# KEYS TO COLLEGE SUCCESS



8<sup>TH</sup> EDITION



CARTER KRAVITS

### **Eighth Edition**

## Keys to College Success

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#### SCORING GRID FOR MULTIPLE PATHWAYS TO LEARNING

For each intelligence, shade the box in the row that corresponds with the range where your score falls. For example, if you scored 17 in bodily-kinesthetic intelligence, you would shade the middle box in that row; if you scored a 13 in visual-spatial, you would shade the last box in that row. When you have shaded one box for each row, you will see a "map" of your range of development at a glance.

A score of 20–24 indicates a high level of development in that particular type of intelligence, 14–19 a moderate level, and below 14 an underdeveloped intelligence.

	20–24 (HIGHLY DEVELOPED)	14–19 (MODERATELY DEVELOPED)	BELOW 14 (UNDERDEVELOPED)
Bodily-Kinesthetic			
Visual-Spatial			
Verbal-Linguistic			
Logical-Mathematical			
Interpersonal			
Intrapersonal			
Naturalistic			

Multiple Pathways to Learning Scoring Grid

although you will not become a world-class athlete if you have limited athletic ability, you can develop what you have with focus and work. Conversely, even a highly talented athlete will lose ability without practice. This reflects how the brain grows with learning and becomes sluggish without it.

#### VAK/VARK: A related self-assessment

A related self-assessment is the VAK or VARK questionnaire. VAK/VARK assesses learning preferences in three (or four) areas: visual, auditory, read/write (in VARK), and kinesthetic. This text focuses on the Multiple Intelligences (MI) assessment because it incorporates elements of VAK/VARK and expands upon them, giving you a comprehensive picture of your abilities. Keep in mind that auditory learning is part of two MI dimensions:

• Many auditory learners have strong verbal intelligence but prefer to hear words (in a lecture or discussion or on a recording) instead of reading them.

If you tend to absorb information better through listening, try study suggestions for these two intelligences. Some instructors convert their lectures into podcasts, which can be very helpful. For further information about VAK/VARK, go to www.vark-learn. com, or search online using the keywords "VAK assessment."

Complete the Multiple Pathways to Learning assessment and scoring grid to determine where you are right now in the seven intelligence areas. Then look at Key 4.2 to identify specific skills associated with each area. Elsewhere in your text, you may find information about how to apply your learning styles knowledge to key college success skills.

## Assess How You Interact with Others: Personality Spectrum

Personality assessments help you understand how you respond to the world around you, including people, work, and school. They also can help guide you as you explore majors and careers.

The concept of dividing human beings into different "personality types" goes as far back as Aristotle and Hippocrates, two ancient Greek philosophers. In the early

20th century, psychologist and philosopher Carl Jung focused on personality (typology) based on these characteristics:<sup>5</sup>

An individual's preferred "world." Jung said that extroverts tend to prefer the outside world of people and activities, while introverts tend to prefer the inner world of thoughts, feelings, and fantasies.

TYPOLOGY

A systematic classification or study of types.

■ Different ways of dealing with the world, or "functions." Jung defined four distinct interaction dimensions used to different degrees: sensing (learning through your senses), thinking (evaluating information rationally), intuiting (learning through an instinct that comes from many integrated sources of information), and feeling (evaluating information through emotional response).

#### 4.2 Particular abilities and skills are associated with each intelligence. **Verbal-Linguistic** • Remembering terms easily • Mastering a foreign language • Using writing or speech to convince someone to do or believe something Logical-Mathematical • Recognizing abstract patterns • Using facts to support an idea, and generating ideas based on evidence • Reasoning scientifically (formulating and testing a hypothesis) Visual-Spatial • Recognizing relationships between objects Representing something graphically Manipulating images **Bodily-Kinesthetic** • Strong mind—body connection Controlling and coordinating body movement • Using the body to create products or express emotion Intrapersonal • Accessing your internal emotions • Understanding your own feelings and using them to guide your behavior • Understanding yourself in relation to others Interpersonal • Seeing things from others' perspectives • Noticing moods, intentions, and temperaments of others • Gauging the most effective way to work with individual group members **Naturalistic** • Ability to categorize something as a member of a group or species • Understanding of relationships among natural organisms • Deep comfort with, and respect for, the natural world

Later, in the 1960s and 1970s, Katharine Briggs and her daughter Isabel Briggs Myers developed an assessment based on Jung's typology, called the Myers-Briggs Type Inventory, or MBTI (information is available online at www.myersbriggs.org). One of the most widely used personality inventories in the world, it consists of 16 possible personality types from the four dimensions. David Keirsey and Marilyn Bates later condensed the MBTI types into four temperaments, creating the Keirsey Sorter (found at www.keirsey.com).

Psychologist Joyce Bishop adapted the Keirsey Sorter and MBTI material into four personality types—Thinker, Organizer, Giver, and Adventurer—to create the Personality Spectrum assessment. The Personality Spectrum helps you identify the kinds of interactions that are most and least comfortable for you, giving you a simplified overview of where you fall in the range of MBTI types.

Complete the Personality Spectrum assessment and then plot your results on the scoring diagram. As with multiple intelligences, these results may change over time as

#### PERSONALITY SPECTRUM STEP 1 Rank-order all four responses to each question from most like you (4) to least like you (1) so that for each question you use the numbers 1, 2, 3, and 4 one time each. Place numbers on the lines next to the responses. 4. most like me 3. more like me 2. less like me 1. least like me 1. I like instructors who 5. When I experience stress I would most likely a. \_\_\_\_\_ tell me exactly what is expected of me. a. \_\_\_\_\_ do something to help me feel more in control of my life. b. \_\_\_\_\_ make learning active and exciting. b. \_\_\_\_\_ do something physical and daring. c. \_\_\_\_\_ maintain a safe and supportive classroom. c. \_\_\_\_\_ talk with a friend. d. \_\_\_\_\_ go off by myself and think about \_\_\_\_ challenge me to think at higher levels. my situation. 2. I learn best when the material is 6. I would probably not be close friends with a. \_\_\_\_\_ well organized. someone who is b. \_\_\_\_\_ something I can do hands-on. a. \_\_\_\_\_ irresponsible. c. \_\_\_\_\_ about understanding and improving b. \_\_\_\_\_ unwilling to try new things. the human condition. c. \_\_\_\_\_ selfish and unkind to others. d. \_\_\_\_\_ intellectually challenging. d. \_\_\_\_\_ an illogical thinker. 3. A high priority in my life is to 7. My vacations could be described as a. \_\_\_\_\_ keep my commitments. a. \_\_\_\_\_ traditional. b. \_\_\_\_\_ experience as much of life as possible. b. \_\_\_\_\_ adventuresome. c. \_\_\_\_\_ make a difference in the lives of others. c. \_\_\_\_\_ pleasing to others. d. \_\_\_\_\_ understand how things work. d. \_\_\_\_\_ a new learning experience. 4. Other people think of me as 8. One word that best describes me is a. \_\_\_\_\_ dependable and loyal. a. \_\_\_\_\_ sensible. b. \_\_\_\_\_ dynamic and creative. b. \_\_\_\_\_ spontaneous. c. \_\_\_\_\_ caring and honest. c. \_\_\_\_\_ giving. d. \_\_\_\_\_ analytical. d. \_\_\_\_\_ intelligent and inventive. STEP 2 Add up the total points for each letter. TOTAL FOR a. \_\_\_\_\_ Organizer b. \_\_\_\_\_ Adventurer c. \_\_\_\_ Giver d. \_\_\_\_ Thinker STEP 3 Plot these numbers on the brain diagram on page 88.

**Personality Spectrum Assessment** 

#### SCORING DIAGRAM FOR PERSONALITY SPECTRUM

Write your scores from page 87 in the four squares just outside the brain diagram—Thinker score at top left, Giver score at top right, Organizer score at bottom left, and Adventurer score at bottom right.

Each square has a line of numbers that go from the square to the center of the diagram. For each of your four scores, place a dot on the appropriate number in the line near that square. For example, if you scored 15 in the Giver spectrum, you would place a dot between the 14 and 16 in the upper right-hand line of numbers. If you scored a 26 in the Organizer spectrum, you would place a dot on the 26 in the lower left-hand line of numbers. Connect the four dots to create a shape.

The more balanced the shape (closer to a square), the more equally developed

#### THINKER

Technical
Scientific
Mathematical
Dispassionate
Rational
Analytical
Logical
Problem Solving
Theoretical
Intellectual
Objective
Quantitative
Explicit

#### ORGANIZER

Realistic

Literal

Precise

**Formal** 

Tactical

Planning
Detailed
Practical
Confident
Predictable
Controlled
Dependable
Systematic
Sequential
Structured
Administrative
Procedural
Organized
Conservative
Safekeeping

Disciplined

the four spectrums of your personality. However, many people's shapes show one or two areas that are more developed than the others. For the Personality Spectrum, 26–36 indicates a strong tendency in that dimension 14–25 indicates a moderate tendency 0-13 indicates a minimal tendency

#### **GIVER**

Interpersonal **Emotional** Caring Sociable Giving Spiritual Romantic Feeling Peacemaker Trusting Adaptable **Passionate** Harmonious Idealistic Talkative Honest

#### ADVENTURER

Active Visual Risking Original Artistic Spatial Skillful **Impulsive** Metaphoric Experimental Divergent Fast-paced Simultaneous Competitive **Imaginative** Open-minded Adventuresome

**Personality Spectrum Scoring Grid** 



Thinker		<ul> <li>Solving problems</li> <li>Developing models and systems</li> <li>Analytical and abstract thinking</li> </ul>
Organizer		<ul> <li>Responsibility, reliability</li> <li>Neatness, organization, attention to detail</li> <li>Comprehensive follow-through on tasks</li> </ul>
Giver	+ FRIST AID	<ul> <li>Successful, close relationships</li> <li>Making a difference in the world</li> <li>Negotiation, promoting peace</li> </ul>
Adventurer		<ul> <li>Courageous and daring</li> <li>Hands-on problem solving</li> <li>Active and spontaneous style</li> </ul>

you experience new things, change, and continue to learn. Key 4.3 then shows the skills associated with each personality type.

Also based on Jung's work is the Golden Personality Assessment, which identifies sixteen personality types as does the MBTI. It is available to students using MyStudentSuccessLab, and can provide an interesting and detailed portrait of your traits.

#### **HOW CAN YOU PUT**

## self-knowledge to work?

develop a clearer picture of who you are and how you interact with others. Then, and most importantly, you figure out what to do with what this heightened self-knowledge. Use your creative and practical thinking skills to choose and use effective strategies for interacting in the classroom, managing study time, dealing with your workplace, and working with technology. These more targeted and personal efforts can help you earn the reward of deeper and more lasting learning.

#### **Make Strategic Choices in the Classroom**

Most students have to complete a set of "core curriculum" courses, as well as whatever courses their majors require. As you sign up for the sections that fit into your schedule, you may be asking, "How is it possible to make choices based on my learning preferences?" Well, it isn't always possible to choose courses with absolute freedom. However, your self-knowledge will always provide some way to improve your chances for success.

The primary opportunity for choice in the classroom lies in how you interact with your instructor and how you function during class. Instructors are unique individuals too, and they can't tailor classroom presentations to each of 15, 40, or 300 unique learners. As a result, you may find yourself in sync with one teacher and mismatched with another. Sometimes, the way the class is structured can affect your success more than the subject matter; for example, a strong interpersonal learner who has trouble writing may do well in a composition course emphasizing group work.

Just as you have learning preferences, instructors have ways they are most comfortable teaching. After several class meetings, you should be able to assess each instructor's preferred teaching styles (see Key 4.4) and determine how those fit with your learning preferences. As with learning preferences, most instructors will demonstrate a combination of teaching styles.

Although styles vary and instructors may combine styles, the word-focused lecture is still most common. For this reason, the traditional college classroom generally works best for the verbal or logical learner or the Thinker and the Organizer. What can you do when your learning preferences don't match up with how your instructor teaches? Here are three suggestions:

Play to your strengths. For example, if you're a kinesthetic learner, you might rewrite or type your lecture notes, make flash cards, or take walks while saying important terms and concepts out loud. Likewise, if you are a Giver with an instructor who delivers straight lectures, consider setting up a study group to go over details and fill in factual gaps.



TEACHING STYLE	WHAT TO EXPECT IN CLASS
Lecture, verbal focus	Instructor speaks to the class for the entire period, with little class interaction. Lesson is taught primarily through words, either spoken or written on the board, on PowerPoints in class or online, with handouts or text, or possibly through podcasts.
Lecture with group discussion	Instructor presents material but encourages class discussion.
Small groups	Instructor presents material and then breaks class into small groups for discussion or project work.
Visual focus	Instructor uses visual elements such as PowerPoint slides, diagrams, photographs, drawings, transparencies, in-class or "YouTube for Schools" videos, or movies.
Logical presentation	Instructor organizes material in a logical sequence, such as by steps, time, or importance.
Random presentation	Instructor tackles topics in no particular order, and may jump around a lot or digress.
Conceptual presentation	Instructor spends the majority of time on the big picture, focusing on abstract concepts and umbrella ideas.
Detailed presentation	Instructor spends the majority of time, after introducing ideas, on the details and facts that underlie them.
Hands-on presentation	Instructor uses demonstrations, experiments, props, and class activities to show key points.