TO: Dr. McPherson

FROM: Joe Smith, BTST321

DATE:

RE: Example Paper

# 1. Personality Type:

My personal type was INFJ, which stood for Introverted Intuition with Feeling. The basis of this type I found to be pretty similar to what I view myself as being. I consider myself to be a very independent individual who is definitely on the reserved side. I don't mind working alone on certain things and sometimes actually prefer to. However, there were some differences as I consider myself to fit into both sensing and intuition. I tend to trust my experiences over symbols or metaphors. The feeling aspect of my personality type I felt was spot on. I certainly make most of my decisions from the heart and like to be viewed as a caring and compassionate person. The last part of my personality listed me in the judging eategory. Though I do see some I am forced to work against time. Overall, it was interesting to see how this test classified my personality type and compare the results to the way I view myself. BLAH. BLAH. BLAH. BLAH. BLAH. BLAH. BLAH. BLAH. BLAH. BLAH, BLAH. BLAH, BLAH.

### 2. Learning Style:

I felt that this survey was less helpful than the MBTI Test as several of my scores fell between the scores of 40 and 60. Therefore, the test states that little in my environment has an affect of my learning. The only areas that showed any preference were that I prefer to work with peers, need an authority figure present, and that I prefer to work with tangible materials. The only one of these that I would agree with would be the tactile preference and possibly working with peers. Though I wouldn't say that I would prefer to work with peers, there are certainly situations or projects in which peers are useful for coming up with ideas. As far as my preference to have an authority figure around, the only part that I agree with is the wanting frequent feedback. This is only because I like to know when I'm doing something right or wrong and also areas where I could use improvement so I can work correct my weaknesses. The rest of the areas I didn't show any real preference in, though I would say that I do enjoy some soft music while working. Also, I would say that I prefer visuals as I have always viewed myself as being a visual learner. Lastly, as far as time of day preference, I do like to do certain things at specific times though. For instance, I like to be able to have time in the morning to exercise because I feel that it is a good way to kick start my day and sets the tone for the rest of the day. BLAH. BLAH, BLAH. BLAH.

### 3. Cultural Adaptability

For this inventory, the majority of my scores were near the bulls-eye. The only area that seemed to stray away was the personal autonomy. I would have to agree with this because I feel that I am very strong in my personal beliefs, values, and identity. I do think of myself as open to other cultures and try to treat each of them equally and with respect. I strongly believe in being nonjudgmental when looking at any other person and especially with those of a different cultural background. The old saying goes "treat others as you wish to be treated", and I feel that this holds true for everyone, whether they are from the same culture or not. As far as the others, I think I could go either way with a few of them. I am for the most part an emotionally resistant person, but I do have times and situations when I lack in that area. I try to be a very flexible and open person, but sometimes my beliefs prevent that from happening. Also, with perceptual acuity, I do my best to communicate well with others, but there is always the chance that there will be some kind of misunderstanding. I do admit that I have a lot to learn about other cultures, but I feel the best way of doing that is to experience them first hand. Classes of textbooks may give you a basis or a palette for you to start with, but you're the one who has to paint the picture through experience. With my positive and open approach, I feel that I will be able to successfully adapt and interact with individuals of different cultural backgrounds simply through time and experience with them. BLAH, BLAH. BLAH, BLAH. BLAH, BLAH. BLAH, BLAH, BLAH, BLAH, BLAH, BLAH

#### 4. Summation

While taking these three inventories, I often found myself asking what the relevance of the questions were. Many of them seemed to be repeated over and over, only with different wording. I have to admit that I wasn't a big fan of them. However, after looking over these results I do feel like they have validated themselves. Looking at the ways they described my personality type, learning preferences, and cultural adaptability, for the most part they were pretty accurate. They also helped me reaffirm my own strengths and weaknesses so that I know which areas I need to improve on. BLAH. BLA

# **Personality Type:**

- 1) Pulver, Chad A., and Kevin R. Kelly. "Incremental Validity of the Myers-Briggs Type Indicator in Predicting Academic Major Selection of Undecided University Students." <u>Journal of Career Assessment</u> 16.4 (Nov. 2008): 441-455. <u>Myers Briggs</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigatoriup.passhe.edu/login?url="http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=34598223&site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=34598223&site=ehost-live</a>.
- -"The MBTI does not appear to improve or enhance the prediction of academic group membership beyond the rate of an instrument- the SII- that was developed explicitly for that purpose...we strongly recommend that the MBTI be used...to increase self understanding, to enhance understanding of decision-making process and preference, to improve communication skills within families and groups, and to promote understanding of the appeal of academic and career options indicated as congruent by interest measure."
- I think the authors explain the purpose of the MBTI to a tee. It is not supposed to define what you do, but who you are. The MBTI test helps your realize what your strengths and weakness are so that you can improve yourself. The test can only help you in the long run.
- **2)** Wall, Stephanie. "Personality: What Type Are You?." <u>RDH</u> 28.5 (May 2008): 78-93. <u>Myers Briggs</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=32152916&site=ehost-live>.
- -"By 'typing' ourselves, it simply helps us understand where we stand in the big picture of things and in how others functions around us. Through this understanding, we can better communicate and learn to embrace the difference each of us possesses."
- The MBTI helps us learn a lot about ourselves. It shows that everyone possesses different attributes that we need to be able to cope with in the business world and in life.
- **3)** Francis, Leslie J., Charlotte L. Craig, and Mandy Robbins. "The Relationship between Psychological Type and the Three Major Dimensions of Personality." <u>Current Psychology</u> 25.4 (Winter2007 2007): 257-271. <u>Myers Briggs</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=24944394&site=ehost-live>.
- -"According to Myers- Briggs Type Indicator model of personality, neuroticism associated with introversion and stability is associated with extraversion."
- I disagree with this statement, according to the test I was an introvert. I believe I am a stable person. Thats the only place where I think the MBTI test fails to do is

# **Learning Styles:**

- 1) Dunn, Rita, et al. "Impact of Learning-Style Instructional Strategies on Students' Achievement and Attitudes: Perceptions of Educators in Diverse Institutions." <u>Clearing House</u> 82.3 (Jan. 2009): 135-140. <u>Learning styles</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?">http://search.ebscohost.com/login.aspx?</a> direct=true&db=a9h&AN=35608370&site=ehost-live>.
- -"Differentiated instruction has become part of every school systems' lexicon but without learning styles as its cornerstone, no one knows how to differentiate instruction or on what to base differentiation."
- The fact that every student has different learning styles is something that is finally being dealt with. For many years it has been thought that learning should be done only one way. Now, however, with different education techniques and new development all students are benefitting from these updated instructions.
- 2) Wagner, Cynthia G. "When Mentors and Mentees Switch Roles." <u>Futurist</u> 43.1 (Jan. 2009): 6-7. <u>Academic Search Complete</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35537364&site=ehost-live>.
- -"With this mix of learning styles, and with mentors and mentees trading roles frequently throughout the process, knowledge transfer has never been more complex."
- The workplace faces new challenges due to the mixing of different generations working side bye side. The communication barrier is evident. Younger workers like texting and older ones like emails. It is the company's job to see these different styles and react to them.
- 3) Beall, Melissa L., et al. "State of the Context: Listening in Education." <a href="International Journal of Listening">International Journal of Listening</a> 22.2 (Aug. 2008): 123-132. <a href="Academic Search Complete">Academic Search Complete</a>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigatoriup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35025122&site=ehost-live>">http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=
- -" Because instructors must meet the needs of a variety of student listening and learning styles, a significant amount of listening research investigates listening and learning preferences."
- It is just good to see now instructors are using different styles, I benefit the most from listening. This makes me glad to know that professors aren't all just switching over to PowerPoint because I learn better from other peoples experiences.

# **Cultural Adaptability:**

- 1) "Wall Street must change its culture of greed, excess." <u>USA Today</u> (n.d.). <u>Corporate Culture</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://navigator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=J0E156295920509&site=ehost-live">site=ehost-live</a>.
- -"So the Wall Street bankers who have taken our economy into the severest recession since the Great Depression think they deserve \$18 billions in bonuses, while taxpayers bail them out and middle-class workers lose their jobs."
- The corporate culture in the U.S. needs to change, the financial institution were risky and irresponsible. A lot of them failed and expected the government to bail them out; when they did the bankers received bonuses and went on luxurious vacations. This shows a complete lack of responsibility for your actions. A culture of responsible business dealings and ethics needs to be re-instilled in American business.
- 2) Harper, Stephen C. "Removing DYSFUNCTION." <u>Industrial Engineer: IE</u> 41.2 (Feb. 2009): 45-49. <u>Corporate Culture</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://search.ebscohost.com/login.asp">http://search.ebscohost.com/login.asp</a> x?direct=true&db=a9h&AN=36216825&site=ehost-live>.
- -"Corporate culture may not be as tangible as many of the factors that affect organizational performance, but one things is clear-many of the factors that play an integral role in a firm's culture may have a detrimental effect on performance."
- As we can see in today's economy a firms culture has a lot to do with their success/failure. If a company is unethical their workers will be. If a firm runs an employee friendly low stress operation their employees will likely respond to them. Corporate culture is influential to a firm.
- 3) Kathy Seal. "A damaging lesson for college-bound kids: Good deeds require a ..." <u>USA Today</u> (n.d.). <u>College Culture</u>. EBSCO. [Stapleton], [Indiana], [PA]. 5 Feb. 2009 <a href="http://nav/gator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx">http://nav/gator-iup.passhe.edu/login?url=http://search.ebscohost.com/login.aspx</a>?direct=true&db=a9h&AN=J0E\13043714506&site=ehost-live>.
- -"The blame rests with our increasingly competitive society and the commercialization of the college culture that perpetrates the harmful myth that only a few of the college 'brands' are the 'best'."
- The articles looks at how many high school students just do activities to get into a presumed better college. These students don't do service because they want to anymore but because they feel like they have to, and it is in part due to our society's ultimate competitive attitude.