

1

Be a Lifelong Learner

LEARNING OBJECTIVES

In this chapter, you will learn to

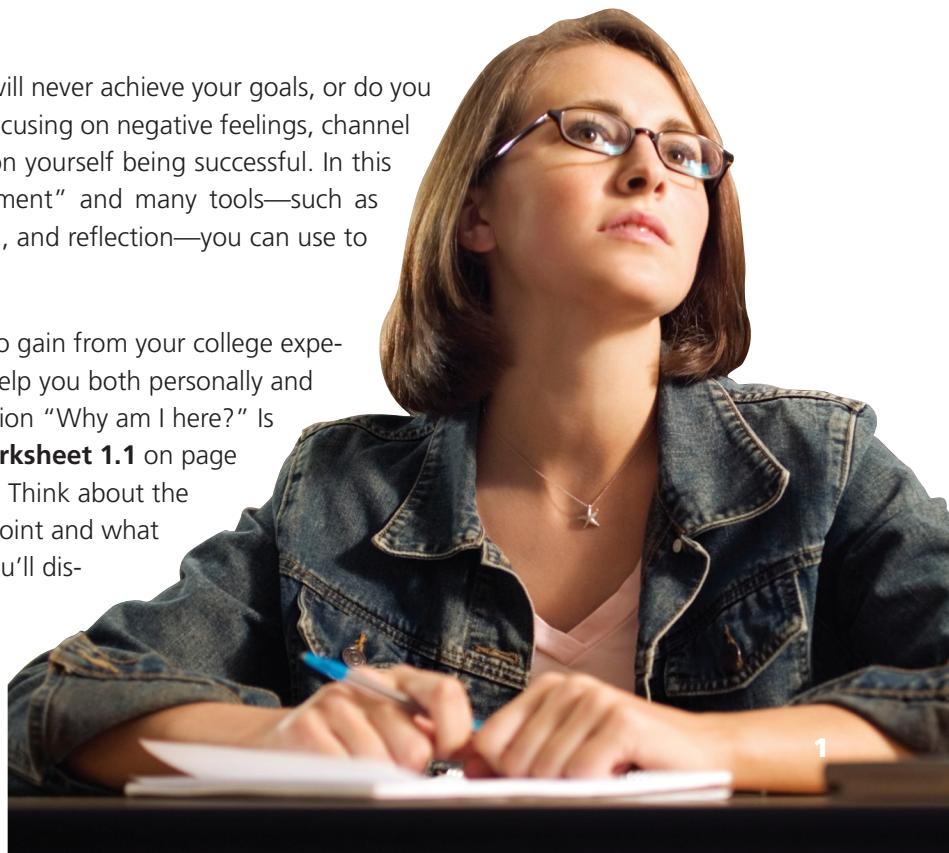
- | | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1.1 List the characteristics of a peak performer | 1.5 Create a personal mission statement |
| 1.2 Use self-management techniques for academic, job, and personal achievement | 1.6 Identify skills and competencies for school and job success |
| 1.3 Use critical thinking skills in self-assessment | 1.7 Integrate learning styles and personality types |
| 1.4 Apply visualization and affirmations to help you focus on positive outcomes | 1.8 Describe the Adult Learning Cycle |

SELF-MANAGEMENT

“It’s the first day of class and I’m already overwhelmed. How will I manage all this?”

Are you feeling like this? Are you afraid you will never achieve your goals, or do you even know what your goals are? Instead of focusing on negative feelings, channel your energies into positive results and envision yourself being successful. In this chapter, you will learn about “self-management” and many tools—such as self-assessment, critical thinking, visualization, and reflection—you can use to become a success in all facets of life.

JOURNAL ENTRY What are you hoping to gain from your college experience? How does earning a college degree help you both personally and professionally? Consider answering the question “Why am I here?” Is your answer part of a bigger life plan? In **Worksheet 1.1** on page 40, take a stab at answering those questions. Think about the obstacles you may have faced to get to this point and what you did to overcome them. In this chapter, you’ll discover that successful, lifelong learning begins with learning about yourself.



Focus on your **STRENGTHS**,
not weaknesses.

LEARNING IS A LIFELONG JOURNEY. People who are successful—peak performers—are on this journey. They are lifelong learners. We are constantly faced with many types of changes—economic, technological, societal, and so on. To meet these challenges, you will need to continually learn new skills in school, on your job, and throughout your life. You will meet these challenges through your study and learning strategies, in your methods of performing work-related tasks, and even in the way you view your personal life and lifestyle.

Lately, you may have been asking yourself, “Who am I?” “What course of study should I take?” “What kind of job do I want?” “Where should I go to school?” or “What should I do with my life?” These are all important questions. Some you may have already answered—and some of those answers may change by tomorrow, next week, or next year. And that’s OK. This is all part of the learning process—learning about yourself and what you want out of life.

Throughout this book, as you journey on the road to becoming a peak performer, you will discover methods that will help you master self-management, set goals, and achieve personal success. One of the first steps is self-assessment. Self-assessment requires seeing yourself objectively. This helps you determine where you are now and where you want to go. Then by assessing how you learn—including your learning and personality styles—you will discover how to maximize your learning potential.

The many exercises, journal entries, and portfolio worksheets throughout this text support one of the major themes of this book—that success in school and success in your career are definitely connected! The skills, competencies, and behaviors you learn and practice today will guide your marketability and flexibility throughout your career, and they will promote success in your personal life as well.

Use

- TM 1.1 Success Principle 1
- TM 1.2 Attributes of a Peak Performer
- TM 1.3 Benefits of Being a Peak Performer
- TM 1.4 Benefits of Self-Assessment

“Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.”

BOOKER T. WASHINGTON
Founder of the Tuskegee Institute

What Is a “Peak Performer”?

Peak performers come from all lifestyles, ages, cultures, and genders. Some are famous, such as many of the people profiled in this book. However, anyone can become a peak performer by setting goals and developing appropriate attitudes and behaviors to achieve desired results. Peak performers become masters at creating excellence by focusing on results. They know how to change their negative thoughts into positive and realistic affirmations. They focus on their long-term goals and know how to break down goals into daily action steps. They are not perfect or successful overnight. They learn to face the fear of making mistakes and working through them. They use the whole of their intelligence and abilities.

Every day, thousands of individuals quietly overcome incredible setbacks, climb over huge obstacles, and reach within themselves to find inner strength. Many are neither rich nor famous, nor have they reached the top of their careers. They are successful because they know that they possess the personal power to produce results in

their lives and find passion in what they contribute to life. They are masters, not victims, of life's situations. They control the quality of their lives. In short, they are their own best friend.

Peak performers

- Take responsibility for their actions, behaviors, and decisions
- Know their learning styles and preferences and how to maximize their learning
- Take risks and move beyond secure comfort zones
- Use critical thinking to solve problems creatively
- Make sound judgments and decisions
- Are effective at time management and self-management
- Involve themselves in supportive relationships
- Continually acquire new skills and competencies
- Remain confident and resilient
- Are motivated to overcome barriers
- Take small, consistent steps that lead to long-term goals

Self-Management: The Key to Reaching Your Peak

What is a primary strength of every peak performer? A positive attitude! First and foremost, peak performers have a positive attitude toward their studies, their work, and virtually everything they do in their lives. This fundamental inclination to view life optimistically as a series of opportunities is a key to their success. Does this describe how you approach each day? Take a quick check of your attitude by completing **Personal Evaluation Notebook 1.1** on page 4.

Having a positive attitude involves more than positive thinking. It also includes clear and critical thinking. The good news is that anyone can develop the attitude of a peak performer, and it is not even difficult. It simply involves a restructuring of thought patterns. Instead of dwelling on problems, you can create options and alternatives to keep you on track. Redirecting your thought patterns in this way will not only give you more drive but will also make every task you approach seem more meaningful and less daunting.

A positive attitude is one of the many components of **self-management**. Are you responsible for your own success? Do you believe you can control your own destiny? Think of self-management as a toolkit filled with many techniques and skills you can use to keep you focused, overcome obstacles, and help you succeed.

Along with a positive attitude (which we will discuss further in Chapter 2), some very important techniques in this toolkit that we will begin to explore in this chapter are self-assessment, critical thinking, visualization, and reflection.

Self-Assessment

One of the first steps in becoming a peak performer is **self-assessment**. Out of self-assessment comes recognition of the need to learn new tasks and subjects,

Personal Evaluation Notebook



1.1

Am I a Positive Person?

Having a positive attitude is key to effective self-management. Most people believe they are generally positive but often are not truly aware of their negative self-talk or behavior. Answer the following questions to determine your overall outlook. After you have answered the questions, ask a friend, co-worker, or family member to answer the questions about you. Were your answers the same?

	Mostly True	Sometimes True	Rarely True
I tend to look for the good in everyone.	_____	_____	_____
I look for the positive in each situation.	_____	_____	_____
I do not take offense easily.	_____	_____	_____
I welcome constructive criticism and use it to improve.	_____	_____	_____
I am not easily irritated.	_____	_____	_____
I am not easily discouraged.	_____	_____	_____
I do not take everything personally.	_____	_____	_____
I take responsibility and face problems, even when it is not comfortable.	_____	_____	_____
I don't dwell on personal mistakes.	_____	_____	_____
I don't look for perfection in myself.	_____	_____	_____
I don't look for perfection in others.	_____	_____	_____
I do not depend on others to make me happy.	_____	_____	_____
I can forgive and move on.	_____	_____	_____
I do not become overly involved or disturbed by others' problems.	_____	_____	_____
I do not make snap judgments about people.	_____	_____	_____
I praise others for their accomplishments.	_____	_____	_____
I don't start conversations with something negative.	_____	_____	_____
I view mistakes as learning experiences.	_____	_____	_____
I know that, if Plan A doesn't work, Plan B will.	_____	_____	_____
I look forward to—not worry about—what tomorrow will bring.	_____	_____	_____

relate more effectively with others, set goals, manage time and stress, and create a balanced and productive life. Self-assessment requires facing the truth and seeing yourself objectively. For example, it is not easy to admit that you procrastinate or

lack certain skills. Even when talking about your strengths, you may feel embarrassed. However, honest self-assessment is the foundation for making positive changes in your life.

Self-assessment can help you

- Understand how you learn best
- Work with your strengths and natural preferences
- Balance and integrate your preferred learning style with other styles
- Use critical thinking and reasoning
- Make sound and creative decisions about school and work
- Change ineffective patterns of thinking and behaving
- Create a positive and motivated state of mind
- Work more effectively with diverse groups of people
- Handle stress and conflict
- Achieve better grades
- Determine and capitalize on your strengths
- Recognize irrational and negative thoughts and behavior
- Most important, focus on self-management and develop strategies that maximize your energies and resources. The world is full of people who believe that, if only the other person would change, everything would be fine. This book is not for them. Change is possible if you take responsibility for your thoughts and behaviors and are willing to practice new ways of thinking and behaving.

Self-assessment is very important for job success. Self-assessment and feedback are tools for self-discovery and positive change. Keep a portfolio of your awards, letters of appreciation, and training program certificates, as well as the projects you have completed. Assess your expectations in terms of the results achieved and set goals for improvement. At the end of each chapter in this text, you will find a Career Development Portfolio worksheet, which will help you begin to relate current activities to future job success. This portfolio will furnish you with a lifelong assessment tool for learning where you are and where you want to go and with a place for documenting the results. This portfolio of skills and competencies will become your guide for remaining marketable and flexible throughout your career. Chapter 14 further explores how to develop an effective portfolio and how to prepare for your future career.

Critical Thinking Skills

Throughout this book, you will be asked to apply critical thinking skills to help you with college courses and life situations. Self-management involves using your critical thinking skills to make the best choices and decisions and to solve problems. What exactly is critical thinking? **Critical thinking** is a logical, rational, systematic thought process that is necessary in understanding, analyzing, and evaluating information in order to solve a problem or situation. Since critical thinking determines the quality of the decisions that you make in all areas of your life, it is an important theme throughout this book. Chapter 10 is entirely devoted to honing your critical thinking skills

Teaching Tip

Explain the importance of being honest about strengths and weaknesses. Ask students if it is difficult to be honest when they self-assess.

“Who looks outside, dreams; who looks inside, awakes.”

CARL JUNG
Psychologist

WORDS TO SUCCEED

Use

TM 1.5 Critical Thinking Guidelines

and practicing creative problem solving. However, it's obvious that you need to use critical thinking every day—from analyzing and determining your learning styles to communicating effectively with family members, classmates, or co-workers.

To fine-tune your critical thinking skills, make a habit of assessing your thinking skills regularly. Use the following guidelines in your journey to becoming a more critical thinker:

- Suspend judgment until you have gathered facts and reflected on them.
- Look for evidence that supports or contradicts your initial assumptions, opinions, and beliefs.
- Adjust your opinions as new information and facts are known.
- Ask questions, look for proof, and examine the problem closely.
- Reject incorrect or irrelevant information.
- Consider the source of the information.
- Recognize and dispute irrational thinking.

Make sure to complete the exercises and activities throughout this book, including the **Personal Evaluation Notebook** exercises and the end-of-chapter **Worksheets**. You will also enhance your critical thinking skills by practicing visualization and reflection.

Visualization and Affirmations

Visualization and affirmations are powerful self-management tools that help you focus on positive action and outcomes. **Visualization** is using your imagination to see your goals clearly and to envision yourself successfully engaging in new, positive behavior. **Affirmations** are the positive self-talk—the internal dialogue—you carry on with yourself. Affirmations counter self-defeating patterns of thought with more positive, hopeful, and realistic thoughts.

Using visualization and affirmations can help you relax, boost your confidence, change your habits, and perform better on exams, in speeches, or in sports. They can be used to rehearse for an upcoming event, and you can practice coping with obstacles. Visualization and affirmations are even part of the curriculum at the U.S. Olympic training campus.

Through self-management, you demonstrate that you are not a victim or passive spectator; you are responsible for your self-talk, images, thoughts, and behaviors. When you observe and dispute negative thoughts and replace them with positive, appropriate, and realistic thoughts, images, and behaviors, you are practicing your critical thinking and creativity skills. You are taking charge of your life, focusing on what you can change, and working toward your goals.

You can practice visualization anytime and anywhere throughout the day. For example, between classes, find a quiet place and close your eyes. It helps to use relaxation techniques, such as taking several deep breaths and seeing yourself calm, centered, and focused on your goals. This is especially effective when your mind starts to chatter and you feel overwhelmed, discouraged, or stressed. Visualize yourself graduating and walking across the stage to receive your diploma. See yourself achieving your goals. Say to yourself, “I am calm and centered. I am taking action to meet my goals. I will use all available resources to be successful.”

Reflection

Reflection is an important self-management tool, whether you consider yourself a reflective person or not. To reflect is to think about something in a purposeful way, with the intention of making connections, exploring options, and creating new meaning. Sometimes the process causes us to reconsider our previous knowledge and to explore new alternatives and ideas.

Don't confuse reflection with daydreaming—the two have little in common. Reflection is a conscious, focused, purposeful activity; it is not simply letting your mind wander. When you reflect, you direct your thoughts and use imagination. Think of your mind as an ultra-powerful database. To reflect on a new experience is to search through this vast mental database in an effort to discover—or create—relationships between experiences: new and old, new and new, old and old. Reflection, then, is the process of reorganizing countless experiences stored in your mental database. As you do so, your mind's database becomes more complex, more sophisticated, and ultimately more useful. This ongoing reorganization is a key component of your intellectual development; it integrates critical thinking, creative problem solving, and visualization.

A convenient way to reflect is simply to write down your thoughts, such as in a journal or on your computer. In this text is ample opportunity to practice reflection and critical thinking, including a **Journal Entry** exercise at the beginning of each chapter, with a follow-up **Worksheet** at the end of each chapter.

Throughout the text, we'll explore additional self-management techniques that focus on certain aspects of your schoolwork, employment, and personal life. See which techniques work best for you. **Peak Progress 1.1** explores the ABC Method of Self-Management, a unique process to help you work through difficult situations and achieve positive results. It uses skills such as critical thinking, visualization, and reflection to find positive outcomes.

Peak Progress

1.1

The ABC Method of Self-Management

Earlier in this chapter you answered some questions to determine if you approached everyday life with a positive attitude. Researchers believe that positive thinking improves your skills for coping with difficult challenges, which may also benefit your overall health and minimize the effects of stress.

What does “negative thinking” mean? If you are negative, you may tend to

- Filter out and eliminate all the good things that happen and focus on one bad thing
- Blame yourself (or someone else) automatically when something bad happens
- Always anticipate the very worst that could happen
- See things as only good or bad—there's no middle ground
- Criticize yourself—either aloud or internally—in a way you would never do to someone else
- Waste time complaining, criticizing, reliving, and making up excuses—rather than creating solutions and moving on

(continued)

“It's not the load that breaks you down, it's the way you carry it.”

LOU HOLTZ
College football coach

WORDS TO SUCCEED

Hands-On Application

In small groups, have students come up with an actual event and apply the ABC Method. Stress that they can learn to dispute irrational, negative thoughts and replace them with positive thoughts.

Further Reading

The ABC Method presented here is a modified version of the model first developed by psychologist Albert Ellis, the founder of rational emotive behavior therapy (REBT). One of his many publications includes *A New Guide to Rational Living*.

Teaching Tip

Stress that it is important for students to practice the ABC Method of Self-Management so it becomes a positive habit.

The ABC Method of Self-Management *(concluded)*

The good news is that anyone can become a positive thinker. First, you need to become aware of patterns of defeating thoughts that are keeping you from achieving your goals. Then you can challenge and dispute these negative and irrational thoughts. You can be calm and centered in any situation. Learn to take a deep breath and give yourself the space to choose positive thoughts and actions.

Clear thinking will lead to positive emotions. Let's say you have to give a speech in a class and speaking in public has caused you a lot of anxiety in the past. You might be saying to yourself, "I am terrified. I just hate getting up in front of people. I just can't do this. I might as well drop the class." These negative beliefs and irrational thoughts can cause severe anxiety and are not based on clear thinking. You can direct your thoughts with positive statements that will dispel anxiety: "Public speaking is a skill that can be learned with practice and effort. I will not crumble from criticism and, even if I don't do well, I can learn with practice and from constructive feedback. I will explore all the resources available to help me and I'll do well in this class." Self-management can be as easy as ABC. These simple steps help you manage your thoughts, feelings, and behaviors, so that you can create the results you want.

A = Actual event: State the actual situation that affected your emotions.

B = Beliefs: Describe your thoughts and beliefs about the situation that created these emotions and behavior.

C = Challenge: Dispute the negative thoughts and replace them with accurate and positive statements.

Let's use another example. When you read the quote on page 1 of this chapter, you may have felt the same way—overwhelmed. You are in a new situation, with many new expectations—of you and by you. Let's apply the ABC method to focus your energies on developing a positive outcome. For example, you might say,

A = Actual event: "I'm feeling overwhelmed and depressed. I'm panicking and totally stressed out."

B = Beliefs: "It is only the first week and I already have an overload of information from this class. What if I fail? What if I can't keep it all straight—learning styles, personalities, temperaments? These other people are probably a lot smarter than me. Maybe I should drop out."

C = Challenge: "Stop these negative thoughts! Going to college is a big change, but I have handled new and stressful situations before. I know how to overcome feeling overwhelmed by breaking big jobs into small tasks. Everyone tells me I'm hardworking, and I know I'm talented and smart in many different ways. I know that going to college is a very good idea and I want to graduate. I've handled transitions in the past and I can handle these changes, too."

When you challenge negative thoughts and replace them with positive thinking, you feel energized and your thoughts spiral upward: "I'm excited about discovering my learning and personality styles and how I can use them to my advantage. There are so many resources available to me—my instructor, my classmates, the book's Web site, and so on. I will get to know at least one person in each of my classes, and I will take a few minutes to explore at least one resource at school that can provide support. I see myself confident and energized and achieving my goals."

In the end-of-chapter **Worksheets** throughout this text, you will find opportunities to practice the ABC Method of Self-Management, as well as the self-management exercises at www.mhhe.com/ferrett7e.

Draft A Personal Mission Statement

At the beginning of the chapter, you were asked to write about why you're in school and how it relates to your life plan. In the Preface to the Student, you also explored many reasons you are attending college, such as to learn new skills, to get a well-paying job, and to make new friends. (If you haven't read the Preface to the Student, now is the perfect time to do so.) Thinking about the answers to these and related questions gets you started on creating and writing your mission statement.

A mission statement looks at the “big picture” of your life, from which your goals and priorities will flow. This written statement (which can be one sentence or a number of sentences) focuses on the contributions you want to make based on your values, philosophy, and principles. When you have a sense of purpose and direction, you will be more focused and your life will have more meaning.

In one sense, what you are doing is looking at the end result of your life. What kind of a person do you want to be when you're 95? What legacy do you want to leave? What do you want to be remembered for as a person? What do you think will be most important to you?

Here is one example of a mission statement: “I want to thrive in a career that allows me to use my creativity, grow in knowledge from mentors and colleagues, advance into leadership positions, make a positive impact on my profession, and provide an effective balance with personal interests, including having a family, traveling, and participating in team sports. I plan to model respect—for others, our environment, and my health—so that my children will learn tolerance, responsibility, and the importance of making healthy decisions. I view each day as another opportunity to learn how to be a better contributor to my partner, my family, my employer, and my community.”

You will want your mission statement to reflect your individuality. You may want to think about how a college education will help you fulfill your mission in life. If you have chosen a profession (for example, nursing or teaching) you may want to include the aspects of the career that interested you (such as helping others achieve healthy lifestyles or educating and nurturing young children). It does not need to be lengthy and detailed. Focusing on your mission statement will help you overcome obstacles that will inevitably challenge you.

To write your mission statement, begin by answering these (or similar) questions:

1. What do I value most in life? (List those things.)
2. What is my life's purpose?
3. What legacy do I want to leave?

Now, considering the answers to those questions, draft a personal mission statement.

My mission statement:

In Chapter 2, we will discuss how you can use your personal goals to motivate you. Then, in Chapter 3, we will explore how your mission statement and personal goals will guide you to use your time effectively. You will also be asked to review your mission statement at the end of this text. Over the years, you will want to review and update your mission statement as you change and grow personally and professionally.

Skills for School and Job Success

Have you ever asked yourself, “What does it take to be successful in a job?” Many of the skills and competencies that characterize a successful student can also apply to a successful employee. Becoming aware of the connection between school success and job success helps you see how the skills you learn in the classroom will eventually apply to the skills you will need in the workplace.

Over the years, employers have told educators what skills they want employees to have. In 1990, Elizabeth Dole, who was then the Secretary of Labor, created the Secretary’s Commission on Achieving Necessary Skills (SCANS), which included business and industry leaders, human resource personnel, and other top advisors in labor and education. **Figure 1.1** illustrates the skills and competencies that are necessary not only for job success but also for school success. You can apply and practice them now by completing the Peak Performance Self-Assessment Test in **Personal Evaluation Notebook 1.2** on page 11. Be honest and use critical thinking skills as you complete the assessment.

Use
TM 1.6 SCANS Skills and Competencies

Teaching Tip
Explain to students that SCANS will be used as a guide to help them connect what they learn in class to the world outside.

- Class Discussion**
1. Applying SCANS. Learning how to learn. How does this competency create college and job success?
 2. Ask students if they would want their surgeon to be operating on them if he or she had not passed a test indicating technical competencies.

Figure 1.1

Peak Performance Competency Wheel

SCANS recommends these skills and competencies for job success. Which of these skills have you been acquiring?

Use
TM 1.7 Peak Performance Competency Wheel



Personal Evaluation Notebook



1.2

Peak Performance Self-Assessment Test

Assess your skills on a scale of 1 to 5 by placing a check mark. Examples are given for each. Review your answers to discover your strongest skills and weakest skills.

Area	Excellent		OK		Poor
	5	4	3	2	1
1. Reading (i.e., comprehending; summarizing key points; reading for pleasure)	_____	_____	_____	_____	_____
2. Writing (i.e., using correct grammar; presenting information clearly and concisely; documenting accurately)	_____	_____	_____	_____	_____
3. Speaking (i.e., expressing main points in an interesting manner; controlling anxiety)	_____	_____	_____	_____	_____
4. Mathematics (i.e., understanding basic principles and formulas; showing work)	_____	_____	_____	_____	_____
5. Listening and note taking (i.e., staying focused and attentive; recording key points)	_____	_____	_____	_____	_____
6. Critical thinking and reasoning (i.e., assessing facts; making decisions; linking material)	_____	_____	_____	_____	_____
7. Creative problem solving (i.e., developing options; weighing alternatives)	_____	_____	_____	_____	_____
8. Positive visualization (i.e., creating mental images to support goals)	_____	_____	_____	_____	_____
9. Knowing how you learn (i.e., recognizing preferred learning style; integrating all styles)	_____	_____	_____	_____	_____
10. Honesty and integrity (i.e., doing the right thing; telling the truth; presenting original work)	_____	_____	_____	_____	_____
11. Positive attitude and motivation (i.e., being optimistic; identifying personal motivators; establishing goals)	_____	_____	_____	_____	_____
12. Responsibility (i.e., keeping commitments; not blaming others)	_____	_____	_____	_____	_____

Teaching Tip

Encourage students to be honest with themselves as they fill out the test.

Use

TM 1.9 Peak Performance Self-Assessment Test

(continued)

Personal Evaluation Notebook



1.2

Peak Performance Self-Assessment Test *(concluded)*

Area	Excellent		OK		Poor
	5	4	3	2	1
13. Flexibility/ability to adapt to change (i.e., being open to new ideas; seeing the “big picture”)	_____	_____	_____	_____	_____
14. Self-management and emotional control (i.e., taking ownership of thoughts and behaviors)	_____	_____	_____	_____	_____
15. Self-esteem and confidence (i.e., focusing on strengths; maintaining a positive self-image)	_____	_____	_____	_____	_____
16. Time management (i.e., setting priorities; planning; accomplishing tasks)	_____	_____	_____	_____	_____
17. Money management (i.e., budgeting; minimizing debt; saving)	_____	_____	_____	_____	_____
18. Management and leadership of people (i.e., inspiring; communicating; delegating; training)	_____	_____	_____	_____	_____
19. Interpersonal and communication skills (i.e., building rapport; listening; being an effective team member)	_____	_____	_____	_____	_____
20. Ability to work well with culturally diverse groups (i.e., respecting and celebrating differences)	_____	_____	_____	_____	_____
21. Organization and evaluation of information (i.e., assembling key points and ideas; summarizing; documenting)	_____	_____	_____	_____	_____
22. Understanding technology (i.e., using essential programs; troubleshooting basic problems)	_____	_____	_____	_____	_____
23. Commitment and effort (i.e., being persistent; working consistently toward goals)	_____	_____	_____	_____	_____

Key Teaching Concept
Effort and commitment are often more important than ability or talent.

Discover Your Learning Style

As a lifelong learner, you need to know how to learn to maximize your learning potential. Everyone processes information differently and not everyone learns the same way. There is no single right way to learn, but knowing your preferred learning style can increase your effectiveness in school or at work and can enhance your self-esteem. Knowing how you learn best can help you reduce frustration, focus on your strengths, and integrate various styles.

Key Teaching Concept

The most important concept in this chapter is to learn how to learn.

Integrate Both Sides of the Brain

Do you use both sides of your brain? “I use my whole brain!” you might answer—and, indeed, you do. However, you have a preference for using the left or right side of the brain for many mental and physical functions. In the 1960s, Dr. Roger Sperry and his colleagues discovered that the left and right sides of the brain specialize in different modes of thinking and perception. Dominant brain function may play a significant role in how you learn.

Studies show that the brain has two systems by which it classifies information. One is linguistic and factual (left brain), and one is visual and intuitive (right brain). Although they are interconnected, one is usually more dominant. For example, if you are left-brain dominant, you probably like facts and order and think in a concrete manner. You use a logical, rational, and detailed thought process. If you are right-brain dominant, you are more inclined to use an intuitive and insightful approach to solving problems and processing new information. You are more comfortable with feelings and hunches and like to think abstractly and intuitively. **Figure 1.2** lists a number of traits that are considered either left-brain or right-brain dominant.

Although you may find that you favor one side of your brain, definitely the key is to use all your brain power and integrate a variety of learning styles (which you will explore next). By doing this, you enhance learning, memory, and recall.

Left-Brain Dominant	Right-Brain Dominant
Feels more comfortable with facts	Feels more comfortable with feelings
Thinks rationally based on reason and logic	Thinks intuitively based on hunches and feelings
Uses concrete thinking	Uses abstract thinking
Likes a sense of order	Likes a sense of space
Uses linear, step-by-step thinking	Uses holistic, visual thinking
Uses speech and words	Uses pictures and drawings
Is more “cerebral”	Is more “physical”
Makes lists and notes	Uses visuals and colors
Is concerned about time	Lives in the moment
Analyzes parts of the whole	Looks at the whole for patterns
Likes traditional outlines	Likes mind maps or creative outlines
Likes well-organized lectures	Likes group work and open-ended class discussion

Figure 1.2

Left-Brain versus Right-Brain Traits

Put a check mark next to the descriptions that apply to you. *Would you consider yourself more of a left-brain dominant person or a right-brain dominant person?*

Are You a Reader, a Listener, or a Doer?

Teaching Tip

Bring in a laptop computer to demonstrate learning styles. Ask students how they would learn to use the computer. Would they read the manual? Would they take a class? Would they turn it on and experiment?

Class Discussion

Ask students: How would a visual learner approach learning the computer? How would an auditory learner approach learning the computer? How would a kinesthetic learner approach learning the computer?

Your brain allows you to experience the world through your many senses. One way to explore how you learn best is to ask yourself if you are a reader, a listener, or a doer. Do you get more information from reading and seeing, talking and listening, or doing? Of course, you do all these things, but your learning strength, or preferred style, may be in one of these areas. For example, you may organize information visually, favoring right-brain activities. Although such classifications may oversimplify complex brain activity and are not meant to put you in a box or category, the goal is to help you be more aware of your natural tendencies and habits and how you can use these preferences and learn new ways to enhance your success.

A person who learns better by reading possesses a visual learning style. Someone who learns better by listening is considered an auditory learner. A kinesthetic learner learns by touch and physical activity. **Personal Evaluation Notebook 1.3** on pages 15 and 16 has a Learning Style Inventory that will help you discover your learning style.

VISUAL LEARNERS

Visual learners prefer to see information and read material. They learn most effectively with pictures, graphs, illustrations, diagrams, time lines, photos, pie charts, and visual design. They like to contemplate concepts, reflect, and summarize information in writing. They might use arrows, pictures, and bullets to highlight points. Visual learners are often holistic in that they see pictures in their minds that create feelings and emotion. They often use visual descriptions in their speech, such as “It is clear . . .,” “Picture this . . .,” or “See what I mean?” Visual learners tend to

- Be right-brain dominant
- Remember what they see better than what they hear
- Like to see charts and pictures
- Try to sit close to the instructor
- Prefer to have written directions they can read
- Learn better when someone shows them rather than tells them
- Like to read, highlight, and take notes
- Keep a list of things to do when planning the week
- Be fast thinkers and gesture frequently while talking
- Communicate clearly and concisely and watch facial expressions
- Like to read for pleasure and to learn

Visual learners may enjoy being an interior designer, a drafter, a proofreader, a writer, or an artist.

AUDITORY LEARNERS

Auditory learners prefer to rely on their hearing sense. They like tapes and music, and they prefer to listen to information, such as lectures. They like to talk, recite, and summarize information aloud. Auditory learners may create rhymes out of words and play music that helps them concentrate. When they take study breaks, they listen to music or chat with a friend. They are usually good listeners but are easily

Personal Evaluation Notebook



1.3

Learning Style Inventory

Determine your learning preference. Complete each sentence by checking a, b, or c. No answer is correct or better than another.

1. I learn best when I

- a. see information.
- b. hear information.
- c. have hands-on experience.

2. I like

- a. pictures and illustrations.
- b. listening to tapes and stories.
- c. working with people and going on field trips.

3. For pleasure and relaxation, I love to

- a. read.
- b. listen to music and tapes.
- c. garden or play sports.

4. I tend to be

- a. contemplative.
- b. talkative.
- c. a doer.

5. To remember a zip code, I like to

- a. write it down several times.
- b. say it out loud several times.
- c. doodle and draw it on any available paper.

6. In a classroom, I learn best when

- a. I have a good textbook, visual aids, and written information.
- b. the instructor is interesting and clear.
- c. I am involved in doing activities.

7. When I study for a test, I

- a. read my notes and write a summary.
- b. review my notes aloud and talk to others.
- c. like to study in a group and use models and charts.

8. I have

- a. a strong fashion sense and pay attention to visual details.
- b. fun telling stories and jokes.
- c. a great time building things and being active.

Teaching Tip

Explain that there is no one way to learn or one instrument that can indicate a precise learning style. The purpose of the Learning Style Inventory is to provide a guide.

(continued)



Learning Style Inventory (concluded)

9. I plan the upcoming week by

- a. making a list and keeping a detailed calendar.
- b. talking it through with someone.
- c. creating a computer calendar or using a project board.

10. When preparing for a math test, I like to

- a. write formulas on note cards or use pictures.
- b. memorize formulas or talk aloud.
- c. use marbles, LEGO® blocks, or three-dimensional models.

11. I often

- a. remember faces but not names.
- b. remember names but not faces.
- c. remember events but not names or faces.

12. I remember best

- a. when I read instructions and use visual images to remember.
- b. when I listen to instructions and use rhyming words to remember.
- c. with hands-on activities and trial and error.

13. When I give directions, I might say,

- a. “Turn right at the yellow house and left when you see the large oak tree. Do you see what I mean?”
- b. “Turn right. Go three blocks. Turn left onto Buttermilk Lane. OK? Got that? Do you hear what I’m saying?”
- c. “Follow me,” after giving directions by using gestures.

14. When driving in a new city, I prefer to

- a. get a map and find my own way.
- b. stop and get directions from someone.
- c. drive around and figure it out by myself.

Score: Count the number of check marks for all your choices:

Total a choices _____ (visual learning style)

Total b choices _____ (auditory learning style)

Total c choices _____ (kinesthetic learning style)

The highest total indicates your dominant learning style. You may find that you are a combination and that’s good. It means you are integrating styles already.

distracted by noise. They often use auditory descriptions when communicating, such as “This rings true . . . ,” “It’s clear as a bell . . . ,” or “Do you hear what you’re saying?”

Auditory learners tend to

- Be left-brain dominant
- Remember what they hear better than what they see
- Prefer to listen to instructions
- Like lectures organized in a logical sequence
- Like to listen to music and talk on the telephone
- Plan the week by talking it through with someone
- Use rhyming words to remember
- Learn best when they hear an assignment as well as see it

Auditory learners may enjoy being a disc jockey, trial lawyer, counselor, or musician.

KINESTHETIC LEARNERS

Kinesthetic learners are usually well coordinated, like to touch things, and learn best by doing. They like to collect samples, write out information, spend time outdoors, and relate to the material they are learning. They like to connect abstract material to something concrete. They are good at hands-on tasks. They often use phrases such as “I am getting a handle on . . . ,” “I have a gut feeling that . . . ,” and “I get a sense that”

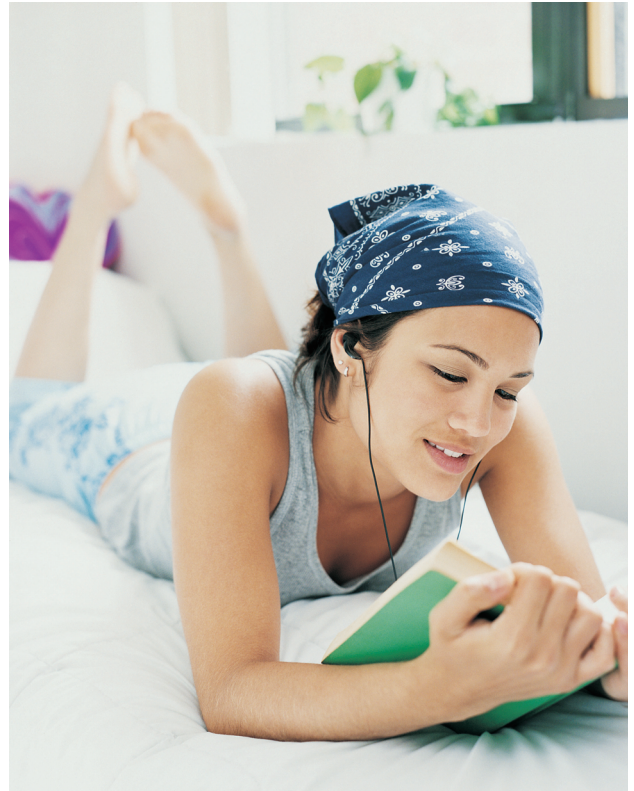
Kinesthetic learners tend to

- Be right-brain dominant
- Create an experience
- Use hands-on activities
- Build things and put things together
- Use models and physical activity
- Write down information
- Apply information to real-life situations
- Draw, doodle, use games and puzzles, and play computer games
- Take field trips and collect samples
- Relate abstract information to something concrete

Kinesthetic learners may enjoy being a chef, a surgeon, a medical technician, a nurse, an automobile mechanic, an electrician, an engineer, a forest ranger, a police officer, or a dancer.

Redefining Intelligence: Other Learning Styles

Because each of us has our own unique set of abilities, perceptions, needs, and ways of processing information, learning styles vary widely. Besides visual, auditory, and kinesthetic learning styles, there are other, more specific styles, and some people have more than one learning style.



● Know How You Learn

Everyone has his or her own way of learning. *What type of learning style do you think best suits this person?*

Teaching Tip

Have students discuss how they can develop and integrate different learning styles. For example, they may enhance their visual sense by reading and looking at pictures. They can enhance their auditory skills by listening to tapes. They can enhance their kinesthetic sense by getting more involved in hands-on activities.

Hands-On Application

Ask students to write in their journals about how they approach a writing project. Based on their learning style, what can they do to support their efforts?

Use
TM 1.10 Learning Styles

Plus, intelligence has been redefined. We used to think of intelligence as measured by an IQ test. Many schools measure and reward linguistic and logical/mathematical modes of intelligence; however, Thomas Armstrong, author of *7 Kinds of Smart: Identifying and Developing Your Many Intelligences*, and Howard Gardner, who wrote *Frames of Mind: The Theory of Multiple Intelligences*, illustrated that we all possess many different intelligences. (See **Personal Evaluation Notebook 1.4**, which includes a number of traits associated with each “intelligence.”).

1. **Verbal/linguistic.** Some people are **word smart**. They have verbal/linguistic intelligence and like to read, talk, and write information. They have the ability to argue, persuade, entertain, and teach with words. Many become journalists, writers, or lawyers. **To learn best:** Talk, read, or write about it.
2. **Logical/mathematical.** Some people are **logic smart**. They have logical/mathematical intelligence and like numbers, puzzles, and logic. They have the ability to reason, solve problems, create hypotheses, think in terms of cause and effect, and explore patterns and relationships. Many become scientists, accountants, or computer programmers. **To learn best:** Conceptualize, quantify, or think critically about it.
3. **Spatial.** Some people are **picture smart**. They have spatial intelligence and like to draw, sketch, and visualize information. They have the ability to perceive in three-dimensional space and re-create various aspects of the visual world. Many become architects, photographers, artists, or engineers. **To learn best:** Draw, sketch, or visualize it.
4. **Musical.** Some people are **music smart**. They have rhythm and melody intelligence. They have the ability to appreciate, perceive, and produce rhythms and to keep time to music. Many become composers, singers, or instrumentalists. **To learn best:** Sing, chant, rap, or play music.
5. **Bodily/kinesthetic.** Some people are **body smart**. They have physical and kinesthetic intelligence. They have the ability to understand and control their bodies; they have tactile sensitivity, like movement, and handle objects skillfully. Many become dancers, carpenters, physical education teachers, or coaches and enjoy outdoor activities and sports. **To learn best:** Build a model, dance, use note cards, or do hands-on activities.
6. **Environmental.** Some people are **outdoor smart**. They have environmental intelligence. They are good at measuring, charting, and observing plants and animals. They like to keep journals, to collect and classify, and to participate in outdoor activities. Many become park and forest rangers, surveyors, gardeners, landscape architects, outdoor guides, wildlife experts, or environmentalists. **To learn best:** Go on field trips, collect samples, go for walks, and apply what you are learning to real life.
7. **Intrapersonal.** Some people are **self smart**. They have intrapersonal, inner, intelligence. They have the ability to be contemplative, self-disciplined, and introspective. They like to work alone and pursue their own interests. Many become writers, counselors, theologians, or self-employed businesspeople. **To learn best:** Relate information to your feelings or personal experiences or find inner expression.
8. **Interpersonal.** Some people are **people smart**. They have interpersonal intelligence. They like to talk and work with people, join groups, and solve problems

Personal Evaluation Notebook



1.4

Multiple Intelligences

Put a check mark on the line next to the statement that is most often true for you. Consider what interests you or what you believe you are good at doing.

Verbal/ Linguistic	Logical/ Mathematical	Spatial	Musical	Bodily/ Kinesthetic	Environmental	Intrapersonal	Interpersonal
"Word Smart"	"Logic Smart"	"Picture Smart"	"Music Smart"	"Body Smart"	"Outdoor Smart"	"Self Smart"	"People Smart"
I like to —Tell stories —Read —Talk and express myself clearly —Persuade, argue, or negotiate —Teach or discuss topics with others —Write	I like to —Use logic to solve problems —Explore mathematics —Explore science —Observe and question how things work —Figure out how to fix things —Use logic to solve problems	I like to —Draw or sketch —Visualize —Add color —Build models —Create illustrations —Use space and spatial relationships	I like to —Use rhythms —Respond to music —Sing —Recognize and remember melodies and chords —Use songs to help me remember —Relax with music	I like to —Experience physical movement —Act things out —Use note cards and models to learn —Work with others —Touch and feel material —Be active and enjoy sports	I like to —Be outdoors —Camp and hike —Work in the earth —Collect samples —Take field trips —Appreciate nature	I like to —Be independent and work on my own —Reflect on ideas —Read and contemplate new thoughts —Go off and think through a situation alone —Be self-disciplined and set individual goals —Use personal experiences and inner expression	I like to —Inspire and lead others —Learn through discussions —Work with a group of people —"Read" other people —Hear another person's point of view —Be compassionate and helpful

Multiple Intelligences

Your goal is to try new strategies and create learning opportunities in line with each category.

What are some strategies you could easily incorporate?

For more information, see

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner, Basic Books, 1983.

Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style by Thomas Armstrong, Tarcher/Putnam, 1987

as part of a team. They have the ability to work with and understand people, as well as to perceive and be responsive to the moods, intentions, and desires of other people. Many become mediators, negotiators, social directors, social workers, motivational speakers, or teachers. **To learn best:** Join a group, get a study partner, or discuss with others.

● Learning Styles

There is no one best way to learn. *How do you think you can develop and integrate different learning styles?*



Discover Your Personality Type

Your learning style is often associated with your personality type—your “temperament.” The concepts of learning styles, personality, and temperament are not new. Early writings from ancient Greece, India, the Middle East, and China addressed various temperaments and personality types. The ancient Greek founder of modern medicine, Hippocrates, identified four basic body types and the personality type associated with each body type. Several personality typing systems grew out of this ancient view of body/mind typing.

Carl Jung’s Typology System

In 1921, psychologist Carl Jung proposed, in his book *Psychological Types*, that people are fundamentally different but also fundamentally alike. He identified three main attitudes/psychological functions people have, each with two types of personalities:

1. First, Jung classified *how people relate to the external or internal world*. **Extroverts** are energized and recharged by people, tending to be outgoing and social. They tend to be optimistic and are often uncomfortable with being alone. **Introverts** are energized by time alone, solitude, and reflection, preferring the world of ideas and thoughts. They tend to have a small but close set of friends and are more prone to self-doubt.
2. Next, Jung developed an assessment of *how people perceive and gather information*. **Sensors** learn best from their senses and feel comfortable with facts and concrete data. They like to organize information systematically. **Intuitives** feel

Class Discussion

Explain that Carl Jung’s contribution was to describe how people process information differently. Most students have heard of people being either extroverts or introverts. They may also be aware that some people are primarily thinkers and others process information through their feelings. Review other categories and ask students if some of the descriptive words fit their personalities.

more comfortable with theories, abstraction, imagination, and speculation. They respond to their intuition and rely on hunches and nonverbal perceptions.

3. Then, Jung characterized *how people prefer to make decisions*. **Thinkers** like to analyze problems with facts, rational logic, and analysis. They tend to be unemotional and use a systematic evaluation of data and facts for problem solving. **Feelers** are sensitive to the concerns and feelings of others, value harmony, and dislike creating conflict.

Jung suggested that differences and similarities among people can be understood by combining these types. Although people are not exclusively one of these types, he maintained that they have basic preferences or tendencies.

The Myers-Briggs Type Indicator

Jung's work inspired Katherine Briggs and her daughter, Isabel Briggs Myers, to design a personality test, called the Myers-Briggs Type Indicator (MBTI), which has become the most widely used typological instrument. They added a fourth attitude/psychological function (judgment/perception), which they felt was implied in Jung's writings, focusing on *how people live*. **Judgers** prefer orderly, planned, structured learning and working environments. They like control and closure. **Perceivers** prefer flexibility and spontaneity and like to allow life to unfold. Thus, with the four attitudes/psychological functions (extroverts vs. introverts, sensors vs. intuitives, thinkers vs. feelers, and judgers vs. perceivers), the MBTI provides 16 possible personality combinations. Although we may have all 8 preferences, 1 in each pair tends to be more developed. (See **Figure 1.3** on page 22, which lists many characteristics of extroverts, introverts, sensors, intuitives, thinkers, feelers, judgers, and perceivers.)



● Understanding Personality Types

Psychologists have developed a variety of categories to identify how people function best. *What personality type or types might apply to the person in this photograph?*

Connect Learning Styles and Personality Types: The Four-Temperament Profile

You now are aware of your preferred learning styles and have a sense of your personality type. How are these connected? How can you use this information to improve your learning skills and participate in productive group and team situations?

The simple Four-Temperament Profile demonstrates how learning styles and personality types are interrelated. **Personal Evaluation Notebook 1.5** on page 23 includes a number of questions that will help you determine your dominant temperament.

The following descriptions elaborate on the four temperaments in Personal Evaluation Notebook 1.5. Which is your dominant temperament: analyzer, creator, supporter, or director? Did the answer surprise you? Please keep in mind that inventories provide only clues. People change over time and react differently in different situations. However, use this knowledge to discover your strengths and to become a

Figure 1.3

Characteristics of Personality Types

This chart reflects information influenced by psychologists Carl Jung and Myers and Briggs. *How can understanding your own personality and temperament help you succeed in school and life?*

Hands-On Application

In small groups, discuss possible problems and opportunities for each situation:

1. One roommate is an extrovert, and the other is an introvert.
2. The instructor is very logical, facts-only, thinker type and the student processes information through feelings.
3. A boss has a sensing preference; the employee has an intuitive preference.
4. One co-worker has a judging preference, and the other co-worker has a perceiving preference.

Extroverts (E) vs. Introverts (I)		Sensors (S) vs. Intuitives (iN)	
Gregarious	Quiet	Practical	Speculative
Active, talkative	Reflective	Experience	Use hunches
Speak, then think	Think, then speak	See details	See the big picture
Outgoing, social	Fewer, closer friends	Sequential, work steadily	Work in burst of energy
Energized by people	Energized by self	Feet on the ground	Head in the clouds
Like to speak	Like to read	Concrete	Abstract
Like variety and action	Like quiet for concentration	Realistic	See possibilities
Interested in results	Interested in ideas	Sensible and hardworking	Imaginative and inspired
Do not mind interruptions	Dislike interruptions	Good and precise work	Dislike precise work
Thinkers (T) vs. Feelers (F)		Judgers (J) vs. Perceivers (P)	
Analytical	Harmonious	Decisive	Tentative
Objective	Subjective	Closure	Open-minded
Impersonal	Personal	Plan ahead	Flexible
Factual	Sympathetic	Urgency	Open time frame
Want fairness	Want recognition	Organized	Spontaneous
Detached	Involved	Deliberate	Go with the flow
Rule	Circumstances	Set goals	Let life unfold
Things, not people	People, not things	Meet deadlines	Procrastinate
Lineal	Whole	Just the facts	Interested and curious

well-rounded and balanced learner. Peak performers know not only their dominant style but also the way to integrate other styles when appropriate.

Analizers

Analizers tend to be logical, thoughtful, loyal, exact, dedicated, steady, and organized. They like following direction and work at a steady pace. The key word for analizers is *thinking*. (See **Figure 1.4** on page 25.)

Strengths: Creating concepts and models and thinking things through

Goal: Intellectual recognition; analizers are knowledge seekers

Classroom style: Analizers relate to instructors who are organized, know their facts, and present information logically and precisely. They dislike the ambiguity of subjects that do not have right or wrong answers. They tend to be left-brained and seem more concerned with facts, abstract ideas, and concepts than with people.

Learning style: Analizers often perceive information abstractly and process it reflectively. They learn best by observing and thinking through ideas. They like models, lectures, textbooks, and solitary work. They like to work with things and analyze how things work. They evaluate and come to a precise conclusion.

Hands-On Application

Role-playing:

1. In small groups, have one student play an instructor with an analyzer-style profile. Have three or four team members play students in the analyzer's class. One observer should take notes. Discuss findings in small groups.
2. List suggestions for dealing effectively with an instructor with a dominant analyzer style. Discuss in large groups with the class.

Teaching Tip

Discuss possible majors and careers for the analyzer style.

Personal Evaluation Notebook



1.5

The Four-Temperament Profile

The following statements indicate your preference in working with others, making decisions, and learning new information. Read each statement, with its four possible choices. Mark 4 next to the choice MOST like you, 3 next to the choice ALMOST ALWAYS like you, 2 next to the choice SOMEWHAT like you, and 1 next to the choice LEAST like you.

1. I learn best when I

- a. rely on logical thinking and facts.
- b. am personally involved.
- c. can look for new patterns through trial and error.
- d. use hands-on activities and practical applications.

2. When I'm at my best, I'm described as

- a. dependable, accurate, logical, and objective.
- b. understanding, loyal, cooperative, and harmonious.
- c. imaginative, flexible, open-minded, and creative.
- d. confident, assertive, practical, and results-oriented.

3. I respond best to instructors and bosses who

- a. are factual and to the point.
- b. show appreciation and are friendly.
- c. encourage creativity and flexibility.
- d. expect me to be involved, be active, and get results.

4. When working in a group, I tend to value

- a. objectivity and correctness.
- b. consensus and harmony.
- c. originality and risk taking.
- d. efficiency and results.

5. I am most comfortable with people who are

- a. informed, serious, and accurate.
- b. supportive, appreciative, and friendly.
- c. creative, unique, and idealistic.
- d. productive, realistic, and dependable.

6. Generally, I am

- a. methodical, efficient, trustworthy, and accurate.
- b. cooperative, genuine, gentle, and modest.
- c. high-spirited, spontaneous, easily bored, and dramatic.
- d. straightforward, conservative, responsible, and decisive.

7. When making a decision, I'm generally concerned with

- a. collecting information and facts to determine the right solution.
- b. finding the solution that pleases others and myself.
- c. brainstorming creative solutions that feel right.
- d. quickly choosing the most practical and realistic solution.

Teaching Tip

Indicate to students that there is no "best" style. Each style has effective and ineffective traits.

(continued)

Personal Evaluation Notebook



1.5

The Four-Temperament Profile *(concluded)*

8. You could describe me in one word as

- a. analytical.
- b. caring.
- c. innovative.
- d. productive.

9. I excel at

- a. reaching accurate and logical conclusions.
- b. being cooperative and respecting people's feelings.
- c. finding hidden connections and creative outcomes.
- d. making realistic, practical, and timely decisions.

10. When learning at school or on the job, I enjoy

- a. gathering facts and technical information and being objective.
- b. making personal connections, being supportive, and working in groups.
- c. exploring new possibilities, tackling creative tasks, and being flexible.
- d. producing results, solving problems, and making decisions.

Score: To determine your style, mark the choices you made in each column below. Then add the column totals. Highest number in

- Column a, you are an analyzer
- Column b, you are supporter
- Column c, you are a creator
- Column d, you are a director

	Choice a	Choice b	Choice c	Choice d
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
Total	_____	_____	_____	_____
	Analyzer	Supporter	Creator	Director

Effective Traits	Ineffective Traits	Possible Majors	Possible Careers	How to Relate to Analyzers
Objective	Too cautious	Accounting	Computer programmer	Be factual
Logical	Abrupt	Bookkeeping	Accountant	Be logical
Thorough	Unemotional	Mathematics	Bookkeeper	Be formal and thorough
Precise	Aloof	Computer science	Drafter	Be organized, detached, and calm
Detail-oriented	Indecisive	Drafting	Electrician	Be accurate and use critical thinking
Disciplined	Unimaginative	Electronics	Engineer	State facts briefly and concisely
		Auto mechanics	Auto mechanic	
			Technician	
			Librarian	

Figure 1.4

Profile of an Analyzer

Analyzers want things done right. Their favorite question is “What?” *Do you recognize any analyzer traits in yourself?*

Class Discussion

Review the traits of the analyzer style. Ask students:

1. Do you fit into this style?
2. What strategies would help you learn best?
3. Do you know people who fit this profile?
4. How could you best relate to this style?

Teaching Tip

Discuss possible majors and careers for the supporter style.

Class Discussion

Review the traits of the supporter style. Ask students:

1. Do you fit into this style?
2. What strategies would help you learn best?
3. Do you know people who fit this profile?
4. How could you best relate to this style?

Supporters

People who are supporters tend to be cooperative, honest, sensitive, warm, and understanding. They relate well to others. They value harmony and are informal, approachable, and tactful. In business, they place emphasis on people and are concerned with the feelings and values of those around them. The key word for supporters is *feeling*. (See **Figure 1.5**.)

Strengths: Clarifying values, creating harmony, and being a loyal team player

Goal: To create harmony, meaning, and cooperation; they are identity seekers

Classroom style: Supporters tend to learn best when they like an instructor and feel accepted and respected. They are easily hurt by criticism. They like to integrate course concepts with their own experiences. They relate to instructors who are

Effective Traits	Ineffective Traits	Possible Majors	Possible Careers	How to Relate to Supporters
Understanding	Overly compliant	Counseling or therapy	Elementary teacher	Be friendly
Gentle	Passive	Social work	Physical therapist	Be positive
Loyal	Slow to act	Family and consumer science	Social worker	Be sincere and build trust
Cooperative	Naive	Nursing	Therapist	Listen actively
Diplomatic	Unprofessional	Medical assisting	Counselor	Focus on people
Appreciative	Can be overly sensitive	Physical therapy	Nurse	Focus on personal values
		Education	Medical assistant	Create a comfortable, relaxed climate
				Create an experience they can relate to

Figure 1.5

Profile of a Supporter

Supporters want things done harmoniously and want to be personally involved. Their favorite question is “Why?” *Do you recognize any supporter traits in yourself?*

Figure 1.6

Profile of a Creator

Creators want things done with a sense of drama and style. Their favorite question is "What if?" *Do you recognize any creator traits in yourself?*

Effective Traits	Ineffective Traits	Possible Majors	Possible Careers	How to Relate to Creators
Imaginative	Unrealistic	Art	Writer	Be enthusiastic
Creative	Unreliable	English	Politician	Be involved
Visionary	Inconsistent	Music	Travel agent	Be flexible
Idealistic	Hasty	Design	Hotel manager	Be accepting of change
Enthusiastic	Impulsive	Hospitality	Cartoonist	Focus on creative ideas
Innovative	Impatient	Travel	Musician	
	Fragmented	Theater	Composer	
		Communications	Artist	Talk about dreams and possibilities
			Journalist	
			Craftsperson	
			Florist	
			Costume designer	
			Salesperson	
			Scientist	

Hands-On Application

Role-playing:

1. In small groups, have one student play an instructor with a supporter-style profile. Have three or four team members play students in the supporter's class. One observer should take notes. Discuss in small groups.
2. List suggestions for dealing effectively with an instructor with a dominant supporter style. Discuss with the class.

Teaching Tip

Discuss possible majors and careers for the creator style.

Class Discussion

Review the traits of the creator style. Ask students:

1. Do you fit into this style?
2. What strategies would help you learn best?
3. Do you know people who fit this profile?
4. How can you relate best to this style?

Hands-On Application

Role-playing:

1. In small groups, have one student play an instructor with a creator-style profile. Have three or four team members play students in the creator's class. One observer should take notes. Discuss in small groups.
2. List suggestions for dealing effectively with an instructor with a dominant creator style. Discuss with the class.

warm and sociable, tell interesting stories, use visuals, and are approachable. They learn best by listening, sharing ideas and feelings, and working in teams.

Learning style: Supporters perceive information through intuition and process it reflectively. They like to deal with their feelings. They prefer learning information that has personal meaning, and they are patient and likeable. They are insightful; they are imaginative thinkers and need to be personally involved.

Creators

Creators are innovative, flexible, spontaneous, creative, and idealistic. Creators are risk takers; they love drama, style, and imaginative design. They like fresh ideas and are passionate about their work. The key word for creators is *experience*. (See **Figure 1.6**.)

Strengths: Creating visions that inspire people

Goal: To make things happen by turning ideas into action; they are experience seekers

Classroom style: Creators learn best in innovative and active classrooms. They relate to instructors who have a passion for their work; who are challenging, imaginative, and flexible; who present interesting ideas; and who make the topic exciting.

Learning style: Creators learn by doing and being involved in active experiments. They perceive information concretely and process it actively. They like games, role-playing, stories, plays, music, illustrations, drawings, and other visual stimuli. They ask questions and enjoy acting on ideas. They are usually good public speakers. They are future-oriented and good at seeing whole systems.

Directors

Directors are dependable, self-directed, conscientious, efficient, decisive, and results-oriented. They like to be the leader of groups and respond to other people's ideas when they are logical and reasonable. Their strength is in the practical

Effective Traits	Ineffective Traits	Possible Majors	Possible Careers	How to Relate to Directors
Confident	Aggressive	Business	Lawyer	Set deadlines
Assertive	Pushy	Law enforcement	Police officer	Be responsible for your actions
Active	Insistent	Construction	Detective	Focus on results
Decisive	Overpowering	Woodworking	Consultant	Focus on achievements
Forceful	Dominating	Carpentry	Banker	Do not try to take control
Effective leader		Business management	Park ranger	Do not make excuses
Results-oriented		Wildlife conservation	Forest ranger	Have a direction
		Forestry	Administrator for outdoor recreation	Make known time or other changes in schedule

Figure 1.7

Profile of a Director

Directors want to produce results in a practical manner. Their favorite question is "How?" Do you recognize any director traits in yourself?

application of ideas. Because of this ability, they can excel in a variety of careers, such as law enforcement, banking, and legal professions. The key word for directors is *results*. (See Figure 1.7.)

Strengths: Integrating theory with practical solutions

Goal: To find practical solutions to problems; they are security seekers

Classroom style: Directors relate to instructors who are organized, clear, to the point, punctual, and results-oriented. They prefer field trips and hands-on activities.

Learning style: Directors learn by hands-on, direct experience. They learn best by practical application. They like classes that are relevant. They work hard to get things done.

Integrate Styles to Maximize Learning

Just as there is no best way to learn, there is no one instrument, assessment, or inventory that can categorize how you learn best. There are many theories about learning styles, and none of them should be regarded as air-tight explanations. Any learning style assessment or theory is, at best, a guide.

The assessment instruments discussed in this text have been adapted from various sources and are based on many years of research. They are simple, yet they provide valuable clues and strategies for determining how you learn, process information, and relate to others. They also provide you with clues for possible college majors and careers that fit your personality and style. Ask your instructor or learning center if there are certain assessments they recommend.

As mentioned, the purpose of these inventories is to provide a guide, not to categorize you into a specific box. Note how all learning styles are connected and that we use all of them, depending on the situation, task, and people involved. The goals are to develop positive strategies based on your natural talents and abilities and to expand your effectiveness by integrating all learning styles.

Teaching Tip

Discuss possible majors and careers for the director style.

Class Discussion

Review the traits of the director style. Ask students:

1. Do you fit into this style?
2. What strategies would help you learn best?
3. Do you know people who fit this profile?
4. How can you relate best to this style?

Hands-On Application

Role-playing:

1. In small groups, have one student play an instructor with a director-style profile. Have three or four team members play students in the director's class. One observer should take notes. Discuss in small groups.
2. List suggestions for dealing effectively with an instructor with a dominant director style. Discuss with the class.

Key Teaching Concept

Integrate all styles to enhance learning.

Hands-On Application

Have students explore how they can develop and integrate different learning styles.

Further Reading

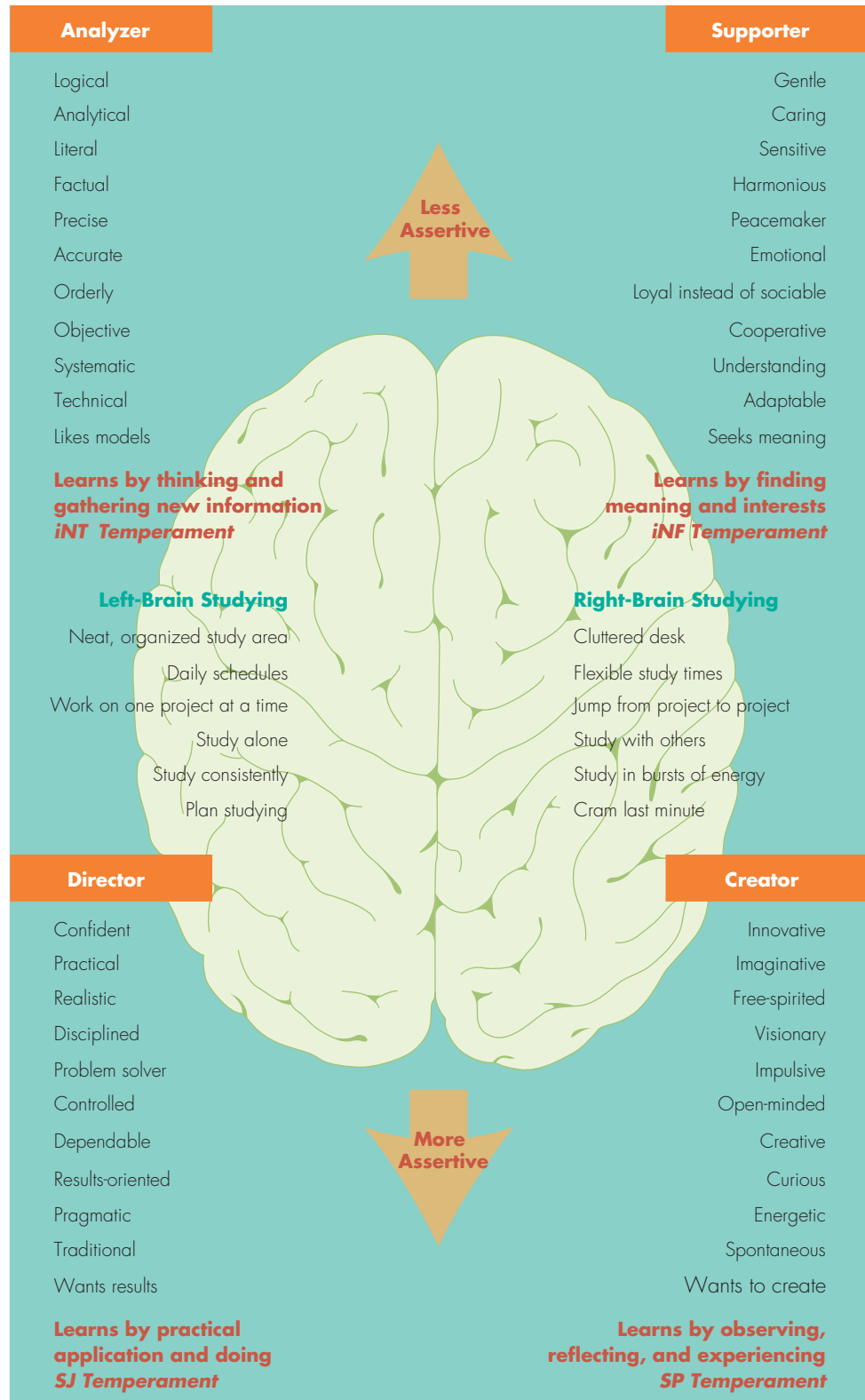
The Enneagram Made Easy by Renee Baron and Elizabeth Wagele describes the Enneagram, a typing system that is growing in popularity as a way of achieving self-awareness and spiritual growth.

Figure 1.8

Integrated Brain Power

Integrating both sides of the brain boosts learning, memory, and recall. *Do you think you are left- or right-brain dominant?*

- Use**
- TM 1.12 Left-Right Brain Preference
 - TM 1.13 Integrated Brain Power



Psychologist William James believed that people use less than 5 percent of their potential. Think of what you could accomplish if you could learn to work in alignment with your natural preferences and integrate various learning styles and techniques. **Figure 1.8** illustrates how the many learning styles and personality types

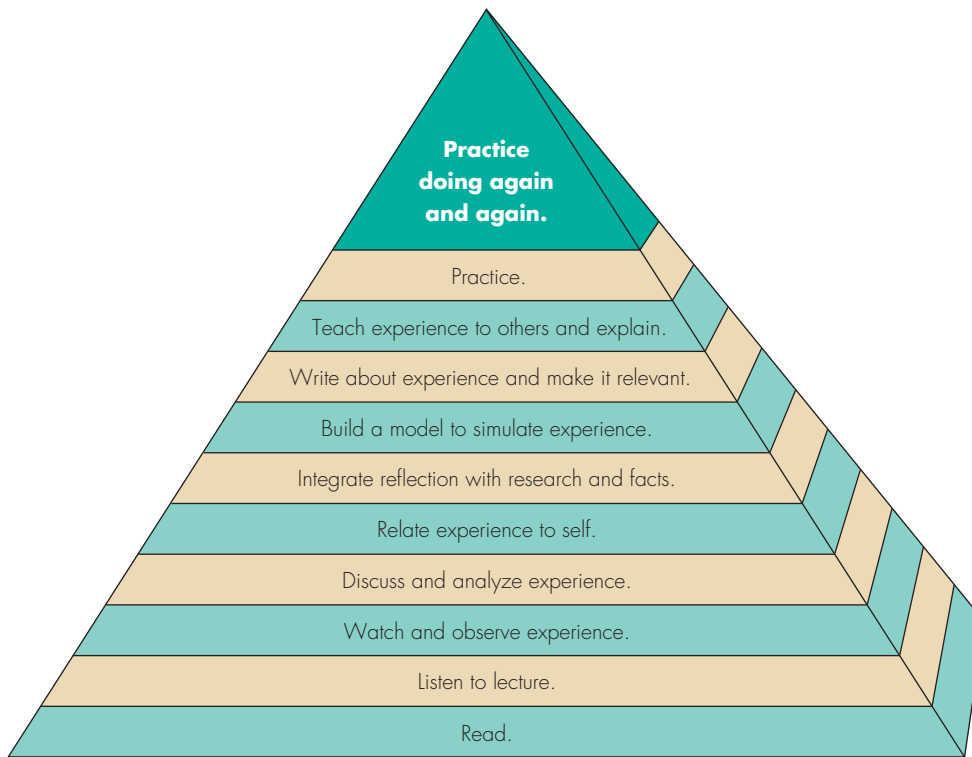


Figure 1.9

Peak Performance Learning Pyramid

Maximize your effectiveness by integrating various learning styles and skills as you move up the pyramid. *What additional skills and learning styles would enhance your learning ability?*

Use

TM 1.11 Peak Performance Learning Pyramid

come together. **Figure 1.9** then explores the Peak Performance Learning Pyramid, which illustrates how you can maximize your effectiveness by integrating learning styles. Now that you have assessed how you learn best—as well as new ways to learn—let’s explore how learning is a never-ending cycle.

The Adult Learning Cycle

You can become a more effective learner, problem solver, and decision maker when you understand how you learn best and when you integrate all the learning and personality styles. David Kolb, a professor at Case Western Reserve University, developed an inventory that categorizes learners based on how they process information:

1. Concrete experience: learn by feeling and personal experience
2. Reflective observation: learn by observing and reflecting
3. Abstract conceptualization: learn by thinking and gathering information
4. Active experimentation: learn by doing and hands-on activities

Kolb’s theory about learning styles is similar to Carl Jung’s four attitudes/psychological functions (feeling, intuition, thinking, and sensation). The crux of Kolb’s theory is that you learn by practice, repetition, and recognition. Thus, do it, do it again, and then do it again.

The following Adult Learning Cycle is an adaptation of both Kolb’s and Jung’s theories. It includes a fifth stage and illustrates how they are complementary to one another. (See **Figure 1.10**.)

Teaching Tip

Have students discuss and apply the Adult Learning Cycle to various situations, i.e., riding a bike or learning to use the computer.

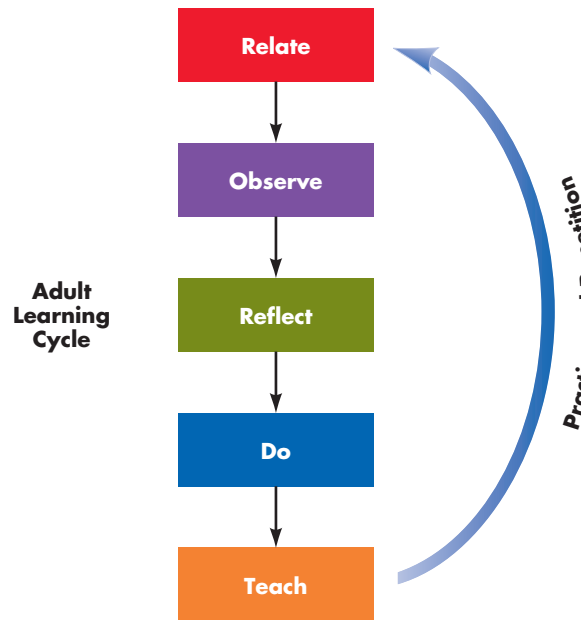
Further Reading

David A. Kolb’s *Experiential Learning: Experience as the Source of Learning and Development* details his theory about learning styles.

Figure 1.10

The Adult Learning Cycle

The key to learning is practice and repetition. *Why is “Teach” an essential, unique step?*



1. **RELATE. Why do I want to learn this?** What personal meaning and interest does this have for me? I learn by feeling, having personal experiences, and talking with others.
2. **OBSERVE. How does this work?** I learn by watching, listening, and experiencing.
3. **REFLECT. What does this mean?** I learn by thinking, gathering information, and reflecting.
4. **DO. What can I do with this?** I learn by doing, finding practical applications, and defining procedures.
5. **TEACH. How can I relay this information to others?** I learn by demonstrating and explaining, as well as by acknowledging and rewarding positive outcomes.

Depending on your learning style, the information to be learned, and the situation, you may find yourself starting the Adult Learning Cycle at different stages. *The key to learning is practice and repetition.* As you repeat the stages, meaning and recall are strengthened. To make learning long-lasting, you need to find ways to make learning meaningful and physical. For example, let's say you are taking a computer class:

1. **RELATE personal meaning, interests, and relevance.** Why do you want to use the computer? What are the benefits to you, your coursework, and your career? How does this relate to what you already know, such as typing skills? In what programs or skills would you like to become proficient? Think about the opportunities and talk with other people about the practical uses of a computer. Study and learn in a group.
2. **OBSERVE your instructor and watch other people using the computer.** Listen and ask questions. Talk, read, and write about your experiences. What is new and different? Jot down instructions, draw, sketch, and add color to your notes. Find music to illustrate ideas or use background music as you learn. Experience doing a task as your instructor or a friend helps you.

3. **REFLECT on problems critically and in sequence.** Build on information and qualify it. What works and doesn't work? Test new ways of doing things. Ask people when you get stuck. Find new ways to solve problems. Relate what you know to new information. Review instructions when you are stumped.
4. **DO it and learn by trial and error.** Jump in and try new tasks. Learning to use a computer is a great example of hands-on learning. Find new applications.
5. **TEACH it to others.** Demonstrate to someone else what you have learned. Answer questions and ask for feedback.

Then return to Stage 1 and reaffirm the benefits of learning this valuable new skill. Here's another example. Susan owns a bed and breakfast inn, which has a combination lock on the front door. Her guests need to learn how to use the lock:

1. **RELATE:** "I don't want to get locked out!" Guests have a personal interest in learning the combination, since that will be how they get in and out of the inn. It is important and relevant information.
2. **OBSERVE:** "Here's how it works." Susan shows them how to use the combination lock and talks to them as she demonstrates. They watch and gather information. Often, they repeat what she has said.
3. **REFLECT:** "Did I get it?" They integrate information and Susan offers an overview: "Don't forget to turn the knob all the way to the right."
4. **DO:** "Now I'll try it." They practice learning by doing it, and Susan offers instruction as they are doing it. "Press the 5 button four times and turn all the way to the right."
5. **TEACH:** "Let me show you." They may teach it to their spouse or practice it again while they say the combination out loud.

You can adapt the Adult Learning Cycle to fit your preference, but you will be most effective if you integrate all the learning styles and make learning physical and meaningful.

In each chapter, we will explore practical examples of the Adult Learning Cycle. For example, in Chapter 12, the Adult Learning Cycle will be applied to effective communication and how you can enhance your communication skills.

Overcome Obstacles

On your journey to success, more than likely you will run into stumbling blocks (or even big boulders). As mentioned before, maintain a positive attitude and make sure you are using your self-management tools.

Adjust Your Learning Style to Your Instructor's Teaching Style

Just as we all have different learning styles, your instructors will have a variety of teaching styles. Rather than being resistant, find ways to adapt by maximizing the ways you learn best and by incorporating other techniques. For example, if you prefer a highly structured lecture, focusing on facts and taking notes, you may not feel comfortable in a student-centered course where ideas and class discussion are key

Teaching Tip

Stress the importance of using the computer every day to build skills. Encourage students to e-mail instructors, advisors, and friends. Have them keep a self-assessment journal on the computer.

and you work in small groups with little structure. The following are some strategies to help you succeed in this type of course:

- Ask questions and clarify expectations.
- Be flexible and willing to try new approaches.
- Be an active participant in class and go to every class.
- Get to know other students and form study teams.
- Be interested in other points of view.
- See exercises and class discussions as learning opportunities.
- Be friendly yet respectful and visit your instructor during office hours.
- Ask your instructor what you can do to improve.
- Do any extra credit projects that are offered.
- Try looking at the whole of a concept before breaking it into parts.
- If the instructor jumps around a lot in a lecture, or digresses, ask for main points.
- Find or ask for the theme or key points of each class.
- Focus on the learning process, not just the final product.

Let's say you prefer warm relationships and a nonstructured class. You find yourself in a traditional, content-centered, straight lecture class with few visuals or class discussion. Here are a few suggestions for adapting:

- Read the syllabus and know expectations.
- Listen attentively and take detailed notes.
- Clarify the weight of each test, paper, or project.
- Make certain you know and meet each deadline.
- Anticipate the lecture and be prepared.
- Focus on the lecture and avoid talking to others during class.
- Work in a study team, discuss lecture concepts, and predict test questions.
- Ask questions and ask for examples from the instructor and study team.
- Take advantage of the logical sequence of material and take notes accordingly.
- Add color, supporting examples, and drawings to your notes.
- Connect lectures to drawings, photographs, and diagrams in the textbook.
- Ask the instructor for visuals that help illustrate the points made in class.
- Have your questions ready when talking to your instructor during office hours.
- Use analytical thinking and focus on facts and logic.
- Be precise in definitions and descriptions.

Class Discussion

In small groups, have students:

- Review their barriers to self-assessment.
- Look for common barriers and list strategies to overcome these barriers.
- Discuss tips for choosing a major or career path.

If absolutely necessary, you can drop the class and sign up for a class with an instructor who has a teaching style that is similar to your learning style. However, since in the workplace you will be interacting with colleagues and employers with a variety of personality types and learning styles, it's important for you to learn coping and adapting skills now to help you maximize your success.

Use Critical Thinking

A barrier to success is a lack of critical thinking, which keeps you from facing reality. Look honestly at all areas of your life. Use critical thinking to assess your performance and plan new ways to overcome discouragement and setbacks. For example, you may have discovered in your assessment exercises that you tend to be late for class or work. Create ways to help you become punctual, such as setting your clock 10 minutes early and getting organized the night before. Positive habits help you overcome counterproductive behavior. Do not get discouraged. Acknowledge and work on your shortcomings and focus on your successes. Realize that everyone gets off course sometimes, so don't dwell on mistakes. Focus on your strengths and positive habits to get back on track.

“I have not failed.
I've just found
10,000 ways that
won't work.”

THOMAS EDISON
Inventor

TAKING CHARGE

Summary

Hands-On Application

Have students answer these questions:

1. What did you learn from the chapter that has been most helpful?
2. What is the most important thing you've learned so far in college?
3. What is the most important thing you've learned so far outside the classroom?

In this chapter I learned to:

- **Strive to become a peak performer.** Peak performers come from all walks of life, maximize their abilities and resources, and focus on positive results.
- **Practice self-management.** I know that I am responsible for my own success, and there are a number of self-management techniques and behaviors that I can practice that will make me successful.
- **Self-assess.** Assessing and objectively seeing myself will help me recognize my need to learn new skills, relate more effectively with others, set goals, manage time and stress, and create a balanced and productive life.
- **Use my critical thinking skills.** Critical thinking is a logical, rational, and systematic thought process I can use to think through a problem or situation to make sound choices and good decisions.
- **Visualize success.** Visualization is a self-management tool I can use to see myself being successful. I will also use affirmations (positive self-talk) to focus on what's important.
- **Reflect on information.** I will think about how experiences are related and what I can learn from them, including keeping a written (or online) journal to record my thoughts.
- **Create a personal mission statement.** Drafting a mission statement will help me determine my values and interests and focus on my long-term goals.
- **Make connections between skills for school and job success.** The Secretary's Commission on Achieving Necessary Skills (SCANS) outlines skills and competencies that are critical to success in school as well as the job market.
- **Determine my learning style.** By knowing my preferred learning style, such as visual, auditory, or kinesthetic, I know how I learn best and how to incorporate features of other learning styles in order to maximize my learning opportunities.
- **Explore various personality types.** Although personality typing has been around for centuries, Jung identified extroverts vs. introverts, sensors vs. intuitives, and thinkers vs. feelers. Myers and Briggs added judgers and perceivers and developed the Myers-Briggs Type Indicator.
- **Integrate learning styles and personality types.** Once I understand my learning style(s) and personality type(s), I can incorporate features of other styles to maximize my learning. Although I tend to be either left-brain dominant (linguistic) or right-brain dominant (visual), the goal is to use all my brain power to learn new skills and information.
- **Apply the Adult Learning Cycle.** This five-step process (relate, observe, reflect, do, and teach) demonstrates that learning comes from repetition, practice, and recall.
- **Adjust to my instructor's teaching style.** If my learning style is different from my instructor's teaching style, I will try new strategies that will maximize my learning in that class.

Performance Strategies

Following are the top 10 strategies for becoming a life-long learner.

- Strive to become a peak performer in all aspects of your life.
- Practice self-management to create the results you want.
- Use critical thinking and honesty in self-assessment.
- Practice visualization and state affirmations that focus on positive outcomes.
- Create a personal mission statement.
- Make the connection between school and job success.
- Discover your learning and personality styles.
- Integrate all learning styles.
- Apply the Adult Learning Cycle to maximize your learning.
- Focus on strengths and successes.

Tech for Success

Take advantage of the text's Web site at www.mhhe.com/ferrett7e for additional study aids, useful forms, and convenient and applicable resources.

- **Electronic journal.** Sometimes critical thinking is easier when you write down your responses. Keeping an electronic reflection and self-assessment journal allows for easy updating and gathering of information, which can be pulled into your career portfolio later.
- **Mission statement business cards.** To keep yourself motivated and focused, print your mission statement on business cards, carry them with you, and share them with family and friends. Consider chipping in with another student or your study group and buying prescored printer paper, or simply print on a heavier paper stock and cut the cards apart.
- **Online self-assessments.** A number of online assessments can help you determine the best careers to fit your personality. Talk with your instructor, as your school may already have some available in your career center, such as the Learning and Study Strategies Inventory (LASSI).

Study Team Notes



Louis Parker

ACCOUNTANT AND FINANCIAL PLANNER

Related Majors: Accounting, Business Administration, Economics, Finance

Setting Business Goals

Louis Parker is a certified public accountant (CPA) and financial planner. In 1994, he started his own business, Parker Inc., by offering accounting services. Louis prepares taxes, financial reports, and payroll, and he does bookkeeping for individuals and small businesses. He employs three full-time and one part-time assistant but needs five full-time workers to help during peak tax season (January–April).

To get feedback on his services, Louis occasionally does a survey of his clients. The survey shows whether his clients are getting the services they want at prices they believe are reasonable. Louis uses the results of the survey to set goals and plan for the future.

Another of Louis's goals is to continually increase business, as Louis believes that, without marketing and growth, his business will decline. Louis has used telemarketing services to help him set up appointments with prospective clients.

A few years ago, Louis decided to add financial planning because his clients were continually asking for his advice in financial areas. Financial planners help clients attain financial goals, such as retirement or a college education for their children. Louis was able to get certified in financial planning. Because he is affiliated with a financial services organization, he sometimes helps clients invest in the stock market, mainly in mutual funds. Currently, financial planning is only 10 percent of his business, but Louis's goal is to eventually increase that amount to 30 percent.

CRITICAL THINKING How might a survey of his clients help Louis assess his personal strengths and weaknesses? What strategies should he put in place to follow up on client feedback? How can he incorporate the feedback into his long-term goals?

Peak Performer

PROFILE

Christy Haubegger

At first glance, the glossy magazine looks like many others on the newsstands. The front cover offers a snapshot of the current issue: a profile of a famous celebrity, beauty and fashion tips, and a self-help article to improve the inner being. The big, bold letters across the top, however, spell the difference. This is *Latina*, the first bilingual magazine targeted at Hispanic-American women and the inspiration of founder Christy Haubegger. More than 2 million bilingual, bicultural women are avid readers of this popular magazine.

Born in Houston, Texas, in 1968, Haubegger has described herself as a “chubby Mexican-American baby adopted by parents who were tall, thin, and blond.” As a teenager during the mega-media 1980s, she was especially sensitive to the lack of Hispanic role models in women’s magazines. It was a void waiting to be filled. At the age of 20, Haubegger received a bachelor’s degree in philosophy from the University of Texas. At 23, she earned her law degree from Stanford, where she joined the editorial staff of the *Law Review*, rising to the position of senior editor: “My experience as senior editor gave me a start in the worlds of journalism and publishing.”

Haubegger also took a course in marketing. In that class, she had to write a business plan for a favorite



enterprise. *Latina* magazine was born. As one of the best-known publications for Hispanic-American women, *Latina* covers issues such as health, politics, family, and finance, as well as beauty and entertainment. *Latina* provides Hispanic women a voice and reminds them that they are part of the American Dream.

PERFORMANCE THINKING If you were assessing the characteristics that make Christy Haubegger a successful entrepreneur, which would you say are the most important?

CHECK IT OUT Go to www.latina.com to see the numerous online features the magazine offers of interest to the U.S. Latin community.

Starting Today

At least one strategy I learned in this chapter that I plan to try right away is:

What changes must I make in order for this strategy to be effective?

Review Questions

Based on what you have learned in this chapter, write your answers to the following questions:

1. What is a peak performer? List at least three potential characteristics.

2. Define visualization and how and when you can practice this self-management tool.

3. Explain the differences among the three types of learners (visual, auditory, kinesthetic).

4. Why is it important to know your learning style and personality type?

5. How does critical thinking help you overcome barriers to self-assessment?

Making a Commitment

In the Classroom

Eric Silver is a freshman in college. He doesn't know what major to choose and isn't even sure if he wants to continue going to college. His parents are urging him to pursue his college career, but Eric wants to go to work instead. In high school, he never settled on a favorite subject, though he did briefly consider becoming a private investigator after reading a detective novel. His peers seem more committed to college and have better study habits. Eric prefers a hands-on approach to learning, and he finds it difficult to concentrate while studying or listening to a lecture. However, he enjoys the outdoors and is creative. Once he gets involved in a project he finds interesting, he is very committed.



1. What strategies from this chapter would be most useful to help Eric understand himself better and gain a sense of commitment?

2. What would you suggest to Eric to help him find direction?

In the Workplace

Eric has taken a job as a law enforcement officer. He feels more comfortable in this job than he did in school, since he knows he performs best when actively learning. He enjoys teamwork and the exchange of ideas with his co-workers. Eric also realizes that, in order to advance in his work, he needs to continue his education. He is concerned about balancing his work, school, and family life. He does admit that he did not excel in subjects he was less interested in. Eric never learned effective study habits but realizes that he must be disciplined when returning to college.

3. What suggestions would you give Eric to help him do better in school?

4. Under what category of learning style does Eric fall and what are the ineffective traits of this style that he needs to work on most?

Applying the ABC Method of Self-Management

In the Journal Entry on page 1 of this chapter, you were asked to think about what you are hoping to gain from your college experience. How does earning a college degree help you both personally and professionally? Essentially, “Why are you here?” On the lines provided, indicate your answers to those questions.

Now think about the obstacles you may have faced to get to this point and what you did to overcome them. State at least one of those obstacles:

Now apply the ABC method to one of the obstacles.

A = Actual event:

B = Beliefs:

C = Challenge:

Did you use this or a similar thought process when you first encountered the obstacle? Was the obstacle not really as big as it first seemed?

PRACTICE SELF-MANAGEMENT

For more examples of learning how to manage difficult situations, see the “Self-Management Workbook” section of the Online Learning Center Web site at www.mhhe.com/ferrett7e.

Assessing and Applying Learning Styles, Personality Types, and Temperaments

LEARNING STYLES

I am a(n) (circle one):

Visual learner

Auditory learner

Kinesthetic learner

The following learning habits make me most like this learning style:

What features of the two other learning styles should I incorporate to make me a well-rounded learner?

PERSONALITY TYPES

I am a(n) (circle one for each):

Extrovert or introvert

Sensor or intuitive

Thinker or feeler

The following characteristics make me most like these personality types:

How can I incorporate positive features of the opposite personality types?

TEMPERAMENTS

I am a(n) (circle one):

Analyzer

Supporter

Creator

Director

The following characteristics make me most like this temperament:

What positive behaviors/traits can I incorporate from the other three temperaments?

(continued)

CREATING THE IDEAL TEAM

In school and at work, you will often be a member of a project team. In most cases, you do not have the opportunity to select your team members but, instead, need to learn how to maximize each other's strengths.

Let's pretend, however, that you have the opportunity to select a four-person team to tackle an assignment. Now that you know your preferences, indicate the characteristics of three potential teammates who would be complementary. Indicate why you think each person would be an asset to the team.

PERSON #1

Learning style:

Personality type:

Temperament:

What this person will add to the team:

PERSON #2

Learning style:

Personality type:

Temperament:

What this person will add to the team:

PERSON #3

Learning style:

Personality type:

Temperament:

What this person will add to the team:

AND ME

What I add to the team:

Applying the Four-Temperament Profile

You've explored your temperament and discovered your preferred learning style and personality type. Apply this knowledge by associating with people who have various styles and find ways to relate to and work more effectively with different people.

For example, let's say that you are assigned to a five-person team that will present a serious public health issue to your personal health class. You are a supporter type, and you find yourself having a conflict with Joe, a director type. You are in your first meeting, and Joe is ready to choose a topic for the group project, even though one team member is absent.

Apply the ABC Method of Self-Management to focus your energies on building rapport and understanding:

- A = Actual event:** "Joe wants to choose a topic for the group project, even though one person isn't here to voice her opinion."
- B = Beliefs:** "I think that we are not taking the time to be sensitive to the needs of all the team members. Everyone should be present before we make a decision. Joe is trying to take control of the group and is just impatient. I'm worried that the absent group member will not like the decision or may even be hurt that she wasn't involved. I resent being rushed and I'm afraid that conflict will result. Maybe this person will even quit the group."
- C = Challenge:** "What is the worst thing that could happen if we choose a topic today? We can always refocus later if we find this topic doesn't fit our goals. Chances are the absent member would agree with the topic in question, anyhow. Joe is probably not impatient—he just wants to make a decision and get us moving. I'm glad our group is made up of different strengths and personalities. I'm psyched that our team members have complementary strengths and can respect and work well with each other. I know that Joe will keep us moving forward and that he will be sensitive to my concerns that we listen to each other and respect each other's feelings."

Are you experiencing a similar situation or conflict in your school, work, or personal life? If so, use the ABC method to visualize a positive solution:

A = Actual event:

B = Beliefs:

C = Challenge:

