

Chapter 1: Be a Lifelong Learner

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Digital Resources

For the Instructor

- Connect
- Instructors Manual
- PowerPoint Presentations
- Test Bank (available in Connect and Test Gen)
- Asset Map

For the Student

- Connect
- Student Edition

Chapter Overview

Chapter 1 introduces the concept of self-management, self-assessment, developing a personal mission statement, and learning styles. Discuss the relevance of this course to both school and job success. The more students can see how concepts are connected to a larger system, the more successful they will be in school and in their careers.

Chapter 1 is generally assigned during the first class meeting and discussed in the second. Spend a few minutes reviewing class expectations and ask one student to review the main points of the first class. You can then ask other students to clarify questions, concerns, and expectations.

Before Chapter 1 is a “Getting Started” section covers some of the important questions they should be asking instructors and administrators as they get started in their academic career.

Learning Outcomes

Students will learn to:

- Demonstrate how a positive, open mindset creates perseverance.
- Identify self-management techniques for success.
- Create a personal mission statement.
- Identify skills and competencies for school and job success.
- Identify their learning style.
- Identify their personality type.
- Explain how to integrate learning styles and personality types.
- Apply the Adult Learning Cycle and integrate the VARK system.
- Describe how to overcome obstacles with positive habits and better focus.

Chapter Outline

- 1) What Is a “Peak Performer”?
- 2) Self-Management: The Key to Reaching Your Peak
 - a) Self-Assessment
 - b) Creativity and Critical Thinking Skills
 - c) Visualization and Affirmations
 - d) Reflection
- 3) Discover Your Purpose: A Personal Mission Statement
- 4) Skills for School and Job Success
- 5) Discover Your Learning Style
 - a) Integrate All Learning Styles
 - b) Are You a Reader, Listener, or Doer?
 - i). Visual Learners
 - ii). Auditory Learners
 - iii). Reader/Writer Learners
 - iv). Kinesthetic Learners
 - c) Intelligence: What Factors are Involved?
- 6) Discover Your Personality Type
 - a) Carl Jung’s Typology System
 - b) The Myers-Briggs Type Indicator
- 7) Connect Learning Styles and Personality Types: The Four-Temperament Profile
 - a) Analyzers
 - b) Supporters
 - c) Creators
 - d) Directors
- 8) Integrate Styles to Maximize Learning
 - a) Adjust Your Learning Style to Your Instructor’s Teaching Style
- 9) The Adult Learning Cycle
- 10) Overcome Obstacles
 - a) Focus

Worksheets

1.1: Applying the ABC Method of Self-Management

Students have an opportunity to apply the ABC Method of Self-Management. This is an important worksheet to have students complete since the application will be important to all other chapters. Have them complete as homework and discuss in class.

1.2: My Learning Style, Personality Types, and Temperament

Students will document their preferred styles. Ask students to give reasons why they chose these answers. Have they always had the same tendencies or preferences? Had they thought much about it before this discussion?

1.3 Applying the Four-Temperament Profile

Stress that self-management is an important concept for school and job success. This application will help them look at creative solutions to problems.

Career Development Portfolio: Autobiography

The purpose of this exercise is to have students begin assessing the major events and turning points in their lives that triggered learning and growth. Emphasize that this is an important exercise because it lays the foundation for their portfolio development. Ask them to give it time and thought.

Teaching Tips

SUCCESS PRINCIPLE 1: Focus on your STRENGTHS, not your *weaknesses*

SELF-MANAGEMENT:

To introduce this chapter, ask students to begin with this self-management on page 1. After students have written their journal entries, discuss their entries in class.

TEACHING TIPS

What is a “Peak Performer?”

Discuss the characteristics of a “peak performer.” Ask students for other characteristics or qualities. Point out that personal qualities will be discussed throughout the book and especially in Chapter 3.

Self-Management: The Key to Reaching Your Peak

The key to success is the ability to manage and control your thoughts and behaviors. Many times we think we are at the mercy of our emotions, but emotions follow our thoughts. Ask students to assess their thoughts and if they are negative, replace them with positive thoughts. For example, if they are feeling anxious about a test, have them dispute their negative self-talk.

Self-Assessment

Stress that self-assessment is an integral part of this course, but it can be difficult because most people would rather not look at themselves objectively. Ask students how self-assessment can help them as students, as workers, and in their personal relationships. Observing, listening, and gathering feedback are all part of self-assessment. Tell students that it is difficult to change and adopt new strategies, but self-assessment can guide them as they begin the process for building success.

Remind students that being honest with themselves is the first step to take. This class provides an opportunity for students to face the reality of their lives, which is a key concept in critical thinking. One good habit to cultivate is to fill in the Career Development Portfolio Worksheet at the end of each chapter. This will enable students to garner confidence from the changes they have already navigated.

Creativity and Critical Thinking Skills

Distinguish between creativity and critical thinking skills and how both are involved with self-management. Review with students the guidelines for critical thinking and remind them that critical thinking is a major focus throughout the textbook. Since critical thinking is a principle theme, spend time now to lay the foundation. Review with students the factors involved in critical thinking. Discuss the significance of critical thinking in college and on the job.

Visualization and Affirmations

Our own inner dialogs can be very powerful. Stress the importance of seeing clearly and affirming your goals. For example, “I can visualize myself giving a successful speech. I

have practiced it several times, and I have effective handouts and a Power Point presentation. I know I'll be effective and I'll get better with practice."

Reflection

Reflection involves constantly reorganizing information to discern new relationships. Part of education is reflection. Life is so busy that few students stop and reflect upon what they are learning, how classes relate to each other, and what skills and competencies can be transferred to the world of work. Urge them to reflect by keeping a journal and keeping a portfolio. Reflection is a large part of a senior capstone course.

The ABC Method of Self-Management

Have students review Peak Progress 1.1. Discuss the importance of visualization as a self-management tool. Point out that The ABC Method of Self-Management will be a feature in every chapter and is designed to help students manage thoughts, feelings, and behaviors so they create positive results and achieve goals. This process (A=Actual event; B=Beliefs; C=Challenge) utilizes visualization to show the connection between thoughts, feelings, and actions and empowers the reader to dispel negative thoughts and replace them with realistic and positive thoughts and behaviors. You may want to have students come up with other examples of situations that they are experiencing.

Discover Your Purpose: A Personal Mission Statement

Tell students that a personal mission statement draws on their individuality to give their life direction. It is really starting with the end in mind. What do they want to accomplish in their lives? What goals are most important? What kind of a person do they want to be when they are 95 years old? What values do they think will be important?

Skills for School and Job Success

Ask students what skills and qualities are necessary to succeed in a job. Compare their answers with those outlined by the SCANS report. Tell students that the SCANS skills and competencies will be used as a guide and that they will be interwoven throughout the textbook.

Discover Your Learning Style

Refer to Personal Evaluation Notebook 1.4. Have students take the Learning Style Inventory and discuss the different learning styles and how students can use their preferred style to enhance their learning skills.

Integrate Both Sides of the Brain

Discuss the notion that there are some people who are more left brain dominant and tend to be more logical, rational and detailed. Other people tend to be more right brain dominant and are more visual, intuitive and reflective. Point out that successful people integrate both sides of the brain to enhance learning, memory, and recall.

Are You a Reader, Listener, or Doer?

This question is really just a quick way to assess your learning style. You may want to give an example, when students ask for directions: "Do you like to read them, have

someone explain, or actually start driving and figure it out---or a combination of all three?” Explain the VARK system and how it can be used to think through the adult learning cycle.

Redefining Intelligence: Other Learning Styles

Students enjoy discussing multiple intelligences since they have observed that some people are word smart, others are picture smart, etc. Stress that the purpose of these inventories is to provide a guide, not to categorize students into a specific box or style.

Discover Your Personality Type

Lead the class into a discussion by asking students which personality type describes them best. Then have students complete the Personal Evaluation Notebook 1.6, The Four-Temperament Profile. Discuss students’ results in class and compare what they perceived to be their personality type with their actual results.

Carl Jung’s Typology System

Stress that Carl Jung, the famous psychologist, pioneered important pairs of categories: How people relate to the external and internal world (an extrovert’s energy flows outward toward others and an introvert’s energy flows inward to self).

How they perceive information (sensors like to take in facts and are pragmatic and realistic, and intuitives like to speculate and use their imagination).

How they make decisions (thinkers like to analyze problems and are convinced by logic, and feelers value their emotions and tend to decide with their hearts rather than their heads).

The Myers-Briggs Type Indicator

Katherine Briggs and her daughter Isabel Briggs Myers modified Jung’s typology and added how people live. (Judgers like order, structure, and a plan, and perceivers are more comfortable with openness and flexibility.)

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

One’s temperament may be a good “fit” with certain majors or careers. Discuss and compare the different personality styles: analyzers, supporters, creators, and directors.

Analyzers:

Stress that the analyzer values facts and logic.

Supporters:

Stress that the supporter values harmony.

Creators:

Stress that the creators value innovation and flexibility.

Directors:

Stress that the directors value control and decisiveness.

Integrate Styles to Maximize Learning

Highlight the different functions of the left and right sides of the brain. Discuss the different modes of thinking and perceptions the left and right sides of the brain specialize in, and how integrating both sides improves learning skills.

Adjust Your Learning Style to Your Instructor's Teaching Style

It is important that students understand that they need to adjust their learning style to the instructor's teaching style. For example, a visual learner should read the text, look at pictures, draw illustrations, write down material from the board, and ask the instructor for examples. Stress that this is good training for when they have supervisors with different styles.

The Adult Learning Cycle

Discuss Kolb's theory about learning styles and Kolb's Adult Learning Cycle as it applies to current coursework. Mention that The Adult Learning Cycle will be an important feature in each chapter. Go through each of the stages in the Adult Learning Cycle and stress that it is a five-step process that demonstrates that learning comes from repetition, practice, and recall. This process offers a critical fifth stage not included in other learning theories: 1) Feel; 2) Observe; 3) Think; 4) Do; and 5) Teach. Each chapter provides the reader an opportunity to apply the chapter material to the Adult Learning Cycle within a Peak Progress box.

Overcome Obstacles

Discuss the barriers that many students face and some tips for overcoming them. Stress that most students are motivated when they first start a semester or learn something new, but they may find it hard to stay committed and focused throughout the semester. Have students make a list of their strengths and of the weaknesses that may be barriers to their self-assessment.

Focus

Discuss "multitasking" and what it means to juggle tasks and responsibilities. Ask students if they think this is an effective way to tackle priorities and if they find themselves multitasking often. Then discuss how focused efforts on individual tasks may prove more effective overall. Time management will be discussed in more detail in Chapter 3.

Taking Charge

Review the summary with students and ask them to demonstrate in their portfolio and journal that they understand these main concepts. This is a valuable feature they should use in each chapter to make sure they understand the main principles and are putting them into practice.

Feature Notes

Personal Evaluation Notebook

1.1: Am I a Positive Person?

This exercise will help students determine if they usually have a positive or negative attitude. Stress the importance of observing thoughts.

1.2: Writing Your Personal Mission Statement

This exercise will help students focus on their values and their plans for life.

1.3: Peak Performance Self-Assessment Test

This exercise will help students assess their strongest and weakest skills.

1.4: Learning Style Inventory

This exercise will help students determine their dominant learning style. There is no such thing as one way or the best way to learn. Choices of learning styles are visual, auditory, and kinesthetic.

1.5: Multiple Intelligences

You may want to explain that in the past schools tended to measure and reward only linguistic and logical-mathematical modes of intelligence. Howard Gardner and Thomas Armstrong redefined what it means to be “smart.” Students should create learning opportunities for each of the many ways that they learn.

1.6: The Four-Temperament Profile

Review the four types of personalities and discuss the strengths of each. Discuss the importance and power in integrating learning styles. For example, an auditory learner can retain information best by listening to the lecture and taping it, watching videos and films, writing down information, and telling it to others. Stress that different learning styles should be combined to reinforce each other and make learning more effective and lasting.

Peak Progress

1.1: The ABC Method of Self-Management

Positive visualization is discussed and the student is introduced to the ABC Method of Self-Management. Reinforce that students can use this process to help them think rationally and determine positive outcomes. Mention that each chapter begins with a visualization exercise, and that the chapter ends with a re-visualization activity—allowing them to practice the ABC Method of Self-Management. Worksheet 1.1 is designed for the student to record their thoughts and decisions.

Think Creatively and Critically

Students don't often realize that life is a series of decisions that can have positive, or not-so-positive, outcomes. They often focus on the big events and don't realize that many

small but poor choices can have major repercussions. They need to critically think every day. One Think Creatively and Critically case study box appears in every chapter, mimicking similar issues students are facing. There are no right or wrong answers to the follow-up questions, but students should be encouraged to base their answers on material gleaned from the chapter. The Think Creatively and Critically activities can be used for launching in-class discussions and debates that help personalize the information for the student.

- What assumptions can you make about how her science and math classes may be taught?
- Her math and science instructors more than likely run very structured classes that are primarily lecture based and factually oriented with little time devoted to debate or class discussion.
- What are most likely Jenna's preferred learning styles?
- Jenna may be both an auditory learner and visual learner, preferring to take notes while listening to a lecture and to learn from non-verbal cues and illustrations on the board or PowerPoint. Based on the MBTI, she would probably categorize herself as an ISTJ (Introvert/Sensor/Thinker/Judger). She may also consider herself left-brain intuitive, preferring facts and order when learning new information.
- How can Jenna adjust her learning to adapt to her sociology classes?
- Jenna can excel in her sociology course by actively participating in the discussions, which will allow her to ask questions in order to make sure she understands the main points. Since this instructor appears to welcome feedback and interaction, it would be beneficial for Jenna to meet with her instructor to make sure she understands expectations and clarifies any material that she finds confusing. Adapting to a variety of teaching styles will not only make her more successful in all of her classes but it will also prepare her for future job situations in which she will report to employers with a variety of management styles.

Career in Focus

Setting Business Goals

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?

A survey will provide Louis with the information he needs to provide his clients with better service. The results reveal whether his clients are satisfied and offer input on how he can improve his overall service. The feedback will help pinpoint areas for improvement that Louis can incorporate into his long-term plan, including customer-based promotions and additional and new services.

Peak Performer Profile

Blake Mycoskie

How did Blake Mycoskie use the principles discussed in this chapter to create TOMS: Shoes for Tomorrow? Would the company have been as successful if Mycoskie had been unable to make the initial connection between his skills and his developing passion and new mission in life?

Answers may vary, but Mycoskie used his experiences and values to help him determine a vision for what they wanted to accomplish with TOMS. He did not let his lack of experience in the shoe business deter his vision because he knew he had the basic skills and personal drive and commitment necessary for success in any business.

Answers to In-Chapter Critical Thinking Questions

Figure 1.1: Peak Performance Competency Wheel

Which of these skills have you been acquiring?

Answers will vary according to each student's level of skills and competencies.

Figure 1.2: Profile of an Analyzer

Do you recognize any analyzer traits in yourself?

Answers will vary according to student's personality style.

Photo: Visual Careers.

Are you interested in any of these careers?

Answers will vary but might include interior designer, drafter, journalist, or graphic artist.

Photo: Know How You Learn.

What type of learning style do you think best suits this person?

Answers will vary but might include that this girl appears to be a visual learner. She is seeing the information and reading the material. She could also be an auditory learner and uses music to help her focus.

Photo: Learning Styles.

How do you think you can develop and integrate different learning styles?

Answers should include completing a learning style inventory to assess your preferred learning style and enhancing your learning skills by incorporating other styles, i.e., as an analyzer, you can incorporate creator style traits by being more imaginative and innovative in your thought process.

Photo: Understanding Personality Types.

What personality type or types might apply to this person?

Answers should include that the person in this photo seems to best fit the creator personality style. He is in the process of being active in his creativity; action is a key factor for creators.

Figure 1.3: Profile of a Supporter

Do you recognize any supporter traits in yourself?

Answers will vary according to student's personality style.

Figure 1.4: Profile of a Creator

Do you recognize any creator traits in yourself?

Answers will vary according to student's personality style.

Figure 1.5: Profile of a Director

Do you recognize any director traits in yourself?

Answers will vary according to student's personality style.

Figure 1.6: Peak Performance Learning Pyramid

What additional skills and learning styles would enhance your learning ability?

Answers will vary according to student's learning and personality style, but they should be able to recognize what skills would enhance their learning ability.

Figure 1.7: The Adult Learning Cycle

Why is "Teach" an essential, unique step?

Teaching involves not only understanding a concept but also being able to relay it in your own words and answer questions about it. It often involves more than one learning style in order to teach the information. It provides practice for the "teacher" and helps him or her become more proficient with the content.

Review and Application Notes

Potential answers to Review Questions in Chapter 1.

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

A peak performer is life-long learner who has achieved personal success and has likely overcome obstacles to reach that success. A number of characteristics are included in the chapter, including being personally responsible, taking risks, self-motivating, and staying focused on goals.

2. *How can visualization help you overcome obstacles?*

Visualization is a tool to imagine your goals and the results you want to achieve. You can practice imagery anywhere, at any time. Become calm and take deep breaths. You may want to close your eyes and image the best outcome. For example, before a test, visualize yourself successfully completing the test in a calm and confident manner.

3. *Explain how you can integrate VARK when dealing with feeling overwhelmed or homesick (visual, auditory, reading and writing, kinesthetic).*

For visual learners, dealing with being homesick might mean looking at a picture of home or better yet, using Facetime to call someone at home. An auditory learner may be less overwhelmed with being home sick if one call home per week is guaranteed. For those who prefer reading and writing. A long email or letter may help with feeling homesick. The kinesthetic learner may prefer to receive a gift from mom and dad.

4. *How can knowing your learning style and personality type help you at work?*

By knowing your learning style and personality type, you first understand how you learn best. Then you are able to maximize your learning by integrating other learning styles.

5. *Why it is important to determine your instructor's teaching style as well as your own learning style?*

Understanding your teacher's style will help you adapt to styles that are more challenging based on your own learning style. You can anticipate how lectures will be handled, projects will be assigned, and material will be tested over. You will better understand your instructor's expectations on how to succeed in class. You can then adapt your responses accordingly, which often exposes you to new ways of learning—complementing your preferred learning style and maximizing your overall learning.

Case Study

Making a Commitment

The purpose of this case study is to have students understand the importance of developing effective learning skills to apply in school and in their career. Suggested answers follow.

In the Classroom

1. Eric can determine his learning style and try to integrate it with his school and personal activities.
2. Eric can take interest inventory test and do an honest self-assessment. He can talk with advisors and instructors to ascertain their perceptions of this strengths and weaknesses.

In the Workplace

3. Eric should try to use critical thinking skills when reviewing the school or workplace system. He should apply the SCANS skills and competencies to school and work success. Since he works well on teams, he should work closely with coworkers and set up study teams when he returns to school. He should make learning active and physical. He should also use his understanding of different personality styles to work more effectively with others at school and at work. When he can connect school with job advancement, he should have a sense of direction and purpose.
4. Eric is a kinesthetic learner. Eric prefers hands-on learning, and as a result he has difficulty concentrating during lectures or when studying. Because Eric is not as disciplined, he needs to work on his impatience and hastiness to improve his learning skills in class and on the job.

Discussion Questions

1. What actions can a person take to become a “Peak Performer”? (LO 1.1)
2. Pretend that a friend has told you that he/she would like to complete a self-assessment. How would you recommend they begin? What other advice would you offer? (LO 1.2)
3. In what ways will critical thinking help you to become a more successful student? In what ways will critical thinking help you to achieve lifelong goals? (LO 1.2 and 1.4)
4. What are some key differences between visualization and affirmation? How do they differ from reflection? How can visualization, affirmation and reflection help you to become a “Peak Performer”? (LO 1.2)
5. In what ways can a journal be used for self-management? (LO 1.2) What other tools might you use?
6. What are some ways to overcome incongruence between your personal learning style and a course taught in a very different style? (LO 1.7). What strategies have worked for you in the past? What new strategies might you incorporate?
7. Which steps in the Adult Learning Cycle are new to you? How can these new steps promote greater learning and self-actualization outcomes? (LO 1.8)
8. How does a Personal Mission Statement differ from a CV or resume? (LO 1.3)

In-Class Activities

1. Learning style inventory. Have students form groups based on their dominant learning styles- visual, auditory or kinesthetic. In their designed groups, have students discuss the optimal study methods they can incorporate into their study skills that would benefit them the most based on their particular learning styles. Groups should also address skills or techniques they can incorporate in-class dependent upon the teaching style of their professors.
2. Have students create a personal mission statement. In pairs, have each student share their individual mission statements to each other for feedback. Is the mission statement specific and true to the core values of the student? Does it reflect how they want to live their life? Does it address what is most important to that individual?
3. As a class, discuss the peak performance competency wheel (Figure 1.1). In groups of 3 or 4 students, have each group discuss the primary SCANS skills and competencies. Next, have them rank the top 3 skills within each competency which they believe are most important to acquire or develop in college and in the workplace and have them provide a rationale for their ranking and choices. Are the top 3 skills chosen different or the same for college and the workplace? Why or why not?

Bonus Internet Exercises

Exercise 1-1: Mission Statements

Visit a website that contains real examples of personal mission statements and then answer the following questions:

1. Which statements seem similar to yours?
2. Which statements are very different from your own?
3. How can the mission statements of others help you in creating your own mission statement?

Exercise 1-2: Learning Style

This chapter discussed the importance of knowing your personality type and learning style. This chapter also asked you to consider your long term goals. Perform a search of your future career, focusing on the type of work involved and the type of personality that best suits the nature of the career. If you are undecided in your career, search for one or more interests that you have. Then answer the following questions:

1. Does your personality type and learning style align with your choice of career?
2. If there is incongruence, how could you make the mismatch work?
3. What types of jobs are currently available in your community that would match your personality type and learning style?
4. For your dream job, would it most benefit you to be a creator, director, etc.?

Additional Activities

A Note to the Instructor: These activities are exclusive to this manual and are designed to meet the individual needs of your students. If applicable, these activities can be assigned to pairs or groups of students.

Differences

Ask students to write a short paragraph on how their college instructors are different from their high school teachers. What do they like most about each of their instructors? Also ask students to try to identify their instructors' learning, team, and personality styles.

Benefits

Ask students to review and write a journal entry on the reasons for taking each class. What skills, competencies, habits, and confidence-building skills do they expect to learn? Discuss their entries in class.

Learning Styles

In a class discussion, have students explore how they can develop and integrate different learning styles. Review the different learning and personality types and ask the class about the various ways they can enhance their learning skills by integrating the different styles. Sample answers:

- They can enhance the analyzer style by using critical thinking, focusing on facts, and asking questions.
- They can enhance the supportive style by tuning into their feelings and listening with empathy to others.
- They can enhance the creator style by asking “what if” and looking for new possibilities.
- They can enhance the director's style by increasing their sensing and organizational mode.

Additional Resources

Where to Find Resources:

On Campus: For more information about learning styles, students should visit the Learning Center, talk to the instructor for the student success seminar, visit with student services staff, the counseling center, and the career center, and check out the psychology and education departments to see if there are instructors who are interested in learning styles.

On the Internet:

Sites for learning styles:

www.ldpride.net/learningstyles.MI.htm

www.queendom.com/tests/iq/index

Information about learning disabilities:

www.ncld.org

Additional Reading

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