



beyond expectations

Stimulus and exercise material to launch
the lesson or unit plan on utilizing
personality type, learning style and
cultural adaptability”

Dr. William McPherson

Business Communication Quarterly
Fall 2013



Indiana University of Pennsylvania

Overview

- The purpose of the following exercises are to illustrate the testing/surveying has become less believable because of the great many convenience surveys. A fun to launch the introduction.
- Part 1 Illustrations of Bizarre personality tests
- Each slide presents a created survey/test that reals some information to an individual

Variety of Instruments

- <http://www.psicologi-psicoterapeuti.it/test/testpersonalita.html>
- [Pattern test](#)
- The quickest personality test around. No multiple choice questions. Just choose the pattern which appeals most to you and this test will tell all about your personality. 2 minutes. Or 10 for the indecisive.

- [Kingdomality.](#)
Visits: Over 13 million

- Please rank the four items according to how much the items appeal to you
 - a. A really good restaurant
 - b. Family and/or friends
 - c. A new place or situation
 - d. A competitive and/or learning situation

- - a. A well structured company
 - b. A people oriented company
 - c. A creative company
 - d. A fast growing, risk motivated company

Youthink.com

- http://www.youthink.com/quiz.asp?action=take&quiz_id=322
- Find out your real personality!
- **1. A Rabbi Knocks on your window:**
- You scream!
You begin to yodel as your head spins around in circles
You go back to posting on Youthink
You don't even notice, you are too busy spooning
You draw a sword and cut off their beard
- **2. If a tree falls down in the woods and no one is there:**
- I eat cheese!
I love myself!
I cry, the poor tree
It makes no sound!
Of course it makes a sound! What kind of person believes that^

Color Quiz

- [ColorQuiz](#)
No questions. Just pick colors 5 minutes
- **Your Existing Situation**
- Feels obstructed in his desires and prevented from obtaining the things he regards as essential

Financial Personality

[Discover your financial personality...](#)

Dependence: Homesteader or. Pioneer

Lifestyle: Spartan or Monarch

Risk-Taking: Gambler or Banker 10 minutes

Kingdomality

- [Kingdomality.](#)

Visits: Over 13 million

Personality type test from a medieval perspective. Also applicable to our time. 8 questions. 15 minutes

Part 2

- Use examples from magazine covers. Almost every mens health and women beauty magazines have teasers placed on cover. “ Are you better lover in bed.” “ Does he or doesn’t.” These taglines are usually followed by take our 30 second enclosed quiz. minutes

Part 3

- Research youtube- for additional ideas
- http://www.youtube.com/watch?v=nHSZ3_VMgj
- If personality types are not known, place posters of stars/athletes all around. Ask students to select which do they think share their same style.



beyond expectations

“Finding out more about your students:
A classroom project for business
educators utilizing personality type,
learning style and cultural adaptability”

Dr. William McPherson

Business Communication Quarterly

Fall 2013



Indiana University of Pennsylvania

Agenda

- Introductions
- Overview of Personality Type
- Overview of Learning Styles
- Overview of Cultural Adaptability
- Assignments

Overview of Personality Type

- The Myers-Briggs Personality Type (MBTI)

boxes below. Print your last name first, skip one box, and print as much of your first name as possible. Fill in the appropriate ovals below each box, including blank ovals for skipped boxes.

Sept	<input type="radio"/>	6	<input type="radio"/>	6	<input type="radio"/>	USE A NO. 2	36 (A B)	76 (A B)	121 (A B)
Oct	<input type="radio"/>	7	<input type="radio"/>	7	<input type="radio"/>	LEAD PENCIL ONLY	37 (A B)	77 (A B)	122 (A B)
Nov	<input type="radio"/>	8	<input type="radio"/>	8	<input type="radio"/>		38 (A B)	78 (A B C)	123 (A B C)
Dec	<input type="radio"/>	9	<input type="radio"/>	9	<input type="radio"/>		39 (A B)	79 (A B)	124 (A B C)
TODAY'S DATE							40 (A B)	80 (A B)	125 (A B)
MO. DAY YR.							41 (A B)	81 (A B C)	126 (A B)
PART 1									
Jan							1 (A B)	41 (A B)	
Feb							2 (A B)	42 (A B)	82 (A B)
March							3 (A B)	43 (A B)	83 (A B)
April							4 (A B)	44 (A B)	84 (A B)
May							5 (A B)	45 (A B)	85 (A B)
June									
July							6 (A B)	46 (A B)	86 (A B)
Aug							7 (A B)	47 (A B)	87 (A B)
Sept							8 (A B)	48 (A B)	88 (A B)
Oct							9 (A B)	49 (A B)	89 (A B)
Nov							10 (A B)	50 (A B)	90 (A B)
Dec									
HIGHEST GRADE COMPLETED							11 (A B)	51 (A B)	91 (A B)
<input type="radio"/> 3rd Grade							12 (A B)	52 (A B)	92 (A B)
<input type="radio"/> 4th Grade							13 (A B)	53 (A B)	93 (A B C)
<input type="radio"/> 5th Grade							14 (A B C)	54 (A B)	94 (A B)
<input type="radio"/> 6th Grade							15 (A B)	55 (A B)	95 (A B)
<input type="radio"/> 7th Grade							16 (A B)	56 (A B)	96 (A B)
<input type="radio"/> 8th Grade							17 (A B C)	57 (A B)	97 (A B)
<input type="radio"/> 9th Grade							18 (A B)	58 (A B)	98 (A B)
<input type="radio"/> 10th Grade							19 (A B)	59 (A B)	99 (A B)
<input type="radio"/> 11th Grade							20 (A B)	60 (A B)	100 (A B)
<input type="radio"/> 12th Grade							21 (A B)	61 (A B)	101 (A B)
<input type="radio"/> Fr. College							22 (A B)	62 (A B)	102 (A B)
<input type="radio"/> Sophomore							23 (A B)	63 (A B)	103 (A B)
<input type="radio"/> Junior							24 (A B)	64 (A B)	104 (A B)
<input type="radio"/> Senior							25 (A B)	65 (A B)	105 (A B)
<input type="radio"/> Masters							26 (A B)		
<input type="radio"/> Doctorate							PART 2	66 (A B)	106 (A B)

POINTS

PREFERENCE SCORES

Letter Number

E	I
S	N
T	F
J	P

ARE YOU A STUDENT?

Full time Part time Not a student

IMPORTANT: MARK ONE

Overview of Learning Styles

- Productivity Environmental (PEPS)

PRODUCTIVITY ENVIRONMENTAL PREFERENCE SURVEY (PEPS) Dunn, Dunn & Price

12910 88

NAME: LAST NAME FIRST GRADE

OR

EDUCATION

DO NOT MARK HERE

SEX: FEMALE MALE IDENTIFICATION NUMBER

BIRTHDAY YEAR MONTH SPECIAL CODES

Major or Occupation

Copyright © 1975, 1987, 1989, 1996, 2000, 2003, Price Systems, Inc. Box 1816, Lawrence, KS 66044-8818 USA. www.learningstyle.com

USE A NO. 2 PENCIL, DO NOT FOLD OR STAPLE

Printed inside 60502019-104C-ONLY

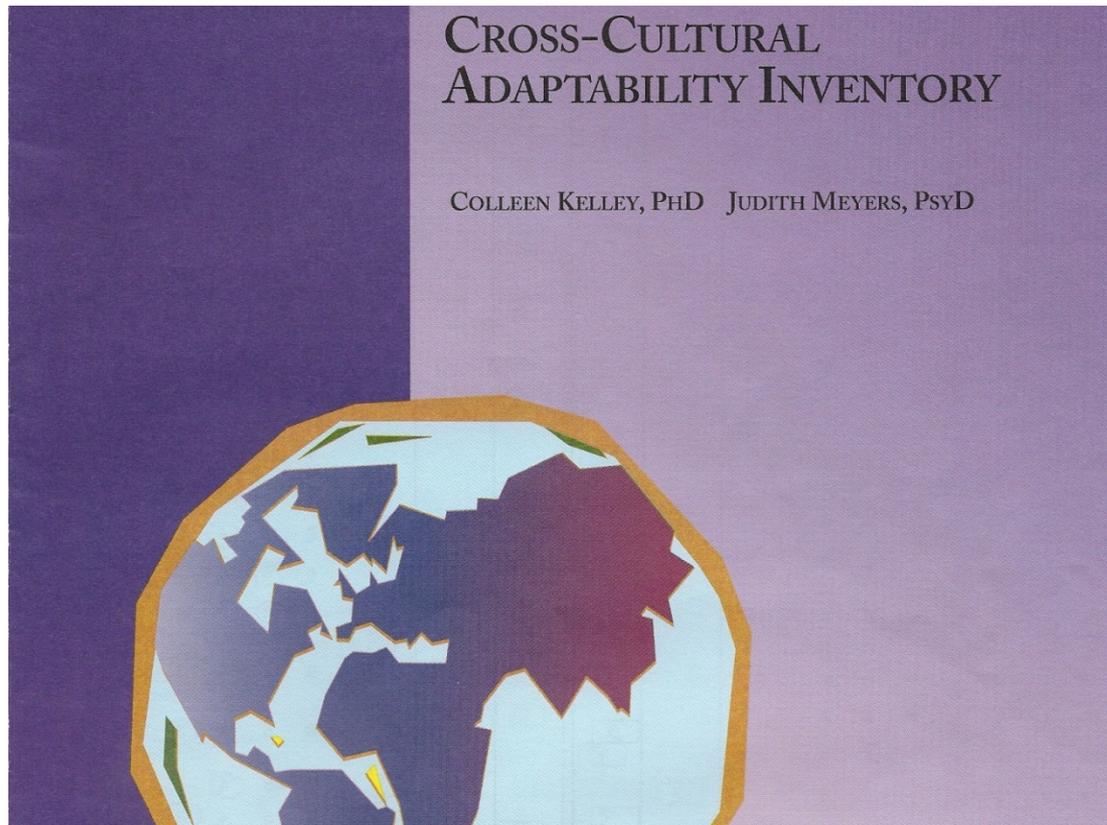
Instructions: Read each statement and decide to what extent you would agree or disagree with that statement if you had something new or difficult to learn. Mark (SD), if you strongly disagree, or (D), disagree, or (U), uncertain, or (A), agree, or (SA), strongly agree, as the response that best describes how you feel most of the time. Some questions are similar for improved reliability. Give your immediate or first reaction to each question. Please answer all the questions with a No. 2 or soft leaded pencil.

1. I prefer working in bright light. SD D U A SA
2. I like to work alone. SD D U A SA
3. It is easy for me to concentrate late at night. SD D U A SA
4. I like to draw or use diagrams when I work. SD D U A SA
5. I often have to be reminded to complete certain tasks or assignments. SD D U A SA
6. The one job I like doing best, I like to do with an expert in the field. SD D U A SA
7. I can think better lying down than sitting. SD D U A SA
8. I prefer cool temperatures when I need to concentrate. SD D U A SA
9. I can block out noise or sound when I work. SD D U A SA
10. People keep reminding me to do things. SD D U A SA
11. It is difficult for me to concentrate when I am warm. SD D U A SA
12. The one job I like doing best, I do with two or more people. SD D U A SA
13. I prefer to work or read where the lights are shaded. SD D U A SA
14. When I concentrate I like to sit on a soft chair or couch. SD D U A SA
15. I usually finish what I start. SD D U A SA
16. The things I remember best are the things that I hear. SD D U A SA
17. I enjoy tasks that allow me to take breaks. SD D U A SA
18. I can work more effectively in the afternoon than in the morning. SD D U A SA
19. I like to "snack" when I'm concentrating. SD D U A SA
20. When I have a lot of work to do I like to work with several colleagues. SD D U A SA
21. Noise or extraneous sound usually keeps me from concentrating. SD D U A SA
22. I often forget to do things I said I would do. SD D U A SA
23. I take lots of notes in a lecture, to help me remember. SD D U A SA
24. I like to work or analyze an assignment with another individual. SD D U A SA
25. I prefer cool temperatures when I'm working. SD D U A SA
26. The one job I like doing best, I do with several people. SD D U A SA
27. I concentrate best in the late afternoon. SD D U A SA
28. The things I remember best are the things that I read. SD D U A SA
29. I usually complete tasks that I start. SD D U A SA
30. I can concentrate better when I sit up rather than when I recline. SD D U A SA
31. I like to learn or work with a person in authority. SD D U A SA
32. I work best early in the morning. SD D U A SA
33. I get a lot done when I work on my own. SD D U A SA
34. When I work I turn all the lights on. SD D U A SA
35. I prefer that others share responsibility for a task we're doing. SD D U A SA
36. I really enjoy television. SD D U A SA
37. I like either a teacher or supervisor to outline tasks I have to complete. SD D U A SA
38. I like to sit on a straight-back chair when I concentrate. SD D U A SA
39. I work or study best by myself. SD D U A SA
40. I can remember things best when I study them in the evening. SD D U A SA
41. I remember best the things I read in a book or magazine. SD D U A SA
42. I always finish tasks that I start. SD D U A SA
43. If I have to learn something new, I prefer to learn about it by hearing a record, tape, or lecture. SD D U A SA
44. I am most alert in the evening. SD D U A SA

Write your name, sex, and birthdate in the space provided. Blacken the bubbles below each of the boxes you filled out.

Overview of Cultural Adaptability

- The Cross-Cultural Adaptability Inventory (CCAI)



Personality Type

- Define personality-
- “a self-regulating internal system or set of systems with the function of preserving a constant (or at least a reasonably orderly and integrated) state.”
- “the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment.”(1937)
- “characteristic behavior and thought.”

FAMOUS MODELS

Cattell 16 Personality Factors Profile

- Factors and Descriptors
- Theory described 16 traits on a continuum. In other words, everybody has some degree of every trait.
- **Keirsey Temperament**
 - Based on Jung Theory
- **Minnesota Multiphasic Personality Inventory (MMPI)**
 - Provides clear, valid descriptions of people's problems, symptoms, and characteristics in broadly accepted clinical language.
- **Enneagram Tests**
 - The Enneagram is a nine factor personality system that is sort of a historical mutt, many different influences

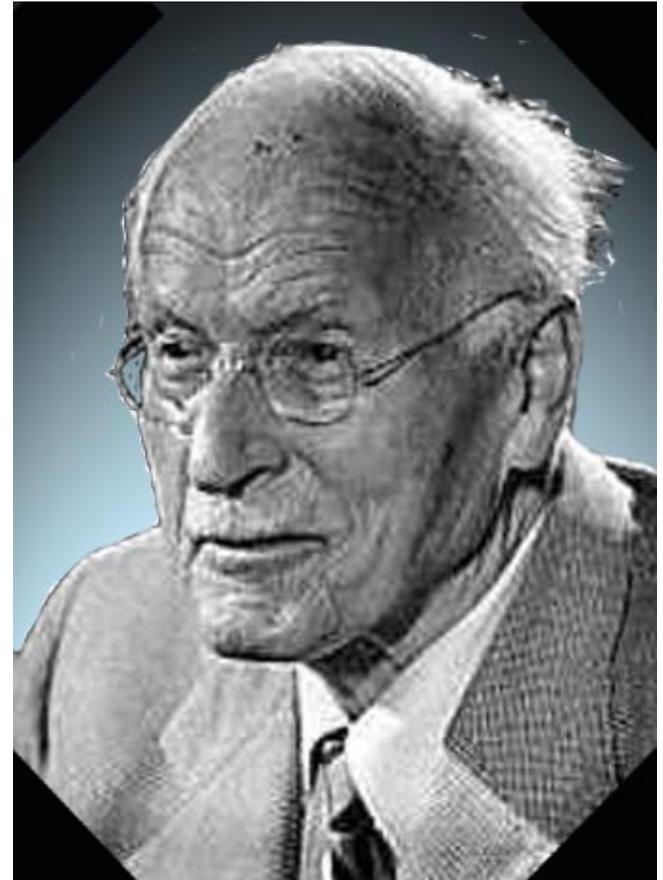
“The be all and end all”

- Myers Briggs Personality Type Indicator
 - THE MBTI

BILL'S GRANDMOTHER



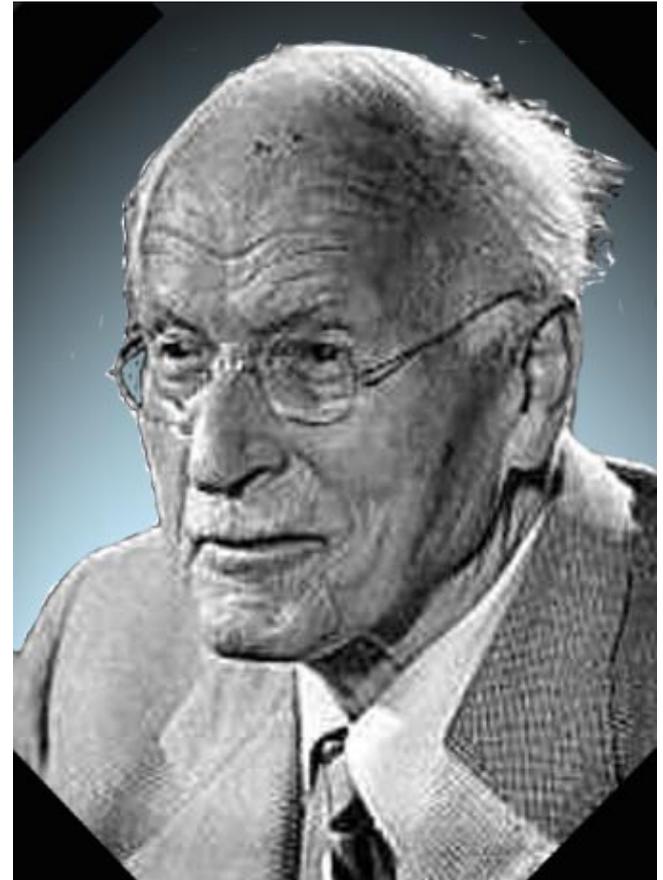
BILL'S GRANDFATHER



KATHARINE and ISABEL



CARL JUNG



MBTI

Within each of **these** categories, we “prefer” to be either:

Extraverted or Introverted

Our flow of energy

Sensing or Intuitive

How we take in information

Thinking or Feeling

How we prefer to make decisions

Judging or Perceiving

The basic day-to-day lifestyle that we prefer

Words to Help Understanding of Type Concepts

E: EXTRAVERSION

- When extraverting, I am..
 - Assertive
 - Social
 - Enthusiastic

Words to Help Understanding of Type Concepts

I: INTROVERSION

- When introverting, I am...
 - Quiet
 - Internally aware
 - Independent

Words to Help Understanding of Type Concepts

S: SENSING PERCEPTION

- When using my sensing I am...
 - Aware of my surroundings
 - Using my senses
 - Realistic

Words to Help Understanding of Type Concepts

N: INTUITIVE PERCEPTION

- When using my intuition I am...
 - Imaginative
 - Idealistic
 - Theoretical

Words to Help Understanding of Type Concepts

T: THINKING JUDGMENT

- When reasoning with thinking, I am...
 - Rational
 - Critical
 - Someone who wants the truth

Words to Help Understanding of Type Concepts

F: FEELING JUDGMENT

- When reasoning with feeling, I am...
 - Deciding with my heart
 - Passionate
 - Caring of others

Words to Help Understanding of Type Concepts

J: JUDGMENT

- When I take a judging attitude, I am...
 - Organized
 - Structured
 - Responsible

Words to Help Understanding of Type Concepts

P: PERCEPTION

- When I take a perceiving attitude, I am...
 - Spontaneous
 - Adaptable
 - Disorganized

MBTI Types

<http://www.personalitypage.com/high-level.html>

- **ISTJ**
- Serious and quiet, interested in security and peaceful living. Extremely thorough, responsible, and dependable. Well-developed powers of concentration. Usually interested in supporting and promoting traditions and establishments. Well-organized and hard working, they work steadily towards identified goals. They can usually accomplish any task once they have set their mind to it.
- Click [here for a detailed description of ISTJ.](#)

What is PEPS?

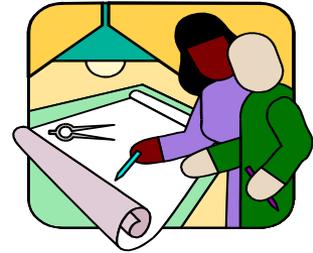
- Productivity Environmental Preference Survey
- Created by Drs. Kenneth and Rita Dunn at St. John's University
- They define learning style as “the way individuals concentrate on, absorb, and retain new information.”
- Visit the Learning-Styles Network at <http://www.learningstyles.net/> for more information about PEPS

PEPS: Productivity Environmental Preferences Survey

- The PEPS identifies an adult's personal preference for each of the twenty different elements and was developed through a content and factor analysis.

How do you like to learn?

“I just don’t get it when I read the book;
I have to hear someone explain it.”



“I have to write it down to remember it.”

“If I do the problem or procedure
a few times, then I understand it.”

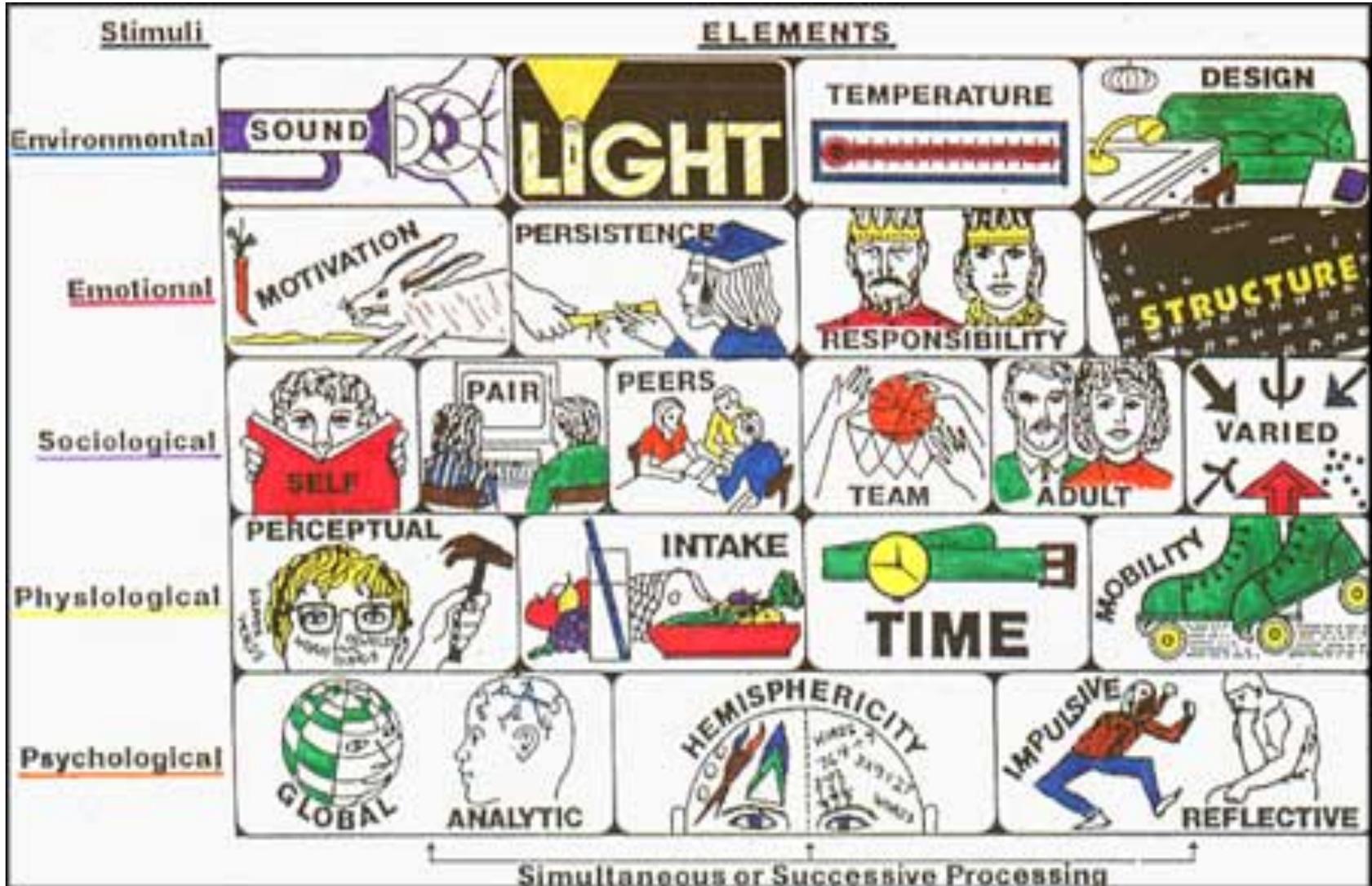


Learning Styles and Preferences

- Ask yourself:
- How do I best process information?
- How is information delivered to me?
- How can I make information more accessible?
- How can I learn and remember more effectively?



PEPS Learning Styles Model



PEPS Learning Styles Model

- **Environmental**
 - Sound
 - Light
 - Temperature
 - Design
- **Emotional**
 - Motivation
 - Persistence
 - Responsibility
 - Structure
- **Sociological**
 - Self, Pair, or Team
 - Feedback from authority
 - Variety vs. routine
- **Physical**
 - Perceptual
 - Intake
 - Time
 - Mobility
- **Psychological**
 - Global/Analytic
 - Right/Left Hemisphere
 - Impulsive/reflective

Sample Narrative Report for the Productivity Environmental Preference Survey Individual Profile

Name: Student, Sample
Year of Birth: 1980

Sex: Female

Date of Printing: 9/30/2005
Identification: 999

Preference Summary

Scale	Score	20	30	40	50	60	70	80
1	50		Prefers Quiet		NOISE LEVEL			Prefers Sound
2	52		Prefers Dim		LIGHT			Prefers Bright
3	58		Prefers Cool		TEMPERATURE	*		Prefers Warm
4	39		Prefers Informal	*	DESIGN			Prefers Formal
5	49		Low		MOTIVATION			High
6	53		Low		PERSISTENT			High
7	34		Low *		RESPONSIBLE(CONFORMING)			High
8	64		Does Not Like		STRUCTURE	*		High
9	43		Prefers Alone	*	ALONE/PEERS			Prefers With Peers
10	50		Does Not Want Present		AUTHORITY FIGURES			Wants Present
11	47		Does Not Learn In		SEVERAL WAYS			Prefers Variety
12	52		Does Not Prefer		AUDITORY			Prefers
13	50		Does Not Prefer		VISUAL			Prefers
14	47		Does Not Prefer		TACTILE			Prefers
15	52		Does Not Prefer		KINESTHETIC			Prefers
16	43		Does Not Prefer	*	INTAKE			Prefers
17	53		Prefers Evening		TIME OF DAY			Prefers Morning
18	55		Does Not Prefer		LATE MORNING			Prefers
19	45		Does Not Prefer		AFTERNOON	*		Prefers
20	55		Does Not Prefer		NEEDS MOBILITY			Prefers

Highlight the asterisks that show your score

CCAI: Cross Cultural Adaptability Inventory

- The CCAI helps measure an individual's ability to adapt to other cultures.
- The CCAI assessment helps groups and individuals gain insight into
 - both their ability to adjust to a new culture and environment,
 - and the potential stressors that lie ahead.

Cultural Adaptability

- Cross Cultural Adaptability Inventory
- Developed by Drs. Colleen Kelley & Judith E. Meyers.
- The CCAI measures 4 variables:
 - Emotional Resilience
 - Flexibility and Openness
 - Perceptual Acuity
 - Personal Autonomy.

Cultural Adaptability

- It helps individuals gain insight into their likely ability to adjust to a
 - new culture
 - environment and
 - the potential stressors that lie ahead.
- It goes beyond awareness to focus on developing the communication and behavioral skills believed to be most critical to successful cross-cultural interaction.

ER – Emotional Resilience

- ❑ ER scale focuses on the negative feelings that occur when moving to a new cultural
- ❑ Level of the ER represents how well a person can regulate their emotions in a new or changing environment
- ❑ People with a high ER are self-confident in new surroundings

FO – Flexibility/Openness

- ❑ FO scale measures the extent to which the person enjoys the different ways of thinking and behaving that are typically encountered in cross-cultural experiences
- ❑ People with a high FO are interested in learning and adapting to new cultures

PAC – Perceptual Acuity

- ❑ PAC scale is the extent to which a person pays attention to and accurately perceives various aspects of their environment
- ❑ People with a high PAC score will be able to easily learn and interpret the gestures and body language of different cultures

PA – Personal Autonomy

- ❑ PA scale measures how much personal autonomy a person will have in a new cultural, and how much they are able to respect the cultural identity of the other culture
- ❑ People with a high PA score have a strong sense of self and a separate unique identity

Assignments

- [“Just in Time” applying the concepts of inventory to business students.docx](#)