

Assess Your Personality with the Personality Spectrum

Personality assessments help you understand how you respond to the world around you—including information, thoughts, feelings, people, and events. The assessment used in this chapter is based on one of the most widely used personality inventories in the world—the Myers–Briggs Type Inventory, developed by Katharine Briggs and her daughter, Isabel Briggs Myers. It also relies upon the work of David Keirsey and Marilyn Bates, who combined the 16 Myers–Briggs types into four temperaments and developed an assessment called the Keirsey Sorter based on those temperaments.

The Personality Spectrum assessment adapts and simplifies this material into four personality types—Thinker, Organizer, Giver, and Adventurer—and was developed by *Keys to College Studying* co-author Dr. Joyce Bishop. The Personality Spectrum helps you identify the kinds of interactions that are most, and least, comfortable for you. Key 2.3 shows techniques that improve performance, learning strategies, and ways of relating to others for each personality type.



These students, listening to podcasts while studying pieces at the Museum of Modern Art in Manhattan, are engaging verbal-linguistic and visual-spatial learning skills with the help of technology.

PERSONALITY SPECTRUM

STEP 1. Rank order all 4 responses to each question from most like you (4) to least like you (1) so that for each question you use the numbers 1, 2, 3, and 4 one time each. Place numbers in the boxes next to the responses.

4 MOST LIKE ME **3** MORE LIKE ME **2** LESS LIKE ME **1** LEAST LIKE ME

| | |
|---|--|
| <p>1. I like instructors who</p> <p>a. <input type="checkbox"/> tell me exactly what is expected of me.</p> <p>b. <input type="checkbox"/> make learning active and exciting.</p> <p>c. <input type="checkbox"/> maintain a safe and supportive classroom.</p> <p>d. <input type="checkbox"/> challenge me to think at higher levels.</p> | <p>5. When I experience stress I would most likely</p> <p>a. <input type="checkbox"/> do something to help me feel more in control of my life.</p> <p>b. <input type="checkbox"/> do something physical and daring.</p> <p>c. <input type="checkbox"/> talk with a friend.</p> <p>d. <input type="checkbox"/> go off by myself and think about my situation.</p> |
| <p>2. I learn best when the material is</p> <p>a. <input type="checkbox"/> well organized.</p> <p>b. <input type="checkbox"/> something I can do hands-on.</p> <p>c. <input type="checkbox"/> about understanding and improving the human condition.</p> <p>d. <input type="checkbox"/> intellectually challenging.</p> | <p>6. I would probably not be close friends with someone who is</p> <p>a. <input type="checkbox"/> irresponsible.</p> <p>b. <input type="checkbox"/> unwilling to try new things.</p> <p>c. <input type="checkbox"/> selfish and unkind to others.</p> <p>d. <input type="checkbox"/> an illogical thinker.</p> |
| <p>3. A high priority in my life is to</p> <p>a. <input type="checkbox"/> keep my commitments.</p> <p>b. <input type="checkbox"/> experience as much of life as possible.</p> <p>c. <input type="checkbox"/> make a difference in the lives of others.</p> <p>d. <input type="checkbox"/> understand how things work.</p> | <p>7. My vacations could be described as</p> <p>a. <input type="checkbox"/> traditional.</p> <p>b. <input type="checkbox"/> adventuresome.</p> <p>c. <input type="checkbox"/> pleasing to others.</p> <p>d. <input type="checkbox"/> a new learning experience.</p> |
| <p>4. Other people think of me as</p> <p>a. <input type="checkbox"/> dependable and loyal.</p> <p>b. <input type="checkbox"/> dynamic and creative.</p> <p>c. <input type="checkbox"/> caring and honest.</p> <p>d. <input type="checkbox"/> intelligent and inventive.</p> | <p>8. One word that best describes me is</p> <p>a. <input type="checkbox"/> sensible.</p> <p>b. <input type="checkbox"/> spontaneous.</p> <p>c. <input type="checkbox"/> giving.</p> <p>d. <input type="checkbox"/> analytical.</p> |

STEP 2. Add up the total points for each letter.

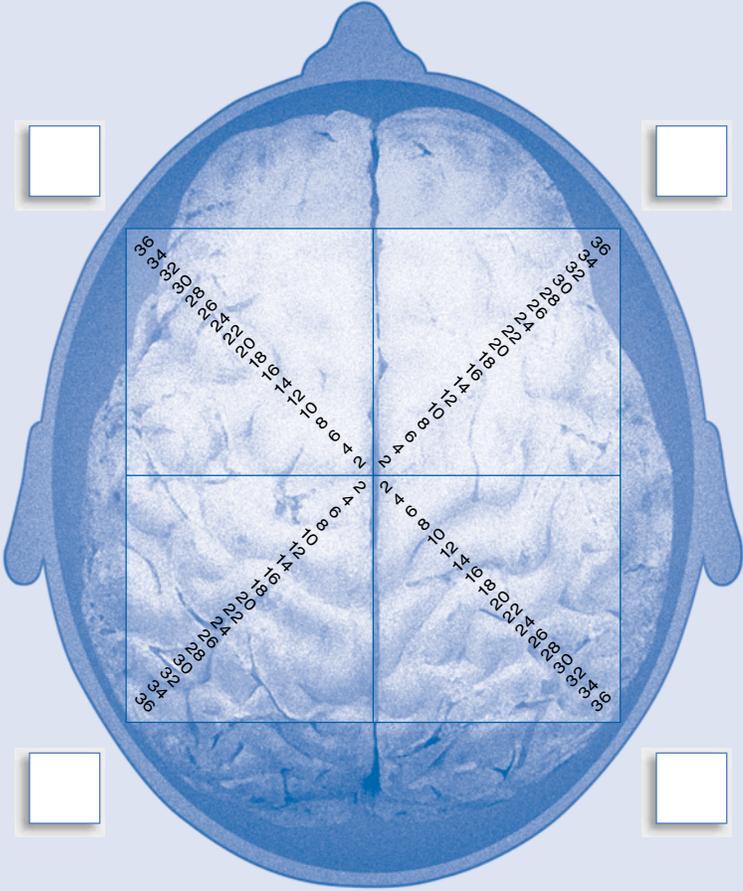
TOTAL FOR a. Organizer b. Adventurer c. Giver d. Thinker

STEP 3. Plot these numbers on the brain diagram on page 47.

SCORING GRID FOR PERSONALITY SPECTRUM

Write your scores from p. 46 in the four circles just outside the brain diagram—Thinker score at top left, Giver score at top right, Organizer score at bottom left, and Adventurer score at bottom right.

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

| THINKER | <p style="text-align: center;"><i>Connect the four dots to make a four-sided shape. If you like, shade the four sections inside the shape using four different colors.</i></p>  | GIVER |
|--|--|--|
| <ul style="list-style-type: none"> Technical Scientific Mathematical Dispassionate Rational Analytical Logical Problem Solving Theoretical Intellectual Objective Quantitative Explicit Realistic Literal Precise Formal | | <ul style="list-style-type: none"> Interpersonal Emotional Caring Sociable Giving Spiritual Musical Romantic Feeling Peacemaker Trusting Adaptable Passionate Harmonious Idealistic Talkative Honest |
| ORGANIZER | <p style="text-align: center;"><i>For the Personality Spectrum, 26–36 indicates a strong tendency in that dimension, 14–25 a moderate tendency, and below 14 a minimal tendency.</i></p> | ADVENTURER |
| <ul style="list-style-type: none"> Tactical Planning Detailed Practical Confident Predictable Controlled Dependable Systematic Sequential Structured Administrative Procedural Organized Conservative Safekeeping Disciplined | | <ul style="list-style-type: none"> Active Visual Risking Original Artistic Spatial Skillful Impulsive Metaphoric Experimental Divergent Fast-paced Simultaneous Competitive Imaginative Open-minded Adventuresome |

Source for brain diagram: *Understanding Psychology*, 3/e, by Morris, © 1996. Adapted by permission of Prentice-Hall, Inc., Upper Saddle River, NJ.

Key 2.3 How to put your Personality Spectrum to work for you.

| CHARACTERISTICS OF EACH PERSONALITY TYPE | STUDY TECHNIQUES TO MAXIMIZE PERSONALITY TYPES |
|--|---|
| <p>THINKER</p> <ul style="list-style-type: none"> ■ Solving problems ■ Developing models and systems ■ Analytical and abstract thinking ■ Exploring ideas and potentials ■ Ingenuity ■ Going beyond established boundaries ■ Global thinking—seeking universal truth | <p>THINKER</p> <ul style="list-style-type: none"> ■ Find time to reflect independently on new information ■ Learn through problem solving ■ Design new ways of approaching issues ■ Convert material into logical charts ■ Try to minimize repetitive tasks ■ Look for opportunities to work independently |
| <p>ORGANIZER</p> <ul style="list-style-type: none"> ■ Responsibility, reliability ■ Operating successfully within social structures ■ Sense of history, culture, and dignity ■ Neatness and organization ■ Loyalty ■ Orientation to detail ■ Comprehensive follow-through on tasks ■ Efficiency | <p>ORGANIZER</p> <ul style="list-style-type: none"> ■ Try to have tasks defined in clear, concrete terms so that you know what is required ■ Look for a well-structured, stable environment ■ Request feedback ■ Use a planner to schedule tasks and dates ■ Organize material by rewriting and organizing class or text notes, making flash cards, or carefully highlighting |
| <p>GIVER</p> <ul style="list-style-type: none"> ■ Honesty, authenticity ■ Successful, close relationships ■ Making a difference in the world ■ Cultivating potential of self and others ■ Negotiation; promoting peace ■ Openness; communicating with others ■ Helping others | <p>GIVER</p> <ul style="list-style-type: none"> ■ Study with others ■ Teach material to others ■ Seek out tasks, groups, and subjects that involve helping people ■ Find ways to express thoughts and feelings clearly and honestly ■ Put energy into your most important relationships |
| <p>ADVENTURER</p> <ul style="list-style-type: none"> ■ High ability in a variety of fields ■ Courage and daring ■ Hands-on problem solving ■ Living in the present ■ Spontaneity and action ■ Ability to negotiate ■ Nontraditional style ■ Flexibility ■ Zest for life | <p>ADVENTURER</p> <ul style="list-style-type: none"> ■ Look for environments that encourage non-traditional approaches ■ Find hands-on ways to learn ■ Seek people whom you find stimulating ■ Use or develop games and puzzles to help memorize terms ■ Fight boredom by asking to do something extra or perform a task in a more active way |