plants & agriculture _____
 - > ecological awareness _____
 - > scientific thinking _____
- total_____

Existential:

- > philosophical considerations _____
 - > fundamental life questions _____
 - > myths / folk tales _____
 - > religious & theological concerns..... _____
- total_____

**The MIDAS
Brief Drive Profile**

Name:

Date:

ID#

Group:

Review your DRIVE Profile and list your highest Interest Areas and Specific Activities.

INTEREST AREAS

HIGH

SPECIFIC ACTIVITIES

Other high Specific Activities not associated with your High areas.

Review the Careers associated with your top Interest Areas and Activities. List 2 of most interest to you for future development.

Careers:

Review the brief lists of role models in your strong Interest Areas. Which would you most be willing to learn more about?

Role Models:

Your Ideal Career

Write your own ideal job description.

Try to integrate your two strongest interest areas in your Ideal Career path.

"If I could have any job in the world related to my Interest Areas it would be titled and my main duties would be to....."

D.R.I.V.E.™

D - What do you most **DESIRE** to do? How do you want to spend your time? What would you most like to master?

R- What **RESOURCES** are needed for success? Who can assist you? Where can you get the information and skills you will need?

I- What do you feel strongly about? When do you feel most **INTENSELY** involved? What activities give you a deep sense of satisfaction? What tasks really motivate you to master them? Where do feel the most **IMAGINATIVE** and creative?

V- How can you be **TRUE** to yourself and committed to the pursuit of **TRUTH**? You must first be true to yourself so that you will not be lead on a wild goose chase after false idols.

E- What can you do with **ENTHUSIASM**? What brings you joy and **ENERGIZES** you?

N- What drives you to do your very best and to **NEVER** give up in spite of the obstacles?

Leadership Profile Group Comparisons

	Ph.D. Educators	College Professors	School Principals	H.S. Student Leaders	HS Student General Prog
Scales	m%	m%	m%	m%	m%
Main Scales					
Interpersonal	72	64	70	65	50
Intrapersonal	71	64	63	59	44
Linguistic	67	63	71	62	43
Logic-math	57	51	47	55	41
Subscales					
Persuasive	82	69	78	74	53
Rhetorical	70	63	71	65	46
Expressive	66	59	64	55	39
Writing/Reading	82	74	83	66	42
Working w/ People	80	72	74	58	45
Sensitivity to People	68	61	68	65	50
Personal Knowledge	78	66	76	64	47
Self-Effectiveness	72	45	63	67	49
Problem-Solving	58	51	58	60	45
<i>Innovation</i>					
	54	42	51	52	42
<i>General Logic</i>					
	66	59	62	61	46
<i>Leadership</i>					
> Management	74	64	72	62	45
> Communication	84	70	80	67	44
> Social	67	62	66	59	42
	69	59	68	65	48

Note.

Ph.D. Educators, n= 142; College Professors, n=64; H.S. Principals, n=12;
H.S. Student Leaders, n=159; H.S. Students General Program, n= 157.

Leadership Profile Group Comparisons, cont.

	MBA. Students	University Student Ldrs	Community Leaders	Police	Nurses	Firemen
Scales	m%	m%	m%	m%	m%	m%
Main Scales						
Interpersonal	59	62	67	64	60	54
Intrapersonal	62	54	65	61	57	59
Linguistic	58	59	64	63	56	46
Logic-math	60	46	54	50	52	56
Subscales						
Persuasive	66	62	72	73	64	62
Rhetorical	58	56	64	65	56	48
Expressive	53	57	57	57	48	41
Writing/Reading	70	68	77	68	71	48
Working w/ People	59	65	67	74	58	55
Sensitivity to People	57	64	62	57	61	48
Personal Knowledge	62	69	71	66	68	61
Self-Effectiveness	62	58	66	64	58	55
Problem-Solving	55	54	53	56	51	60
<i>Innovation</i>	46	50	45	44	45	46
<i>General Logic</i>	60	55	64	58	57	59
<i>Leadership</i>	57	62	64	63	60	50
> Management	63	64	66	68	65	57
> Communication	50	54	61	62	45	42
> Social	57	66	64	56	65	47

Note.

MBA students, n=59; University Student Leaders, n=22; Community Leaders, n=30; Police, n=11; Nurses, n=18; Firemen, n=24.