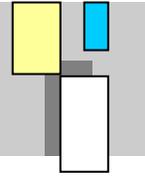


Paragon Learning Style Inventory

A Window into Learning Style and Cognitive Preference



A Self-Help Guide for Student Success Based on Learning Style

Introvert – Intuitive (IN) Version

Success is no accident. Whether what we seek is a sense of inner satisfaction, wealth or academic success, the formula for success is fairly well accepted. There are reasons why some people find more of it than others, regardless of their backgrounds or abilities.

This guide will lead you through a process of self-development. Each stage will build upon the last. As you reflect on the information provided, make note of your insights and the areas that you feel are those most important for you personally. At the back of the packet is a place to write some of your notes as well as your goals for personal development.

This packet will lead you through the following 4 stages:

1. Self-Understanding (as it relates to cognitive and learning style)
2. Development of a “Success Psychology”
3. Cultivating a personal sense of “Purpose.”
4. Goal Setting

Note: Your success will be much more likely if you are working with your teachers or coaches.¹

Introverted Intuitive Types

INFJ Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it out with or without help. Skeptical, critical, independent determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.
INFP Full of enthusiasm and loyalties, but seldom talk of these until they know you well. Care about learning ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interests can be used and useful.

¹ All teachers have been provided “Developing a Success Psychology” and “How to Succeed with Students of Differing Learning Styles.”

Step 1: Self - Understanding

There are many aspects to a human personality. We are all very complex and unique. It is useful to reflect on what makes us who we are, so that we can have a better understanding of why we have certain tendencies, why we relate to some people better than others, and what contributes to our unique view of the world around us. The better we understand ourselves, the more our actions are a product of choice, and less a product of reaction to conditioning and unconsciousness tendencies. We could say that there are 3 general types of mental mechanisms that influence our choices:

- A. *Our Cognitive Preferences*
- B. *Our Unconscious Conditioning*
- C. *Our Conscious thought process*

This section will help you better understand the first of these – **your cognitive preferences**.

These preferences are also called your learning style, your cognitive style, your personality type, or your temperament type. There are several effective instruments that have been developed for understanding these preferences, including the Myers-Briggs Type Indicator and the Paragon Learning Style Inventory. If you have not taken the Paragon Learning Style Inventory, contact your teacher or download it from the website: www.calstatela.edu/plsi before you continue. You will need your score to take advantage of this developmental process.

There are 4 packets in this series. This packet is designed specifically for those with an IN_ combination. If your PLSI score was one of the following INTJ, INFJ, INFP, INTP, then you are a person with an (I) Introverted – (N) Intuitive preference. When compared to your peers with other preferences, you will have very different ways of processing information, thinking, and interacting. Knowing your tendencies can be one key to success in school.

Examine the following descriptions in bold. They should recognize your preferences in the lists.

EXTROVERT (@60% of population)

learns best from doing
is more at ease and confident socially
likes to know how others are doing it
gets energized from socializing
readily volunteers and offers opinions
ideas start from the outside in

SENSATE (@65% of population)

is more realistic and practical
is more patient and steady
uses his/her experience and common sense
likes routines and order
looks more for what is actual and sensible
lives in the here and now

INTROVERT (@40% of population)

likes to watch before doing
prefers working alone or with one other
sets own standards when possible
likes quiet space to work
seems "deep" and hard to understand
ideas start from inside out

INTUITIVE (@35% of population)

is more imaginative and abstract
likes new challenge, works in spurts
trusts what makes sense to her/him
dislikes routine and detail work
looks more for what is possible
lives toward her/his vision of the future

As you examine the preferences of both the Introvert and the Intuitive sides of these 2 dimensions, you can see that your needs and comfort areas are different than many of the other students in your class.

When one puts an Introverted preference together with a Intuitive preference the result is the unique combination, defined by the description – **Thoughtful Innovator**. Here is a paragraph describing how a typical IN or Thoughtful Innovator works best in schools. Again, it should sound familiar.

IN's Thoughtful Innovators (@10% of population)

Let me work in situations where I can come up with my own ideas whenever possible. I don't have as much trouble as some of the other students in being creative. I am often surprised when I see that I sometimes see deeper realities that other students miss. I like to come up with stories, draw pictures, or think of new ways of doing something. Some people call me a "visual learner" but I just feel more comfortable studying something for a while and understanding how it works before I try to do it or talk about it. I will be the last to volunteer usually, but I will work to master it long after the other students have moved on to something else. I need to be able make connections with the current subject and the previous subjects, so let me know the purpose behind what we are doing before you tell me what to do. If you ask me to do work that is pointless, inconsistent, or irrelevant then you will probably see me become at least a bit cynical and/or irreverent.

Now examine the chart below. If you are an INFP or an INFJ, the NF description on the left should give you some additional insight into your natural learning preferences. If you are an INTJ or INTJ, the NT description on the right should be helpful.

	Feeling Preference	Thinking Preference
Intuitive Types	NF's Enthusiastic, Insightful types (@22%) When intuition is combined with feeling qualities the result is someone who is very good with people and language. The NF is usually very enthusiastic and warm. They are very oriented toward cooperative things, and away from competitive things. They usually have very strong feelings about things and people, they really like them or really don't. NF's are very personal types, and thrive in supportive, creative, and harmonious situations.	NT's Logical, Ingenious types (@15%) When intuition is combined with a thinking style the result is someone who always needs to know "why?" NT's are less interested in how things have been done, and more interested in how they can improve and change them. They are very imaginative, and are very comfortable in the "world of ideas". They like to be good at things, and always want to be learning. They can appear unemotional, and can be accused of having an "attitude", which is usually not the case.

Below are the results of some of the research that has been done in schools, specifically selected for what has been found relating to introverts and intuitives. It is often helpful to know the tendencies that have been demonstrated by others of your type. It can help us know what our natural strong and less strong areas and preferred modes of instruction might be. As we come to better understand our natural tendencies, we can learn to use our strength areas with more challenging tasks, and then over time begin to work on our less developed skills to be more successful at a broader range of tasks.

Introversion Research	Intuitive Research
I = Score high on "Auditory" learner scale I = Score high on "reflective" learner scale I = high "internal brain arousal" IJ = Least spontaneous I = Tendency to internalize emotion	N = Tend toward "right hemisphere" brain use NP = high creativity IN = Highest SAT scores on average NJ = High goal orientation NT = Writing tends to try to "explain what happened" in a general way INP = high art appreciation NF = Writing tends to emphasize their "overall reactions" and the general sense of what happened. NT = Can "over-complexify" a task

So what?

So I know about my learning style, so what? The answer is that knowing your learning style preference alone is not going to make you necessarily more successful. But it might help you feel like your tendencies, needs and values make a little more sense to you now. So, you should understand your strengths and weaknesses a bit better now. And your teacher has more resources related to your type that will be helpful if you are interested in learning more.

In a nutshell – your IN type is defined by the love of ideas. When the IN is happy and feeling comfortable, they demonstrate a high degree of academic success. Yet, when they feel like they don't fit in, or are put in learning environments that they find pointless, they can be very rebellious and critical. The IN has very deep thoughts and strong opinions. They need to keep in mind that there are other points of view, and not be too quick to dismiss others as wrong. The IN can show the tendency to “live in their heads” more than other types. If they do this too much they can experience isolation. The IN experiences the highest degree of mental health when they feel not only grounded in themselves, but also connected to others.

Step 2 – Developing a Success Psychology

Your learning style is going to be pretty stable over your lifetime. That is, if you are an IN today, you will probably still be an IN in 30 years. But what is important is, will you be a happy, fulfilled, successful, and contented IN? Understanding our style will help, but what determines ones' success will their values, attitudes and choices.

Earlier we talked about 3 things that influence our choices – 1) our cognitive or learning style, 2) our unconscious thoughts and 3) our conscious thoughts. You can't do much to change the first one, but you can do a lot to change the second. And only you can make choices for yourself. So why would you want to change what is going on in your unconscious mind (also called your mental conditioning)? The answer is that it will make all the difference in whether you are happy or unhappy, achieving or not, and bringing positive circumstances into your life or not. In other words, we could say that at any time our unconscious mind is operating from either a *success or a failure psychology*.

Defining the Success Psychology

What makes someone oriented to success, achievement and high self-esteem is not an accident or a mystery. Research tells us that people with the following 3 traits are more successful in schools and in life.

- *An Internal Locus of Control*
- *A Sense of Acceptance and Belonging*
- *A Mastery (Process) Orientation*

In this section we will use our knowledge of our cognitive type to help us best develop these 3 areas of thinking.

A Three Factor Operational Definition of SUCCESS PSYCHOLOGY

Our self-concept (and so tangentially our psychology of achievement) is very dependent on factors within our environment. It is formed as a result of our years of experiences (especially the early ones). It could be said that one's eyes and ears record the messages they receive from others, especially those most important to them. Because one's unconscious accepts all words and emotions as facts, no matter how legitimate or based in reality, one's psychological orientation to trying and achieving is being continuously constructed and reconstructed by what is encountered in the mirror of others verbal and non-verbal messages

Research into academic achievement produces three factors that strongly correlate with achievement, a success-orientation and self-esteem. Each of the factors/components outlined below is separate but interrelated. In the attempt to better understand and/or promote success in oneself and others, addressing these three components can help clarify our efforts.

INTERNAL LOCUS OF CONTROL: This factor is defined by one's sense of internal causality and orientation toward personal responsibility. The more internal LOC the more we feel like our destiny is in our own hands. It could be contrasted to seeing life as a series of accidents or "things that happen to us."

It comes from: recognizing that our actions result in consequences, seeing cause and effect relationships related to success and failure, being given freedom, power and control with an expectation of using them responsibly.

SENSE OF BELONGING AND ACCEPTANCE: This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts them self as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically and be fully present to others. Self-acceptance could be contrasted to self-aggrandizement or a compulsion to please.

It comes from: accepting messages from VIPs (including self-talk), practicing a positive approach and attitude, experiencing emotional safety, and feeling a part of a community.

Growth vs. Fixed Ability Orientation: This factor relates to one's thinking related to the root of their competence. Everyone needs to feel competent and confident, but if it is perceived as coming from "how good we are" at a task (related to innate ability), then we tend to give up quickly and protect our egos in the face of failure. If our confidence is rooted in our experience in persist to find solutions, enjoying the learning process, and approaching a task with the desire to overcome challenges, we will tend to grow and achieve more. In this orientation intelligence is something that can be improved not innate. This dynamic is at the root of a person being basically either success-seeking or failure-avoiding.

It comes from: having learning goals vs. performance goals, getting recognition or criticism for our efforts and not for our abilities, taking learning risks that pay off, and VIPs communicating an incremental vs. fixed view of intelligence and ability.

Developing a Success Psychology

To develop a success psychology you will need to work hand in hand with your teachers. They have been given ideas to help promote these skills in your class. But in this section let's explore what we can do on our own to promote these mental patterns within our thinking.

Locus of Control:

The most predictive trait that successful people have is an understanding of the cause and effect relationship between their thinking and the quality of their life. In essence, successful people take responsibility to "make it happen." Here are some self-statements that will help you develop this trait:

I alone am responsible for my success.

I understand that my thoughts will lead to actions, which will lead to how my life turns out, so I take my thoughts seriously, and try to think positively.

There are few accidents in life, I recognize that events have causes and everything is connected.

The IN type is the most independent type and typically shows a high degree of internal locus of control. This may explain some of why they are as academically inclined as they are. But many IN types do not demonstrate academic success in their early years or ever due to their tendency to want to "do their own thing." The INP combination has a very scientific tendency, but can also tend toward dreaming. At their best, the INP can be a brilliant innovator, at their worst, they can be a disconnected cynic who lives in a world of abstractions. The difference is a sense of purpose and responsibility. The INJ type is a natural planner. Their analytic skills can be a real asset in school, but they can also lead to an overly critical attitude and what appears to others as detachment.

Acceptance and Belonging:

If one does not feel a sense of self-acceptance and a feeling of belonging to a group (family, team, club, friends, class) then it leads to depression, low-self esteem, low motivation, and/or seeking love in unhealthy places. If you do not learn to love yourself, no one else will. Here are some self-statements that will help you develop this trait:

I accept and love myself for who I am.

I accept and show care for others first, before I look for others acceptance of me.

I allow myself to be loved and accepted as part of "healthy" groups

Since the IN can live in a world of their own, they are susceptible to being loners. This can lead to a sense of isolation. The IN should therefore make an effort to connect with others. This usually means they have to learn to accept the fact that others have different ideas and personalities.

The IN is a great listener and can be a very understanding friend. The INJ types can be very self-critical. This may lead to self-improvement, but it can also lead to a great deal of misery, if it gets too intense. Acceptance of self and others is a good self-thought for the INJ to keep in mind. The INP combination can tend to express itself in a very easy-going energy, which is attractive to many, but being a reliable and responsible friend is important for the INP to keep in mind.

Growth Orientation:

What keeps most people from success in life, is a "fear of failure" mentality. Examine the 2 orientations outlined on the previous page, and on the last page of this packet, describing the research of Carol Dweck. It is easy to take on a fixed view of our abilities and overtime fall into a helpless (fear of failure) pattern. But those who use that mentality will be both less happy and less successful. Learn to enjoy the challenge of the new or difficult situation, and focus your energy into the process and products will work out. Avoid comparing yourself to others. Learn to enjoy the feeling of overcoming your doubts, insecurities and fears. Success will come from your attitude much more than your current ability level.

I trust that if I do a good job with the process good results will happen.

I will persist in the face of difficulty, I enjoy the challenge and do not fear failure. I never quit.

I am not my past grades, scores, or outcomes, I am getting better and growing every day.

I will not put limits on myself or let others do so.

The IN type is very process-oriented by nature, so when they are feeling comfortable, they are usually able to see the value in investing in the process and letting outcomes take care of themselves. But under pressure, they can become competitive and become excessively goal oriented. This is especially true of the INT combination. The IN has a natural affinity for learning. Yet, they are also very idealistic. So they need to be careful not to become too frustrated when they do not live up their ideals. The IN is very principle driven. So if they cultivate the principles related to a mastery-orientation they become very effective within the learning process. However, if they apply a fear of failure principle, they can make their learning experience stressful and inconsistent. Periodically reflecting on which principle they are working from, can be a useful strategy to keep them heading down a healthy path.

Step 3 – Tapping into a Sense of Purpose

When one has a sense of purpose, his or her work is more focused, inspired, and meaningful. Developing a success psychology will lead to a more effective, enjoyable, and productive life, but adding a clearer sense of purpose will help you ground your success in things that you really care about.

Ask yourself what you really love to do. Where do your gifts lie? Learning to translate your gifts into benefit for others is the key to being happy, and will lead to prosperity if it is sincere.

To help clarify your purpose, it is a useful to perform the following exercise. First just write down some things that you like to do, things that you are good at, and ways you like to help others. Second, try to reduce all those things to a paragraph. And then see if you can reduce it to just a sentence or two. Use that sentence or two as a guide. It is likely that understanding your learning preferences will help you better recognize your gifts, but don't feel limited by them.

Here is a chart depicting the career choices that have been made by some others with your learning style preferences. It should not limit, your thinking related to what you want to devote your life to, but it may be of interest.

<p style="text-align: center;">INFJ</p> <p>Religion Counseling Teaching Arts Writing</p> <p>Or any other occupations where they can facilitate the emotional, intellectual and spiritual development of others and/or express their ideas in writing and plans.</p>	<p style="text-align: center;">INTJ</p> <p>Science Computers Law Academics</p> <p>Or any other occupations where they can use their intellectual creativity to create plans and schemes and/or their ease with technology to solve problems.</p>
<p style="text-align: center;">INFP</p> <p>Counseling Writing Arts</p> <p>Or any other occupations where they can use their creativity in independent ways and/or where they feel the freedom to grow.</p>	<p style="text-align: center;">INTP</p> <p>Sciences Technical Fields Computers Design</p> <p>Or any other occupations where they can use their analytical ability in independent ways to solve problems, invent and discover.</p>

NOTES TO MYSELF:

Things that struck me about my **LEARNING STYLE** preferences that I want to remember.

Things I want to do to improve my **INTERNAL LOCUS OF CONTROL**

Things I want to do to improve my sense of **ACCEPTANCE AND BELONGING**

Things I want to do to use less of a helpless pattern and more of a **MASTERY PATTERN**

Notes to myself – ideas that I want to remember when I sit down to develop my **PERSONAL PURPOSE STATEMENT**.

Appendix – In-depth Explanation of variable 3 – the Mastery-Orientation

Carol Dweck in her research over the course of 20 years has developed a very useful paradigm with which to examine academic self-concept, achievement, and motivation. She shows very clearly that future success is not so much the result of talent or current level of achievement, but as a result of the orientation/tools one uses to approach learning tasks.

Two types of Students (and views of ability/intelligence):

Fixed ability/intelligence theory: These students seek to look smart and avoid looking dumb. Their highest desire is to accomplish tasks successfully and prove their ability to others. So they seek tasks that will make them look good to others and maintain their conception of themselves as high ability.

Growth theory: These students see satisfaction coming from immersion in the process of learning. Every opportunity to learn or try is an opportunity to get better. They do not focus on what the outcome will say about them, but what they can attain from taking part in the venture.

Two corresponding reactions to failure:

Helpless Pattern: When confronted by failure, students with a fixed ability orientation dealt with it by assuming there was nothing they could do further. Their ability was not enough to overcome the difficulty of the tasks and so they felt helpless. After failure, they quickly began to put down their ability/intelligence and perceived the whole of their effort as disproportionately unsuccessful.

Growth Pattern: Students with an incremental/process orientation, when faced with a failure condition, immediately began to consider the various ways that they could approach the task differently. They used self-instruction to motivate and guide themselves through the challenging task.

How each type of pattern is conditioned

Helpless Pattern	Growth Pattern
<p>Being given performance goals (i.e., goals related to measuring the ability of the participant.</p> <p>Focus on ends/products</p> <p>Being given praise and feedback related to how good at the task or intelligent one is.</p> <p>Focus on ability/intelligence</p> <p>Promote stereotypical beliefs about various groups typical ability/intelligence.</p> <p>Develop a failure psychology</p> <ul style="list-style-type: none"> • External locus of control • Individuality and competition • Worth is related to ability level 	<p>Being given learning goals (i.e., goals related to how much one is going to learn)</p> <p>Focus on means/processes</p> <p>Being given operational feedback related to process aspects of the task.</p> <p>Focus on effort and application</p> <p>Challenge stereotypical beliefs about various groups typical ability/intelligence.</p> <p>Develop a success psychology</p> <ul style="list-style-type: none"> • Internal locus of control • Belonging and Acceptance • Use personal standards to judge success

Over time those with a growth pattern showed a higher level of success in school, and a lower incidence of falling into a fear of failure.