CHAPTER 6  LEARN

Understanding Your Strengths

Discovering and Polishing Your Talents

Lecture. Group discussion. Role playing. Case studies. Guided field trips. Which way do you learn best? Some students learn best by touching and doing, while others learn best by listening and reflecting. Some students prefer working with a group of people sitting outside under the trees, while others would rather be alone in the library. There are many factors that may influence the way we learn and process information.

You may be asking yourself, “Is there one ‘best’ way of learning?” The answer is no. The way you learn new information depends on many variables. Your learning style, your personal intelligence, your personality type, your past experiences, and your attitude all play a part in the way you process new information.

On the next few pages, you will have the opportunity to complete three inventories: one to assess your learning style, one to assess your personality type, and one to help you identify your dominant intelligence. We must say up front that these assessments are in no way intended to label you. They are not a measure of how smart you are. They do not measure your worth or your capacities as a student or citizen. The three assessments are included so that you might gain a better understanding of your multiple intelligences and identify your learning styles and your personality type.

There are no right or wrong answers and there is no one best way to learn. We hope that by the end of this chapter, you will have experienced a “Wow” or an “Ah-ha!” as you explore and discover new and exciting components of your education. We also hope that by the end of this chapter, you will have the skills needed to more effectively use your dominant traits and improve your less dominant traits.

Some educators and researchers do not even believe in the theory of learning styles or multiple intelligences. Anita Woolfolk (2001) states that “there has been considerable controversy over the meaning of intelligence. At a symposium on intelligence, 24 psychologists offered 24 different views about the nature of intelligence.”

However, we include information on learning theory because many students have met with great success by identifying and molding their study environments and habits to reflect their learning style and personality type. If you have ever been in a class where you felt lost, inadequate, or simply out of place, it may have been because your professor was not teaching to your learning style. Conversely, if you are doing very well in a class, it may be because the information, professor, or class format matches the way you process information best. The following assessment will help you determine how you process information.

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Ninety percent of the world’s misery comes from people not knowing themselves, their abilities, their frailties, and even their real virtues. Most of us go almost all the way through life complete strangers to ourselves.

—Sydney J. Harris

Where Are You . . .

AT THIS MOMENT

Before reading any further, take a moment and assess where you are at this moment with your knowledge and application of learning styles, multiple intelligences, and personality typing. Read each statement carefully and then respond accordingly.

1. I know my learning style.
2. I know my personality type.
3. I know my dominant intelligence.
4. When I study, I use a variety of methods to learn the material.
5. When learning something new, I try to incorporate what I see with what I hear and to “do something” with the information.
6. I know my weaknesses as a learner.
7. I know my strengths as a learner.

If you answered “Yes” to most of the questions (five or more), you know your learning style, dominant intelligence, and personality type and know how to apply each to create a positive learning experience. If you answered “No” to most of the questions, you need to pay very close attention to the material in this chapter so that you can identify how you learn best and how to apply the techniques to create a positive learning experience.

Take the MIS

The Multiple Intelligences Survey

Directions: Read each statement carefully and thoroughly. After reading the statement, rate your response using the following scale. There are no right or wrong answers. This is not a timed survey. The MIS is based, in part, on Frames of Mind by Howard Gardner (1983).

3 = Often applies
2 = Sometimes applies
1 = Never or almost never applies

_____ 1. When someone gives me directions, I have to visualize them in my mind in order to understand them.
_____ 2. I enjoy crossword puzzles and word games like Scrabble.
_____ 3. I enjoy dancing and can keep up with the beat of music.
_____ 4. I have little or no trouble conceptualizing information or facts.
_____ 5. I like to repair things that are broken such as toasters, small engines, bicycles, and cars.
_____ 6. I enjoy leadership activities on campus and in the community.
_____ 7. I have the ability to get others to listen to me.
8. I enjoy working with nature, animals, and plants.
9. I know where everything is in my home such as supplies, gloves, flashlights, camera, and compact discs.
10. I am a good speller.
11. I often sing or hum to myself in the shower or car, or while walking or just sitting.
12. I am a very logical, orderly thinker.
13. I use a lot of gestures when I talk to people.
14. I can recognize and empathize with people’s attitudes and emotions.
15. I prefer to study alone.
16. I can name many different things in the environment such as cloud, rock, and plant types.
17. I like to draw pictures, graphs, or charts to better understand information.
18. I have a good memory for names and dates.
19. When I hear music, I “get into it” by moving, humming, tapping, or even singing.
20. I learn better by asking a lot of questions.
21. I enjoy playing competitive sports.
22. I communicate very well with other people.
23. I know what I want and I set goals to accomplish it.
24. I have some interest in herbal remedies and natural medicine.
25. I enjoy working puzzles or mazes.
26. I am a good storyteller.
27. I can easily remember the words and melodies of songs.
28. I enjoy solving problems in math and chemistry and working with computer programming problems.
29. I usually touch people or pat them on the back when I talk to them.
30. I understand my family and friends better than most other people do.
31. I don’t always talk about my accomplishments with others.
32. I would rather work outside around nature than inside around people and equipment.
33. I enjoy and learn more when seeing movies, slides, or videos in class.
34. I am a very good listener and I enjoy listening to others’ stories.
35. I need to study with music.
36. I enjoy games like Clue, Battleship, chess, and Rubik’s cube.
37. I enjoy physical activities such as bicycling, jogging, dancing, snowboarding, skateboarding, or swimming.
38. I am good at solving people’s problems and conflicts.
39. I have to have time alone to think about new information in order to remember it.
40. I enjoy sorting and organizing information, objects, and collectibles.
Using Your Dominant Intelligence, Learning Style, and Personality Type to Become an Active Learner

MIS Tally

Multiple Intelligences

Look at the scores on the MIS. What are your top three scores? Write them in the spaces here.

Top score ___________ Code ___________
Second score ___________ Code ___________
Third score ___________ Code ___________

This tally can help you understand where some of your strengths may be. Again, this is not a measure of your worth or capacities, nor is it an indicator of your future successes. Read the following section to better understand multiple intelligences.

A New Way of Looking at Yourself

Understanding Multiple Intelligences

In 1983, Howard Gardner, a Harvard University professor, developed a theory called multiple intelligences. In his book *Frames of Mind*, he outlines seven intelligences that he feels are possessed by everyone: visual/spatial, verbal/linguistic, musical/rhythm, logic/math, body/kinesthetic, interpersonal, and intrapersonal. In 1996, he added an eighth intelligence: naturalistic. In short, when you have done things that
came easily for you, you probably drew on one of your intelligences that is well developed. On the other hand, when you have tried to do things that are very difficult to master or understand, you may have been dealing with material that calls on one of your less developed intelligences. If playing the piano by ear comes easily to you, your musical/rhythm intelligence may be very strong. If you have trouble writing or understanding poetry, your verbal/linguistic intelligence may not be as well developed. This does not mean that you will never be able to write poetry; it simply means that this is not your dominant intelligence.

**The Eight Intelligences**

The “Smart” descriptors were adapted from Thomas Armstrong (1994).

- **Visual/Spatial (Picture Smart).** Thinks in pictures; knows where things are in the house; loves to create images and work with graphs, charts, pictures, and maps.
- **Verbal/Linguistic (Word Smart).** Communicates well through language, likes to write, is good at spelling, great at telling stories, loves to read books.
- **Musical/Rhythm (Music Smart).** Loves to sing, hum, and whistle; comprehends music; responds to music immediately; performs music.
- **Logic/Math (Number Smart).** Can easily conceptualize and reason, uses logic, has good problem-solving skills, enjoys math and science.
- **Body/Kinesthetic (Body Smart).** Learns through body sensation, moves around a lot, enjoys work involving the hands, is graced with some athletic ability.
- **Interpersonal (People Smart).** Loves to communicate with other people, possesses great leadership skills, has lots of friends, is involved in extracurricular activities.
- **Intrapersonal (Self-Smart).** Has a deep awareness of own feelings, is very reflective, requires time to be alone, does not get involved with group activities.
- **Naturalistic (Environment Smart).** Has interest in the environment and in nature; can easily recognize plants, animals, rocks, and cloud formations; may like hiking, camping, and fishing.

**Making It Work for You**

**Using Multiple Intelligences to Enhance Studying and Learning**

Following are some helpful tips to assist you in creating a study environment and study habits using your multiple intelligences. Read each category because you may need to use your less dominant intelligence in some of the classes you take. These lists can help you strengthen your less dominant areas.

**Visual/Spatial**

- Use visuals in your notes such as timelines, charts, graphs, and geometric shapes.
- Work to create a mental or visual picture of the information at hand.
- Use colored markers to make associations or to group items together.
- Use mapping or webbing so that your main points are easily recognized.
Tulare, California is still a farming community today, but in 1928 when I was born, it was totally agricultural and an exceptionally rural, detached part of the world. My parents had immigrated to California from the Azore Islands years earlier in search of a better life—*the American dream*. My father died when I was three years old and when I was 11, my mother passed away. Even though I lived with and was raised by my sisters, the feelings of aloneness and isolation were the two primary feelings I had growing up. We were orphans. We were poor. We were farm kids. We were Portuguese—not Americans. Every day, someone reminded us of these realities. One positive thing remained, however. My mother always told us that we could *be anything* or *have anything* if we believed in it and worked hard for it.

I left home at 17 to attend a program in advertising in San Francisco. Later that year, I moved to Los Angeles and began working for a major advertising firm. From there I enlisted in the Coast Guard, and when my duty was over, I worked for an oil company and then a major leasing firm. In each position, I worked my way up the ladder, strove to do my very best, and proved that I was capable of doing anything regardless of my background.

When I was in my early forties, my best friend, Cliff, and I decided to start our own business. We were tired of working in “middle management” and knew that we could be successful if we worked hard. After much research and consulting with companies across the country, we determined that we would start a company in the water treatment business.

You may be asking yourself, “What experience did an advertising agency, an oil company, and a leasing firm give me to start a business in water treatment?” The answer is *none*. However, Cliff was an excellent accountant and I was an excellent salesman. We found a third partner who was one of the leading water treatment experts in the world and we were off. It was not easy and we had to eat beans for many meals, but Borges and Mahoney, Inc. was born.

Our first office was a small storefront in San Francisco. Through the development of our superior products, expert advice to clients, and outstanding customer service, we grew and grew, finally moving to our largest location in San Rafael, California. By the time we sold our business some 20 years later, we had 15 full-time employees and annual revenues in the millions of dollars.

To this day, I attribute my success to the fact that I was determined to show everyone—my sisters, cousins, aunts and uncles, former co-workers, friends and foes—that I would never let my past, my heritage, my economic background, or my history hold me back. I knew that I could be a success. Through hard work, determination, and surrounding myself with supportive, brilliant people, I proved that the American dream my parents sought years earlier is truly possible for anyone who works hard, believes in him- or herself, and doesn’t give up. It is possible for you, too.
• When taking notes, draw pictures in the margins to illustrate the main points.
• Visualize the information in your mind.

Verbal/Linguistic
• Establish study groups so that you will have the opportunity to talk about the information.
• Using the information you studied, create a story or a skit.
• Read as much information about related areas as possible.
• As you read chapters, outline them in your own words.
• Summarize and recite your notes aloud.

Musical/Rhythm
• Listen to music while studying (if it does not distract you).
• Write a song or rap about the chapter or information.
• Take short breaks from studying to listen to music.
• Commit the information being studied to the music from your favorite song.

Logic/Math
• Strive to make connections between subjects.
• Don’t just memorize the facts; apply them to real-life situations.
• As you study the information, think of problems in society and how this information could solve those problems.
• Create analyzing charts. Draw a line down the center of the page, put the information at hand in the left column and analyze, discuss, relate, and synthesize it in the right column.
• Allow yourself some time to reflect after studying.

Body/Kinesthetic
• Don’t confine your study area to a desk or chair; move around, explore, go outside.
• Act out the information.
• Study in a group of people and change groups often.
• Use charts, posters, flash cards, and chalkboards to study.
• When appropriate or possible, build models using the information studied.
• Verbalize the information to others.
• Use games such as chess, Monopoly, Twister, or Clue when studying.
• Trace words as you study them.
• Use repetition to learn facts; write them many times.
• Make study sheets.

Interpersonal
• Study in groups.
• Share the information with other people.
• Teach the information to others.

Self-knowledge is the beginning of self-improvement.
—Spanish proverb
Using Your Dominant Intelligence, Learning Style, and Personality Type to Become an Active Learner

- Interview outside sources to learn more about the material at hand.
- Have a debate with others about the information.

**Intrapersonal**
- Study in a quiet area.
- Study by yourself.
- Allow time for reflection and meditation about the subject matter.
- Study in short time blocks and then spend some time absorbing the information.
- Work at your own pace.

**Naturalistic**
- Study outside whenever possible.
- Relate the information to its effect on the environment whenever possible.
- When given the opportunity to choose your own topics or research projects, choose something related to nature.
- Collect your own study data and resources.
- Organize and label your information.
- Keep separate notebooks on individual topics so that you can add new information to each topic as it becomes available to you.

**Understanding Learning Styles Theory**

Rita Dunn (2000) defines learning styles as “the way in which each learner begins to concentrate on, process, and retain new and difficult information.” We must note that there is a difference between a learning style and a learning strategy. A learning strategy is how you might choose to learn or study, such as by using note cards, flip charts, color slides, or cooperative learning groups. Flip charts and slides are strategies. Learning styles are more sensory. They involve seeing, hearing, and touching.

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**Take the LEAD**

**The Learning Evaluation and Assessment Directory**

**Directions:** Read each statement carefully and thoroughly. After reading the statement, rate your response using the following scale. There are no right or wrong answers. This is not a timed survey. The LEAD is based, in part, on research conducted by Rita Dunn.

3 = Often applies
2 = Sometimes applies
1 = Never or almost never applies

_____ 1. I remember information better if I write it down or draw a picture of it.
_____ 2. I remember things better when I hear them instead of just reading or seeing them.
Take the LEAD
(continued)

3. When I get something that has to be assembled, I just start doing it. I don’t read the directions.
4. If I am taking a test, I can “see” the page of the text or lecture notes where the answer is located.
5. I would rather the professor explain a graph, chart, or diagram than just show it to me.
6. When learning new things, I want to do them rather than hear about them.
7. I would rather the instructor write the information on the board or overhead instead of just lecturing.
8. I would rather listen to a book on tape than read it.
9. I enjoy making things, putting things together, and working with my hands.
10. I am able to quickly conceptualize and visualize information.
11. I learn best by hearing words.
12. I have been called hyperactive by my parents, spouse, partner, or professor.
13. I have no trouble reading maps, charts, or diagrams.
14. I can usually pick up on small sounds like bells, crickets, or frogs, or distant sounds like train whistles.
15. I use my hands and gesture a lot when I speak to others.

Refer to your score on each individual question. Place that score beside the appropriate question number. Then, tally each line at the side.

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<th>SCORE</th>
<th>TOTAL ACROSS</th>
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<td>5 8 11 14</td>
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<tr>
<td>3</td>
<td>6 9 12 15</td>
<td>Tactile</td>
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LEAD Scores

Learning Styles

Look at the scores on the LEAD. What is your top score?

Top Score _________ Code _________

If you learn best by seeing information, you have a more dominant visual learning style. If you learn best by hearing information, you have a more dominant auditory learning style. If you learn best by touching or doing, you have a more dominant tactile learning style. You may also hear the tactile learning style referred to as kinesthetic or hands-on.
Some of the most successful students have learned to use all three styles. If you were learning how to skateboard, you might learn best by hearing someone talk about the different styles or techniques. Others might learn best by watching a video of someone demonstrating the techniques. Still others would learn best by actually getting on the board and trying it. However, the student who involved all of his or her senses might gain the most. She might listen to the instructor tell about skateboarding, watch the video, and then go do it. Therefore, she would have involved all of her learning styles: visual, auditory, and tactile. Here are brief descriptions of the three styles.

**Visual (Eye Smart).** Thinks in pictures. Enjoys visual instructions, demonstrations, and descriptions; would rather read a text than listen to a lecture; avid note-taker; needs visual references; enjoys using charts, graphs, and pictures.

**Auditory (Ear Smart).** Prefers verbal instructions; would rather listen than read; often tapes lectures and listens to them in the car or at home; recites information out loud; enjoys talking, discussing issues, and verbal stimuli; talks out problems.

**Tactile (Action Smart).** Prefers hands-on approaches to learning; likes to take notes and uses a great deal of scratch paper; learns best by doing something, by touching it, or manipulating it; learns best while moving or while in action; often does not concentrate well when sitting and reading.

**The Similarities and Differences between Multiple Intelligences Theory and Learning Styles Theory**

As you read over the components of MI theory and LS theory, you begin to see several common elements. Both theories deal with the visual, auditory, and tactile (or kinesthetic). Below the surface, there are also similarities.

Simply stated, you can be a visual learner (this is a learning style) and yet not have visual/spatial (this is one of the multiple intelligences) as your dominant intelligence. How can this be possible? It may be that you learn best by watching someone paint a picture—watching their brush strokes, their method of mixing paints, and their spatial layout—but it may be that you will not be as engaged or as talented at painting as the person you watched. Your painting may lack feeling, depth, and expression. This is an example of how your visual learning style can be strong but your visual/spatial intelligence may not be your dominant intelligence.

On the other hand, your learning style may be visual and your dominant intelligence may be verbal/linguistic. If that is the case, you would learn how to paint by watching someone go through the process. Then, using your verbal/linguistic intelligence, you would be masterful at describing how to paint and talking about the process you observed.

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**DID YOU KNOW?**

Pablo Picasso, world-renowned trend-setting artist, was born in Spain. He had a hard time in school and is said to have had a very difficult time with reading. He was diagnosed with a learning disability and his formal education never really benefited him. He left his college-level courses at the Academy of Arts in Madrid after less than a year of study. However, because of his immense artistic talent, he changed the way the world looks at art through his cubist interpretation of the universe. He is listed in the Guinness Book of World Records as the most prolific painter in history—having completed nearly 14,000 paintings.
In your own words, compare and contrast learning styles with multiple intelligences. __________________________________________________________
______________________________________________________________________
______________________________________________________________________
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______________________________________________________________________

**What Can You Learn about Personality?**

**Take the PAP**

**The Personality Assessment Profile**

**Directions:** Read each statement carefully and thoroughly. After reading the statement, rate your response using the following scale. There are no right or wrong answers. This is not a timed survey. The PAP is based, in part, on the Myers-Briggs Type Indicator® (MBTI) by Katharine Briggs and Isabel Briggs-Myers.

3 = Often applies
2 = Sometimes applies
1 = Never or almost never applies

____ 1a. I am a very talkative person.
____ 1b. I am a more reflective person than a verbal person.
____ 2a. I am a very factual and literal person.
____ 2b. I look to the future and I can see possibilities.
____ 3a. I value truth and justice over tact and emotion.
____ 3b. I find it easy to empathize with other people.
____ 4a. I am very orderly and efficient.
____ 4b. I enjoy having freedom from control.
____ 5a. I am a very friendly and social person.
____ 5b. I enjoy listening to others more than talking.
____ 6a. I enjoy being around and working with people who have a great deal of common sense.
____ 6b. I enjoy being around and working with people who are dreamers and have a great deal of imagination.
____ 7a. One of my motivating forces is to do a job very well.
____ 7b. I like to be recognized for, and I am motivated by, my accomplishments and awards.
____ 8a. I like to plan out my day before I go to bed.
____ 8b. When I get up on a nonschool or nonwork day, I just like to let the day “plan itself.”
Take the PAP

_____ 9a. I like to express my feelings and thoughts.
_____ 9b. I enjoy a great deal of tranquility and quiet time to myself.
_____ 10a. I am a very pragmatic and realistic person.
_____ 10b. I like to create new ideas, methods, or ways of doing things.
_____ 11a. I make decisions with my brain.
_____ 11b. I make decisions with my heart.
_____ 12a. I am a very disciplined and orderly person.
_____ 12b. I don’t make a lot of plans.
_____ 13a. I like to work with a group of people.
_____ 13b. I would rather work independently.
_____ 14a. I learn best if I can see it, touch it, smell it, taste it, or hear it.
_____ 14b. I learn best by relying on my gut feelings or intuition.
_____ 15a. I am quick to criticize others.
_____ 15b. I compliment others very easily and quickly.
_____ 16a. My life is systematic and organized.
_____ 16b. I don’t really pay attention to deadlines.
_____ 17a. I can be myself when I am around others.
_____ 17b. I can be myself when I am alone.
_____ 18a. I live in the here and now, in the present.
_____ 18b. I live in the future, planning and dreaming.
_____ 19a. I think that if someone breaks the rules, the person should be punished.
_____ 19b. I think that if someone breaks the rules, we should look at the person who broke the rules, examine the rules, and look at the situation at hand before a decision is made.
_____ 20a. I do my work, then I play.
_____ 20b. I play, then do my work.

Refer to your score on each individual question. Place that score beside the appropriate question number. Then, tally each line at the side.

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PAP Scores

Personality Indicator

Look at the scores on your PAP. Is your score higher in the E or I line? Is your score higher in the S or N line? Is your score higher in the T or F line? Is your score higher in the J or P line? Write the code to the side of each section.

Is your higher score E or I?  Code ___________
Is your higher score S or N?  Code ___________
Is your higher score T or F?  Code ___________
Is your higher score J or P?  Code ___________

Understanding Personality Typing (Typology)

The questions on the PAP helped you discover whether you are extroverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P). These questions were based, in part, on work done by Carl Jung, Katharine Briggs, and Isabel Briggs-Myers.

In 1921, Swiss psychologist Carl Jung (1875–1961) published his work Psychological Types. In this book, Jung suggested that human behavior is not random. He felt that behavior follows patterns, and these patterns are caused by differences in the way people use their minds. In 1942, Isabel Briggs-Myers and her mother, Katharine Briggs, began to put Jung’s theory into practice. They developed the Myers-Briggs Type Indicator®, which after more than 50 years of research and refinement has become the most widely used instrument for identifying and studying personality.

As indicated throughout this chapter, we must stress the fact that no part of this assessment measures your worth, your success potential, how smart you are, or your value as a human being. The questions on the PAP assisted you in identifying your type, but neither the PAP nor your authors want you to assume that one personality type is better or worse, more valuable or less valuable, or more likely to be successful. What personality typing can do is to “help us discover what best motivates and energizes each of us as individuals” (Tieger and Barron-Tieger, 2001).

Why Personality Matters

Functions of Typology

When all of the combinations of E/I, S/N, T/F, and J/P are combined, there are 16 personality types. Everyone will fit into one of the following categories:

<table>
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Let’s take a look at the four major categories of typing. Notice that the higher your score in one area, the stronger your personality type is for that area. For instance, if you scored 15 on the E (extroversion) questions, this means that you are a strong ex-
trovert. If you scored 15 on the I (introversion) questions, this means that you are a strong introvert. However, if you scored 7 on the E questions and 8 on the I questions, your score indicates that you possess almost the same amount of extroverted and introverted qualities. The same is true for every category on the PAP.

E versus I (Extroversion/Introversion)

This category deals with the way we interact with others and the world around us.

Extroverts prefer to live in the outside world, drawing their strength from other people. They are outgoing and love interaction. They usually make decisions with others in mind. They enjoy being the center of attention. There are usually few secrets about extroverts.

Introverts draw their strength from the inner world. They need to spend time alone to think and ponder. They are usually quiet and reflective. They usually make decisions by themselves. They do not like being the center of attention. They are private.

S versus N (Sensing/Intuition)

This category deals with the way we learn and deal with information.

Sensing types gather information through their five senses. They have a hard time believing something if it cannot be seen, touched, smelled, tasted, or heard. They like concrete facts and details. They do not rely on intuition or gut feelings. They usually have a great deal of common sense.

Intuitive types are not very detail-oriented. They can see possibilities, and they rely on their gut feelings. Usually, they are very innovative people. They tend to live in the future and often get bored once they have mastered a task.

T versus F (Thinking/Feeling)

This category deals with the way we make decisions.

Thinkers are very logical people. They do not make decisions based on feelings or emotion. They are analytical and sometimes do not take others’ values into consideration when making decisions. They can easily identify the flaws of others. They can be seen as insensitive and lacking compassion.

Feelers make decisions based on what they feel is right and just. They like to have harmony, and they value others’ opinions and feelings. They are usually very tactful people who like to please others. They are very warm people.

J versus P (Judging/Perceiving)

This category deals with the way we live.

Judgers are very orderly people. They must have a great deal of structure in their lives. They are good at setting goals and sticking to their goals. They are the type of people who would seldom, if ever, play before their work was completed.

Perceivers are just the opposite. They are less structured and more spontaneous. They do not like timelines. Unlike the judger, they will play before their work is done. They will take every chance to delay a decision or judgment. Sometimes, they can become involved in too many things at one time.
After you have studied the following chart and other information in the chapter regarding your personality type, you can make some decisions about your study habits and even your career choices. For instance, if you scored very strong in the extroversion section, it may not serve you well to pursue a career where you would be forced to work alone. It would probably be unwise to try to spend all of your time studying alone. If you are a strong extrovert, you will want to work and study around people.

### A Closer Look at Your Personality Type

<table>
<thead>
<tr>
<th>Personality Type</th>
<th>Percentage in America</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ISTJ</strong> 7–10% OF AMERICA</td>
<td>Have great power of concentration; very serious; dependable; logical and realistic; take responsibility for their own actions; they are not easily distracted.</td>
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</tr>
<tr>
<td><strong>ISFJ</strong> 7–10% OF AMERICA</td>
<td>Hard workers; detail-oriented; considerate of others’ feelings; friendly and warm to others; very conscientious; they are down-to-earth and like to be around the same.</td>
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<tr>
<td><strong>INFJ</strong> 2–3% OF AMERICA</td>
<td>Enjoy an atmosphere where all get along; they do what is needed of them; they have strong beliefs and principles; enjoy helping others achieve their goals.</td>
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<tr>
<td><strong>INTJ</strong> 2–3% OF AMERICA</td>
<td>They are very independent; enjoy challenges; inventors; can be skeptical; they are perfectionists; they believe in their own work, sometimes to a fault.</td>
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<tr>
<td><strong>ISTP</strong> 4–7% OF AMERICA</td>
<td>Very reserved; good at making things clear to others; interested in how and why things work; like to work with their hands; can sometimes be misunderstood as idle.</td>
<td></td>
</tr>
<tr>
<td><strong>ISFP</strong> 5–7% OF AMERICA</td>
<td>Very sensitive and modest; adapt easily to change; they are respectful of others’ feelings and values; take criticism personally; don’t enjoy leadership roles.</td>
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<tr>
<td><strong>INFP</strong> 3–4% OF AMERICA</td>
<td>They work well alone; must know others well to interact; faithful to others and their jobs; excellent at communication; open-minded; dreamers; tend to do too much.</td>
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<tr>
<td><strong>INTP</strong> 3–4% OF AMERICA</td>
<td>Extremely logical; very analytical; good at planning; love to learn; excellent problem solvers; they don’t enjoy needless conversation; hard to understand at times.</td>
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<tr>
<td><strong>ESTP</strong> 6–8% OF AMERICA</td>
<td>They are usually very happy; they don’t let trivial things upset them; they have very good memories; very good at working with things and taking them apart.</td>
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<tr>
<td><strong>ESFP</strong> 8–10% OF AMERICA</td>
<td>Very good at sports and active exercises; good common sense; easygoing; good at communication; can be impulsive; do not enjoy working alone; have fun and enjoy living and life.</td>
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</tr>
<tr>
<td><strong>ENFP</strong> 6–7% OF AMERICA</td>
<td>Creative and industrious; can easily find success in activities and projects that interest them; good at motivating others; organized; do not like routine.</td>
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</tr>
<tr>
<td><strong>ENTP</strong> 4–6% OF AMERICA</td>
<td>Great problem solvers; love to argue either side; can do almost anything; good at speaking/motivating; love challenges; very creative; do not like routine; overconfident.</td>
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</tr>
<tr>
<td><strong>ESTJ</strong> 12–15% OF AMERICA</td>
<td>They are “take charge” people; they like to get things done; focus on results; very good at organizing; good at seeing what will not work; responsible; realists.</td>
<td></td>
</tr>
<tr>
<td><strong>ESFJ</strong> 11–14% OF AMERICA</td>
<td>Enjoy many friendly relationships; popular; love to help others; do not take criticism very well; need praise; need to work with people; organized; talkative; active.</td>
<td></td>
</tr>
<tr>
<td><strong>ENFJ</strong> 3–5% OF AMERICA</td>
<td>Very concerned about others’ feelings; respect others; good leaders; usually popular; good at public speaking; can make decisions too quickly; trust easily.</td>
<td></td>
</tr>
<tr>
<td><strong>ENTJ</strong> 3–5% OF AMERICA</td>
<td>Excellent leaders; speak very well; hard-working; may be workaholics; may not give enough praise; like to learn; great planners; enjoy helping others reach their goals.</td>
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