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COLLEGE & CAREER SUCCESS

Instructor Manual

Table of Contents

| | |
|--|----|
| Table of Contents..... | 1 |
| What is College & Career Success?..... | 3 |
| How Do I Access College & Career Success?..... | 4 |
| Chapters..... | 5 |
| Overview..... | 5 |
| Using with Students..... | 6 |
| Student Learning Outcomes and Objectives by Chapter..... | 7 |
| College & Career Success Structure Summary..... | 14 |
| Pre- and Post-chapter quizzes..... | 14 |
| Personality Type Assessment..... | 14 |
| Skills Assessment..... | 14 |
| Multiple Intelligences Assessment..... | 14 |
| Learning & Productivity Assessment..... | 15 |
| Implementation Checklists..... | 16 |
| Administrators..... | 16 |
| Staff & Instructors..... | 17 |
| Sample Course Syllabus for College & Career Success..... | 18 |
| Sample Course Calendar..... | 20 |
| Personality Type Assessment..... | 22 |
| Overview..... | 22 |
| Using with Students..... | 23 |
| Supporting Activities..... | 24 |
| More Information..... | 24 |
| Skills Assessment..... | 25 |
| Overview..... | 25 |
| Using with Students..... | 26 |
| Supporting Activities..... | 27 |
| More Information..... | 27 |

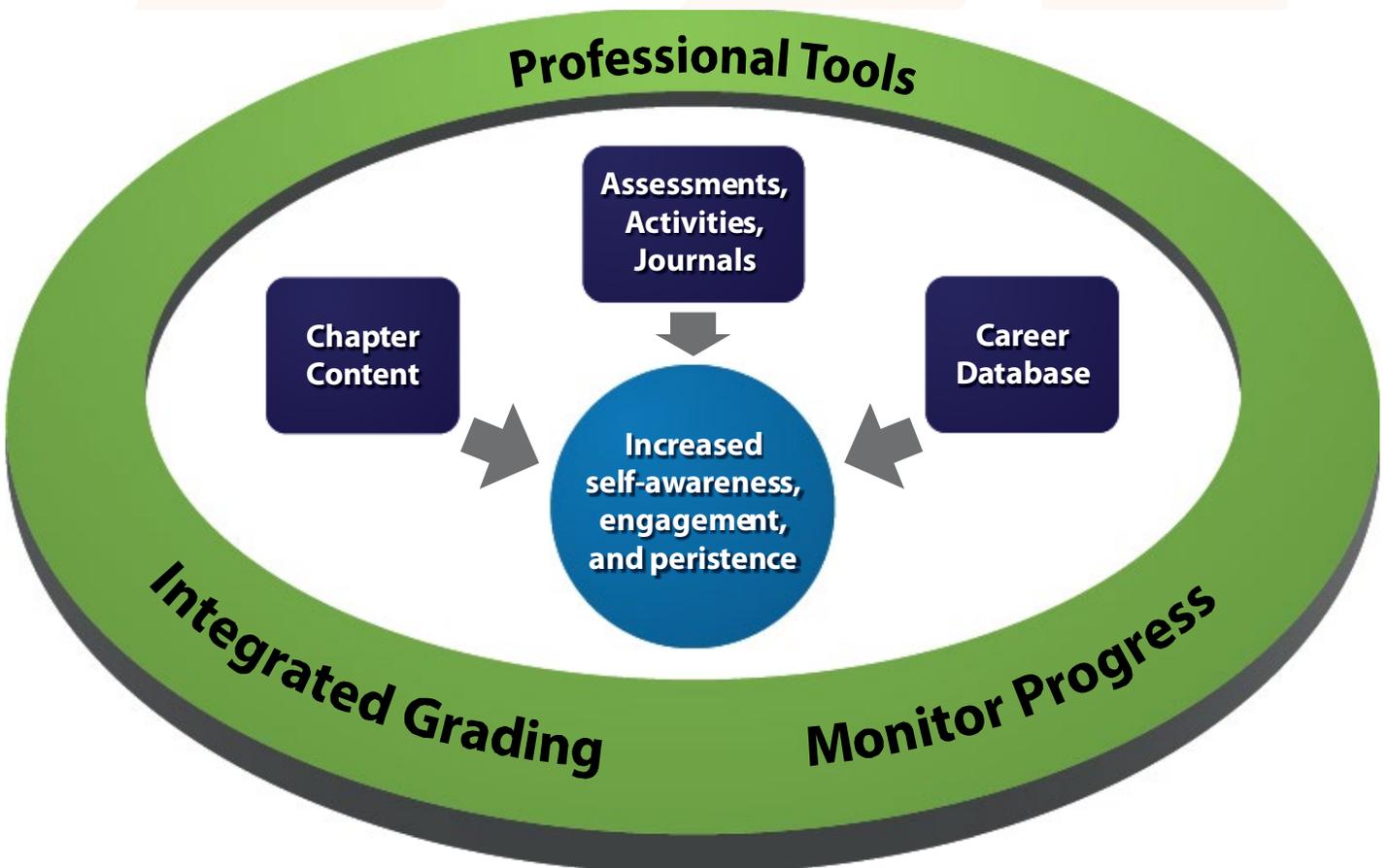
| | |
|--|----|
| Multiple Intelligences Assessment..... | 28 |
| Overview..... | 28 |
| Using with Students..... | 29 |
| Supporting Activities..... | 30 |
| More Information..... | 30 |
| Learning and Productivity Preferences Assessment..... | 31 |
| Overview..... | 31 |
| Using with Students..... | 33 |
| Supporting Activities..... | 34 |
| More Information..... | 34 |
| Career Information..... | 35 |
| Overview..... | 35 |
| Using with Students..... | 37 |
| Supporting Activities..... | 38 |
| Appendix A: Individual Chapter Summaries and Supporting Activities..... | 39 |
| Introductory Supporting Activities..... | 39 |
| Chapter 1 – Understanding Motivation..... | 40 |
| Chapter 2 – Exploring Your Personality and Major..... | 42 |
| Chapter 3 – Exploring Multiple Intelligences, Interests, and Values..... | 44 |
| Chapter 4 – Planning Your Career and Education..... | 46 |
| Chapter 5 – Managing Time and Money..... | 48 |
| Chapter 6 – Using Brain Science to Improve Memory..... | 50 |
| Chapter 7 – Using Brain Science to Improve Study Skills..... | 51 |
| Chapter 8 – Taking Notes, Writing, and Speaking..... | 52 |
| Chapter 9 – Test Taking..... | 53 |
| Chapter 10 – Communication and Relationships..... | 54 |
| Chapter 11 – Thinking Critically and Creatively..... | 55 |
| Chapter 12 – Diversity and Current Social Issues..... | 57 |
| Chapter 13 – Thinking Positively About the Future..... | 59 |

What is College & Career Success?

College & Career Success is an interactive online student success program with integrated personality and multiple intelligences assessments, and a complete career information database. It is similar to, but much more than, a textbook. The College & Career Success program is typically used as a primary resource in a first-year college course, but is effective for any student or group of students to increase their success in college and beyond.

Students and faculty members use College & Career Success over the internet via individual portfolio accounts. Students begin with a self-assessment of their abilities in the areas covered by College & Career Success. Students take personality type, multiple intelligences and learning and productivity preference assessments from which they instantly receive personalized reports. Personality type and multiple intelligences results are matched to specific careers in a comprehensive career information database. Reports also identify personalized strategies for success at school, work, and life in general. Students then practice those strategies and learn more through a series of online chapters containing articles, activities, journals and quizzes. Chapter topics and learning outcomes are shown [below](#).

Professional (faculty or staff) accounts can be used to track class progress, view individual results and access a complete resource package for implementing College & Career Success as a standalone resource or in traditional, online, and hybrid courses.



How Do I Access College & Career Success?

Access to College & Career Success occurs through one of three roles:

1) Student Access

The Customer Success team at Human eSources will provide you with step-by-step instructions for students to access College & Career Success depending upon the set-up at your institution. Students can purchase access directly online or through the bookstore.

2) Professional Access

All professional* accounts must be created by the program administrator (see below).

In addition to viewing results and managing student access, professional accounts can be used to browse completed examples of chapters (called sample chapters).

**Professionals should include any faculty and staff members who facilitate students' use of College & Career Success.*

3) Administrator Access

College & Career Success is managed by an administrator account created when your institution is first set up. Access information is sent to the designated program administrator.

The program administrator must set up accounts for any instructors or counselors who will be using College & Career Success.

Chapters

Overview

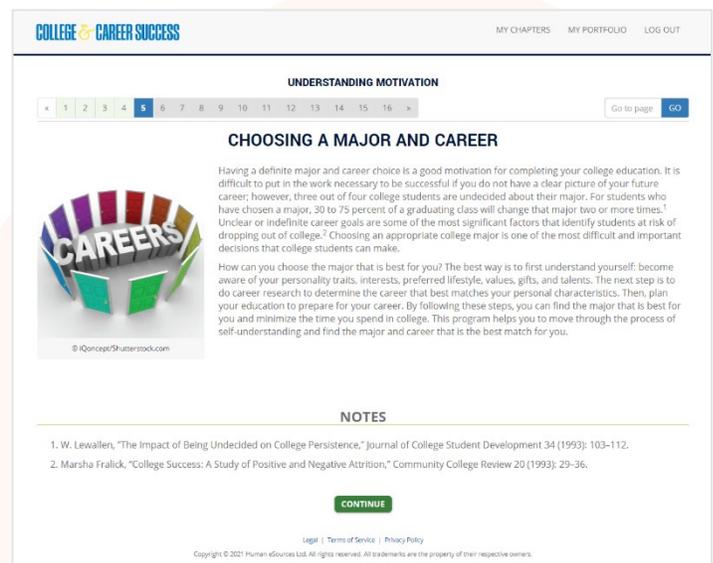
The bulk of students' time and effort in College & Career Success will be spent in the chapters. There are 13 chapters, each with between eight and 19 screens, or pages, of content. After students complete the pre-test content survey and Chapter 1, it is up to the institution to determine if pages and chapters need to be completed in sequence prior to setting up the account. By default, all chapters will become available after Chapter 1 is completed. Students can log out and return to where they left off at any time.

Chapters start with key questions and continue with pages containing reading, activities, journals, and between one and three quizzes on the chapter topics. Some chapters integrate the student's individual assessment results to encourage students to examine and reflect on the chapter content from a personal perspective.

Chapters

1. Understanding Motivation
2. Exploring Your Personality and Major
3. Exploring Multiple Intelligences, Interests, and Values
4. Planning Your Career and Education
5. Managing Time and Money
6. Using Brain Science to Improve Memory
7. Using Brain Science to Improve Study Skills
8. Taking Notes, Writing and Speaking
9. Test Taking
10. Communication and Relationships
11. Thinking Critically and Creatively
12. Diversity and Current Social Issues
13. Thinking Positively about the Future

Sample view of a chapter page



The screenshot shows a web interface for 'COLLEGE & CAREER SUCCESS'. At the top right are links for 'MY CHAPTERS', 'MY PORTFOLIO', and 'LOG OUT'. The main content area is titled 'UNDERSTANDING MOTIVATION' and features a navigation bar with page numbers 1 through 16, where page 5 is highlighted. Below the navigation is a section titled 'CHOOSING A MAJOR AND CAREER' with an image of a 3D bar chart labeled 'CAREERS'. The text discusses the importance of choosing a major and provides a list of notes. At the bottom, there is a 'CONTINUE' button and a footer with legal information.

Using with Students

You are encouraged to have students complete specific chapter sections prior to class, so that those sections can be explored further in class with activities like the ones suggested in this manual.

As students complete chapters' interactive features, their results are date-stamped and saved. Once students complete an entire chapter they will be returned to the My Chapters page, a View Results link will appear, and the next chapter will become accessible.

While students can review their results anytime, they cannot edit entries once they have been submitted. **Once completed, a student's chapter becomes locked and they cannot change any of their responses or enter any new ones for that chapter. This is so the assignments can be graded.** Therefore, it is a good idea to remind students to make sure they are satisfied with all of their responses before they click "Continue" on the last page of a chapter. Once they do, the chapter will be completed and College & Career Success will generate a Chapter Results page which summarizes their work from the chapter. Quiz results will reflect only the first response submitted by the student. An instructor, counselor or other facilitator can use the results page to check the work a student has completed and review his or her scores.

If an instructor would like a journal, page or quiz reset for a student after the student's chapter has been locked, contact Customer Support at customercare@humanesources.com.

Student Learning Outcomes and Objectives by Chapter

Chapter 1 – Understanding Motivation

Learning Outcome:

Students will examine various motivational strategies and apply them to their success in college, in their careers, and in their personal lives.

Objectives:

Students will:

1. Explain the value of a college education and clarify their reasons for attending.
2. Explain what they want from college.
3. Summarize the steps in choosing a major and career.
4. Increase understanding of motivational techniques and identify three techniques that they find useful.
5. Complete a behavior modification project related to college, career, or lifelong success.
6. Reflect on how mindset and grit are keys to success.

Chapter 2 – Exploring Your Personality and Major

Learning Outcome:

Students will explore their personality types and related careers to decide on an appropriate major and career.

Objectives:

Students will:

1. Assess their personality types.
2. Describe their personality types and list majors that match their personal strengths.
3. Describe their ideal work environment based on personal preferences.
4. Describe how personality type affects decision making, learning strategies, time management and money management.
5. Describe other factors to consider in choosing a major, such as earnings and job outlook.
6. Reflect on how finding your passion is an important part of career planning.

Chapter 3 – Exploring Multiple Intelligences, Interests, and Values

Learning Outcome:

Students will explore their multiple intelligences, interests and values to increase self-awareness and identify careers that match their personal characteristics.

Objectives:

Students will:

1. Assess their multiple intelligences.
2. Explore their multiple intelligences to identify their personal strengths and list careers that match these strengths.
3. Explain the concept of emotional intelligence and how it is related to career and personal success.
4. Assess their vocational interests and identify their three highest interests.
5. Research at least one career that matches their vocational interests.
6. Write a paragraph about balancing work, study, leisure and social life.
7. List their five most important values and explain how values are used in making important decisions.
8. Practice the steps in making good decisions, including career decisions.
9. Reflect on the importance of acting on one's values.

Chapter 4 – Planning Your Career and Education

Learning Outcome:

Students will complete an educational plan to match their major and career goals and begin to develop job seeking skills.

Objectives:

Students will:

1. Increase awareness of career trends of the future and how they affect career choice.
2. Assess their work skills needed for success in the 21st century.
3. Research a career that matches their personality type, interests, skills, and values.
4. Review the basics of job interviewing, writing a cover letter, and constructing a resume.
5. Explore the concept of personal branding and how to use social media to find a job.
6. Create an educational plan to achieve their educational and career goals.
7. Reflect on useful ideas for dealing with unexpected events and crisis situations.

Chapter 5 – Managing Time and Money

Learning Outcome:

Students will utilize time and money management strategies to accomplish their short- and long-term goals.

Objectives:

Students will:

1. Make a list of their lifetime goals.
2. List time management strategies to accomplish lifetime goals.
3. Examine their use of technology and how it affects time management and goal accomplishment.
4. Select effective strategies for dealing with procrastination.
5. Create an effective study schedule.
6. Identify money management techniques that lead to financial security.
7. List some ways to save money.
8. Find resources to pay for their education.
9. Reflect on how they can use priorities to manage their time.

Chapter 6 – Using Brain Science to Improve Memory

Learning Outcome:

Students will practice research-based learning strategies to improve memory and learning.

Objectives:

Students will:

1. Explain how the memory works and why we forget.
2. Practice memory techniques that can be used to remember college material.
3. List at least three memory techniques and explain how they can be used to remember what they study.
4. Make a plan for keeping their brain healthy throughout life.
5. Practice relaxation techniques to enhance well-being and prepare for learning.
6. Reflect on how positive thinking can be used to improve memory as well as success throughout life.

Chapter 7 – Using Brain Science to Improve Study Skills

Learning Outcome:

Students will practice research-based learning strategies to enhance study skills, improve reading and increase math success.

Objectives:

Students will:

1. Explore the concept of multi-sensory integration, which involves using all the senses to learn, including visual, audio, tactile, kinesthetic, olfactory, and gustatory strategies. Assess their learning and productivity preferences.
2. Practice the SQ4R (survey, question, read, recite, review, reflect) system for reading college material.
3. Assess their reading skills and make a plan for improvement.
4. Practice techniques for improving reading speed and comprehension.
5. Explore e-learning strategies.
6. Explore strategies for success in math.
7. Reflect on how students create their own success.

Chapter 8 – Taking Notes, Writing and Speaking

Learning Outcome:

Students will practice strategies for effective note taking, writing and speaking in college and careers.

Objectives:

Students will:

1. Assess their note taking skills and make a plan for improvement.
2. Describe the importance of taking notes.
3. List some good listening techniques.
4. List and describe tips for taking good lecture notes.
5. Practice using a note taking system.
6. Review the use of preparation, organization, writing, editing and revising (POWER writing) for college writing projects.
7. Review strategies for effective public speaking.
8. Reflect on how being selective and focusing on what is most important can contribute to success in college and in life.

Chapter 9 – Test Taking

Learning Outcome:

Students will practice strategies for test preparation, taking tests and coping with test anxiety.

Objectives:

Students will:

1. Assess their test-taking skills and make a plan for improvement.
2. Describe useful test preparation strategies.
3. Describe techniques for dealing with test anxiety.
4. List and explain 5 strategies for success on math exams.
5. Practice test taking strategies for true-false, multiple-choice, matching, sentence completion and essay exams.
6. Reflect on the importance of preparation for success in college, careers and life.

Chapter 10 – Communication and Relationships

Learning Outcome:

Students will analyze their communication style based on their personality type and practice effective communication techniques which can be used to improve personal and professional relationships.

Objectives:

Students will:

1. Describe how their personality type affects their communication style.
2. Practice effective communication techniques.
3. List three ways to improve communication and listening skills.
4. Describe techniques for dealing with conflict and problem resolution.
5. Discuss ways to improve relationships.
6. Reflect on positive ways to deal with failure and mistakes.

Chapter 11 – Thinking Critically and Creatively

Learning Outcome:

Students will identify fallacies in reasoning, increase awareness of the scientific method, describe cognitive biases, practice the steps in critical thinking, examine moral reasoning scenarios, and practice creative thinking techniques.

Objectives:

Students will:

1. Describe the critical thinking process.
2. Provide examples of fallacies in reasoning.
3. Apply critical thinking to problem scenarios.
4. Increase awareness of the scientific method.
5. Examine cognitive biases.
6. Use Kohlberg's stages of moral reasoning to analyze a problem scenario.
7. Describe the creative thinking process.
8. Apply creative thinking to generate new ideas and alternatives.
9. Reflect on the use of humor and relaxation in dealing with difficult situations.

Chapter 12 – Diversity and Current Social Issues

Learning Outcome:

Students will increase their appreciation of diversity in college, on the job, and in their personal lives. They will apply critical thinking to current social issues relating to diversity

Objectives:

Students will:

1. Reflect on the value of respecting individual differences and appreciating diversity in college, careers, and in their personal lives.
2. Increase awareness of the concept of privilege.
3. Apply critical thinking to current social issues, including social inequality, income, and wealth; equality for women; Black Lives Matter; Native Americans and Christopher Columbus; the Southwest Border and Immigration; and LGBTQ+ issues.
4. Increase awareness of bias, stereotypes, and prejudice.
5. Increase awareness of the negative effects of discrimination based on various forms of diversity.
6. Increase awareness of vocabulary used to understand diversity.
7. Discuss ways to increase the appreciation of diversity.

Chapter 13 – Thinking Positively about the Future

Learning Outcome:

Students will apply positive thinking strategies to their future college, career, and lifelong success and examine the process of making positive changes in their lives.

Objectives:

Students will:

1. Discuss strategies for positive thinking to increase career and personal success.
2. Read theories from the psychology of happiness and identify ideas they can apply to their personal lives.
3. Make a list of intention statements about achieving future happiness in life.
4. Examine the process of making positive changes in their lives.
5. Reflect on “You are What You Think.”

College & Career Success Structure Summary

The structure of College & Career Success resembles a textbook to students. It requires items to be completed in the sequence indicated below, with a few exceptions. The Measure Your Success pre-test must be taken before any chapters are started, while the personality type assessment is taken in Chapter 2. The multiple intelligences assessment is taken in Chapter 3 and the learning and productivity assessment is in Chapter 7. After the assessments are finished, access to the career database and the next chapter pages will be available. Once students have completed the personality type assessment they can access the career database and their assessment results at any time.

NOTE: At some schools, College & Career Success chapters may be customized in the following ways:

- Chapters can be listed in a different order
- Chapters can be removed
- Some content can be added to the chapters

Pre- and Post-chapter quizzes

Each chapter of College & Career Success starts with the pre-quiz, in which the students self-assess their knowledge and capabilities in the areas covered by the chapter topics. A post-quiz displays at the end of each chapter. Students can use the results of this assessment to measure their improvement in the learning outcomes throughout the course. These are different than the chapter quizzes which are intended to objective measurements of learned content.

UNDERSTANDING MOTIVATION

« 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 » Go to page

PRE QUIZ PAGE

PRE QUIZ

Read the following statements and rate how true they are for you at the present time. It is important that you try to be as honest and accurate as possible with your responses so any improvement in these areas can be measured properly.

Don't worry, your scores for these pre and post quizzes do NOT count toward your grade.

| | Never True | Seldom True | Partly True | Mostly True | Definitely True |
|--|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|
| 1 I am motivated to be successful in college. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 I know the value of a college education. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 I know how to establish successful patterns of behavior. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 4 I avoid multi-tasking while studying. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 I am attending college to accomplish my own personal goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 6 I believe to a great extent that my actions determine my future. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 7 I am persistent in achieving my goals. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Personality Type Assessment

Contains scenario-based questions on the four dimensions of personality type, a complete report on personal strengths and challenges, and a matching list of careers and majors.

The assessment is launched in the Exploring Your Personality and Major chapter on page 3. Various aspects of the report are referenced throughout the chapters and the full report is accessed from the student portfolio.

Skills Assessment

Measures 5 complex skills and underlying skill facets important for college and career readiness. The results help students understand their strengths and challenges and identify opportunities for skill development.

The assessment is launched in the Exploring Multiple Intelligences, Interests, and Values chapter on page 3. The full report is accessed from the student portfolio.

Multiple Intelligences Assessment

Measures nine intelligences, explains each intelligence and lists famous people who typify a particular intelligence. Includes personalized strategies for using intelligences in a learning environment and developing each intelligence.

The assessment is launched in the Exploring Multiple Intelligences, Interests, and Values chapter on page 4. Various aspects of the report are referenced throughout the chapters and the full report is accessed from the student portfolio.

Learning & Productivity Assessment

Measures 16 different learning/productivity preferences and includes personalized strategies for improved learning and productivity.

The assessment is launched in the Neuroscience and Practical Learning Strategies chapter on page 3. Various aspects of the report are referenced throughout the chapters and the full report is accessed from the student portfolio.

Career database

There are over 800 complete career profiles based on the O*NET database. Each profile includes work tasks, skills, knowledge, interests, related occupations and wage information by region.

Chapters

There are 13 chapters covering topics on college, careers and lifelong success. Results from the personality, skills and multiple intelligences assessments are integrated throughout the chapters. Chapters include reading, activities, journal entries and quizzes.

Implementation Checklists

Administrators

Advanced Preparation

- Decide on delivery method for College & Career Success:
 - 1, 2 or 3 credit course (3 credits is highly recommended)
 - Traditional, online, or hybrid delivery
 - Standalone resource
- Determine method of distribution to students:
 - Purchase online (recommended)
 - Purchase in bookstore
 - Purchase in class via tuition fees, etc.
- Contact Human eSources to schedule a College & Career Success training/in-service for faculty.
- Ensure all applicable faculty have access to this manual.
- Use administrator account to create professional accounts and set up other account settings as needed.
- If student distribution model requires, get access keys from Human eSources and distribute to bookstore and/or appropriate staff members.

During College & Career Success Delivery

- Use administrator account to update professional accounts.

Follow Up

- Use administrator account to update professional accounts.
- Gather feedback from faculty and forward to Human eSources.

Staff & Instructors

Advanced Preparation

- Familiarize yourself with College & Career Success via this manual by viewing:
 - o [Sample syllabus](#) (view [more examples from colleges here](#))
 - o [Sample calendar](#)
 - o [Class activities](#)
 - o [PowerPoint presentations](#)
 - o Other educator resources
- Tour College & Career Success by logging in to your professional account (for non-LMS users) and:
 - o Completing assessments
 - o Viewing your reports
 - o Browsing completed example chapters
- Browse through [supporting activities](#) for College & Career Success to select or get ideas for activities to use in your course.
- Talk to other faculty members and administrators about synchronizing multiple course offerings.
- View [sample syllabus](#) and then create your own.
- Set up your classes and student groups in College & Career Success.
- Visit the [Human eSources support portal](#) for additional resources and support options.

During College & Career Success Delivery

Within First Week

- Assist students with registering for College & Career Success.
- Provide brief tour and set expectations for working in College & Career Success.

Within First Two Weeks

- Assign term projects as desired.
- Use professional account to check on student portfolio progress, review student work, check scores on quizzes and provide feedback to students.

Within First Two Weeks

- Prepare students for the personality type assessment before the chapter, Exploring Your Personality and Major, and the multiple intelligences and skills assessments before the Exploring Multiple Intelligences, Interests, and Values chapter.
- Discuss meaning of assessment results with students.

Follow Up

- Use professional account to check on student portfolio progress, review student work, check scores on quizzes and provide feedback to students throughout the course.

Sample Course Syllabus for College & Career Success

PDC 124: Lifelong Success

Dr. Inis Tructor

Required Course Materials

An interactive online program called College & Career Success will be used in the class. The program contains chapters that are personalized for each student based on personality type and learning style assessments completed at the beginning of class. **There is an access fee of \$_____ which takes the place of paying for a textbook.**

Purchase your online text by clicking on this link:

Please provide instructions based on the access method used at your institution—these are provided by Human eSources' Customer Success team.

Course Credit:

1, 2 or 3 credits

How to Contact the Instructor:

See me before or after class. You may phone or leave a voicemail message at 555-555-5555. You can contact me by e-mail at inis.tractor@myschool.edu.

Assignments:

Read the chapters and complete the journal entries, activities and quizzes for the assigned chapter in College & Career Success **before you come to class**. You will be required to read approximately one chapter per week during the regular semester. A list of assignments in this course is attached with this syllabus.

Grading:

There are 1000 points in the class:

- 520 Journal Entries, Activities and Quizzes in College & Career Success
- 130 Participation
- 100 Personality Paper
- 50 Career Research
- 50 How to Change a Habit
- 50 Educational Plan
- 100 Final Project

The grading scale is as follows:

- A 900-1000
- B 800-899
- C 700-799
- D 600-699
- F Below 600

How to Make the Instructor Happy:

1. Arrive at class on time. However, better late than never.
2. Be prepared for class. However, come to class even if you are not prepared.
3. Show respect by listening to other students' opinions and ideas.
4. Feel free to express your own opinions and ideas.
5. Appreciate differences such as culture, language, economic background, academic ability, physical disability or lifestyle.

Attendance:

Attendance is essential. You may be dropped if you miss three days in the regular semester or one day in summer school. One day in summer school is worth one week in the regular semester.

Academic Accommodations:

Academic accommodations are available for students with disabilities. Please identify yourself to your instructor and/or to Disabled Students Programs and Services staff so that the appropriate accommodations can be made.

Student Learning Outcomes:

Students will:

- examine various motivational strategies and apply them to their success in college, in their career and in their life.
- explore their personality type and related careers to decide on an appropriate major and career.
- analyze their multiple intelligences and list learning strategies that will help them to be productive in school, on the job and in their personal life.
- explore their vocational interests and values and identify careers that match their interests and values.
- complete an educational plan to match their major and career goals and begin to develop job seeking skills.
- utilize time and money management strategies to accomplish their short and long-term goals.
- apply memory techniques to improve college reading and study skills.
- practice strategies for effective note taking, writing and speaking in college.
- practice strategies for test preparation, taking tests and coping with test anxiety.
- analyze their communication style based on their personality type and practice effective communication techniques which can be used to improve personal and professional relationships.
- identify fallacies in reasoning, levels of moral reasoning, and creative thinking techniques and apply these thinking techniques to practical situations.
- increase their appreciation of diversity in college, on the job and in their personal lives.
- apply positive thinking strategies to their future college, career and lifelong success.

Sample Course Calendar

Complete the journal entries, activities and quizzes on College & Career Success the day before each class.

Orientation

- Read course syllabus
- Register for College & Career Success online

Week 1

- Chapter 1 – Understanding Motivation
- Begin work on How to Change a Habit assignment

Week 2

- Complete personality type assessment
- Chapter 2 – Exploring Your Personality and Major
- Personality paper due

Week 3

- Complete multiple intelligences assessment
- Chapter 3 – Exploring Multiple Intelligences, Interests, and Values
- How to Change a Habit due

Week 4

- Complete career interest assessment
- Chapter 4 – Planning Your Career and Education

Week 5

- Chapter 5 – Managing Time and Money
- Begin working on Educational Plan
- Career research paper due

Week 6

- Chapter 6 – Using Brain Science to Improve Memory

Week 7

- Complete learning and productivity preferences assessment
- Chapter 7 – Using Brain Science to Improve Study Skills
- Extra Credit Card Trick due

Week 8

- Chapter 8 – Taking Notes, Writing, and Speaking

Week 9

- Chapter 9 – Test Taking

Week 10

- Chapter 10 – Communication and Relationships

Week 11

- Chapter 11 – Thinking Critically and Creatively

Week 12

- Educational Plan due
- Chapter 12 – Diversity and Social Issues

Week 13

- Chapter 13 – Thinking Positively About the Future

Week 14

- Final Projects
- Course evaluation

Note: If you have more than 14 weeks in your semester, use the extra time for a field trip to the Career Center, guest speakers, or for students to present their career or final projects.

Personality Type Assessment

Overview

College & Career Success contains a 20-minute personality assessment. The assessment prompts students to analyze relevant scenarios and choose preferred responses. The student's responses are used to form a personality report that helps in three areas:

1) Career Identification

When students receive their personality reports, they also get a personalized list of careers that match their personality type.

Note: The assessment includes a career interest survey to further sort matching career areas. The resulting career list shows careers with the best match to personality and career cluster sorted to the top.

2) Recommendations for Success

The personality report also contains lists of strengths, challenges and recommendations for the student regarding learning, work and communication. Students are asked to identify those recommendations most appropriate to their lives.

3) Personalized and Relevant Instruction

Some of the material presented in the chapters is personalized based on the student's personality type. Also, the student is consistently prompted to reflect on the material in the chapters as it pertains to his or her personality type.

Sample Report Summary

☰ Your Personality
🏠 🖨️

Your personality type is ENFP:

Open each section below to learn more about it.

| | | | |
|---|--------------|--|--------------|
| + | Introversion | <div style="position: relative; height: 15px; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"> <div style="position: absolute; left: 50%; top: -50%; transform: translate(-50%, -50%); width: 50%; height: 100%; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"></div> </div> | Extraversion |
| + | Sensing | <div style="position: relative; height: 15px; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"> <div style="position: absolute; left: 50%; top: -50%; transform: translate(-50%, -50%); width: 50%; height: 100%; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"></div> </div> | iNtuition |
| + | Thinking | <div style="position: relative; height: 15px; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"> <div style="position: absolute; left: 50%; top: -50%; transform: translate(-50%, -50%); width: 50%; height: 100%; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"></div> </div> | Feeling |
| + | Judging | <div style="position: relative; height: 15px; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"> <div style="position: absolute; left: 50%; top: -50%; transform: translate(-50%, -50%); width: 50%; height: 100%; background: linear-gradient(to right, #ccc, #ccc); border: 1px solid #ccc;"></div> </div> | Perceiving |

Your Personality Profile

Outgoing, enthusiastic and spontaneous, you love meeting people and probably have a lot of friends and contacts. Energetic and always on the go, you are usually open to new experiences. You are very curious, ask a lot of questions, and fascinated by people or things that are out of the ordinary. With a vivid imagination, you have lots of ideas and are great at creative problem solving and overcoming obstacles. You love to talk, especially about fun or interesting possibilities, and pride yourself on your uniqueness.

Sensitive and empathetic, you often have accurate and perceptive insights about others. Your friends know you are devoted and affectionate and feel things deeply, even if you don't always show it. You may take criticism personally and your feelings are easily hurt. You can feel overwhelmed or discouraged when faced with a lot of details to remember or projects to manage. Your curiosity often distracts you and you probably find it very difficult to remain organized. Making decisions is also a struggle because there are so many interesting options.

A natural free spirit, you may resist authority and like considering unconventional approaches. You may ignore or avoid anything that has been done before or requires routine maintenance. Not especially realistic, you may not notice important facts or details, and you often have trouble paying attention to just one thing at a time.

Since you like juggling more than one thought, responsibility or interaction at a time, you sometimes rush through activities and find yourself overcommitted. Your reluctance to rule out interesting possibilities means you sometimes miss opportunities because you didn't want to commit ahead of time. Without adequate stimulation, you may find yourself stagnating and need to get out and have fun with other people to recharge.

Sample Recommendations

Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

For Learning Activities

- You're a "big picture" thinker. You are good at seeing patterns, connections and possibilities. You like to come up with new ideas, especially those that relate to people and personal meaning. While you may dislike dealing with details, they can be very important in your schoolwork! Review the requirements for your assignments and make sure you've got them covered.
- A social learner, you need to be surrounded by people and present your ideas to them. It energizes you. Take advantage of opportunities to speak and think out loud. Discuss ideas, ask questions and listen to other people's views. You can engage with others through role playing, speeches, presentations, brainstorming, games, project work and study groups. It's also helpful to spend some time alone to process how you feel about all this information.
- Use your curiosity and creativity to discover more interesting ways of learning. Ask your instructor about alternative methods of completing your assignments. Be ready to offer some suggestions. You enjoy thinking about possibilities. Perhaps you could examine how aspects of the subject matter could be used now and in the future. How does it contribute to society and the world at large? What connections can you see?
- With so many interests, you get pulled in many directions and find it difficult to focus on one thing for long. This can cause you to delay making decisions, and that could lead to handing in assignments that are late, incomplete or not your best work. Work on prioritizing your tasks. Use a to-do list, calendar or reminders from friends to track your progress and hold you accountable.
- You like to receive regular encouragement. Make it clear to your instructor that you appreciate supportive feedback. Explain that it helps you to learn.

For Learning Environments

- You learn best in a friendly, casual educational setting that offers lots of variety and flexibility. You need plenty of social activities and the chance to interact with a large and diverse network of peers, faculty, friends and acquaintances.
- Look for alternative programs that you can tailor to fit your own interests and don't require you to conform to a standard approach. Take advantage of interdisciplinary options and independent study programs. Mix up your course selections and schedule to add variety to your assignments and daily routine.
- Seek out instructors who will stimulate your creativity and encourage imaginative thinking and discussion. You thrive in a fun, lively environment where you can talk through ideas and present them to others.
- Outside of class, volunteer or join clubs or organizations where you can meet new people and support causes that matter to you. Look for opportunities where you can practice your leadership skills, speak out, and rally interest in meaningful issues.



Select at least one recommendation from each group to earn a pin for this section

Using with Students

It is strongly recommended that the personality type assessment be administered to students once the instructor or counselor has become familiar with the assessment's background and intent, and has properly prepared the students.

Preparation Checklist for Instructors and Counselors

- Read the [Personality Type Handbook](#).
- Take the assessment yourself by logging into your administrator or professional account. [Contact support](#) for more information.
- Use supporting personality type activities (like the ones [in Appendix A](#)) with students.
- Relate the following tips to students to increase accuracy of their results:
 - Take the assessment when you are not tired or in a rush to complete it.
 - There are no right or wrong or good or bad answers, only *your* unique personality.
 - The assessment does not measure psychological or emotional health or intelligence.
 - Answer what comes to mind first; avoid taking too long or overanalyzing the choices.
 - Do **NOT** answer the questions with:
 - How you *want* to be or how *others* want you to be.
 - How you think you should be.
 - How you are with people or places where you modify your behavior, such as at school or work.

Follow-up Checklist for Instructors/Counselors

- Address “What if…” situations for students (see [Personality Type Handbook](#)).
- Complete one or more post-assessment activities (below) with students.
- Remind students about the Career Interest Survey they completed at the end of the personality assessment. The matched careers shown at the end of the personality type assessment all match the personality type but are sorted according to top career interest areas.
- Take advantage of the advice in the [Personality Type Handbook](#) on working with different types of students.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of College & Career Success. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topic | Activity Summary | Time Needed |
|---|-----------------|----------------------------------|--|-------------|
| Job Jar Activity | Pre-assessment | Career Planning | Students draw random job titles from a jar and consider the value of career planning. | 15 min |
| Understanding Preference & Personality Assessment | Pre-assessment | Personality Type | Introduce the concept of innate preferences and prepare for the personality type assessment. | 20 min |
| Understanding Personality Type: Part I | Post-Assessment | Personality Type | Students explore Myers-Briggs personality traits and consider the value of assessment for career and education planning. | 25 min |
| My Personality Project | Post-Assessment | Personality Type | Term Project: In-depth analysis of their own personality type and all the areas in which personality type can be applied – including career and education planning. | 1-4 weeks |
| Stand Up for Your Personality Type at Work | Post-Assessment | Personality and Work Environment | Students discuss the benefits of working with each of the four sets of personality dimensions. | 30 min |

More Information

A great resource for information about personality types is the [Personality Type Handbook](#). You can also find information about the assessment’s psychometrics in the [statistical analysis](#).

Skills Assessment

Overview

College & Career Success contains a 20-minute survey of the student's critical skills and aptitudes. The Skills assessment consists of 54 questions in which students answer two types of questions—rating-style questions and forced choice questions selecting a word or phrase that best describes them. The student's responses are used to form a report of 5 major skills areas and their underlying skill facets (see below). The report can be used both by students to understand their strengths and challenges and create actionable plans to further develop skills.

Sample Skills Report Summary

Introduction
🛡️ 🖨️

Welcome to your skills report. It is divided into sections that can open and close. There is a section for each of the skills plus a section for exploring careers and pathways. Bear in mind that the skill graphs are simply a guide to help you determine which ones you want to work on and which are important for your career goals. They should not be used to compare yourself to other people.

Skills and Skill Facets

A skill is a complex ability that is made up of several skill facets. You will see the skill facets when you open any skill section. Note that some skill facets are part of more than one skill.

Developing Skills

You are likely to find that you have some stronger skills and some less strong. The report can help you develop *all* of your skills. Within any skill section you can open a skill facet to see basic and advanced recommendations for developing it. You will also see an example of the recommendation in action.

Careers and Pathways

The Careers and Pathways section contains a list of careers that best fit your current skills. However, a career that matches your skills may not always be a career that you *want*. Use the additional filters (such as career clusters) to make the list more specific to your career ambitions.

It is a good idea to retake the assessment after you have spent significant time developing your skills. Remember that as your skills change, your career list will change as well.

| | | |
|--------------------------|--|---------|
| 🗄️ Leadership | <div style="width: 50%; height: 15px; background: linear-gradient(to right, #90c040, #c0c040);"></div> | 👍 🛡️ 🖨️ |
| 🧠 Critical Thinking | <div style="width: 50%; height: 15px; background: linear-gradient(to right, #0080c0, #40c0c0);"></div> | 👍 🛡️ 🖨️ |
| 🤝 Social-Emotional | <div style="width: 50%; height: 15px; background: linear-gradient(to right, #0080c0, #40c0c0);"></div> | 👍 🛡️ 🖨️ |
| ⚙️ Conscientiousness | <div style="width: 50%; height: 15px; background: linear-gradient(to right, #0080c0, #40c0c0);"></div> | 👍 🛡️ 🖨️ |
| 💡 Creativity | <div style="width: 50%; height: 15px; background: linear-gradient(to right, #0080c0, #40c0c0);"></div> | 👍 🛡️ 🖨️ |
| ☰ Developing your Skills | | 👍 🛡️ 🖨️ |
| 🗺️ Career and Pathways | | 🛡️ 🖨️ |

Sample Skill with Underlying Facets



Using with Students

Preparing Students

Explain to students that the purpose of the assessment is to discover their strengths and challenges. The skill definitions are broad and cannot be measured directly. Instead they are derived from self-reported measures of 15 skill facets, selections of which are combined to comprise each skill. Skill facets are more narrowly defined constructs that are based on a specific behavior. The skill facets are, in part, informed by the natural disposition of the individual, but can be further developed through practice and coaching.

It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

The results of the skills assessment are available immediately and are included in the student portfolio. A graph for each skill and skill facet is displayed to represent the individual's current level. The level is a percentile comparison to a large sample of other individuals who have taken the same assessment. It is not a perfect measure of an individual's abilities. Certain factors can affect the score, such as the individual's confidence, honesty or even mood while taking the assessment. The graphs *are* a good indicator of the relative skill levels of the individual — in other words, the skills that are strengths versus challenges. The graphical levels are also a good indicator of how the individual might compare in each of the skills and skill facets relative to their peers. Finally, recommendations for skill development are included.

It is suggested that students summarize the results of the inventory by writing a description of their learning and productivity preferences, including their ideal learning environment.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of *College & Career Success*. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topics | Activity Summary | Time Needed |
|---|------------------------|---|--|-------------|
| The Importance of Empathy Goals | Post-Assessment | Social-emotional learning and college readiness | Students identify empathy and reflect on historical and contemporary examples. Students should also have completed the Personality assessment prior to the activity. | 60 min |
| Effective Listening Skills | Pre or Post-Assessment | Social-emotional learning | Students understand the importance of effective listening and techniques for improving communication. | 30 min |
| Social-Emotional Skill in the Workplace | Post-Assessment | Social-emotional learning | Students identify how social-emotional skills affect's success in the workplace. | 60 min |
| Creative vs. Critical Thinking | Post-Assessment | Critical and creative thinking | Students differentiate between creativity and critical thinking skills as they relate to problem-solving. | 60 min |

More Information

Additional guided activities (for use in the classroom or online) can be found [here](#). This assessment was drawn from a selection of capabilities identified by employers and educators as crucial for academic and employment success. The skills in *Skills* are informally aligned with the HEXACO model, a trait-based taxonomy that assesses six personality factors (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness). More information is available in the [Skills Handbook](#). To see a summary of the research and applications, visit www.humanesources.com/research.

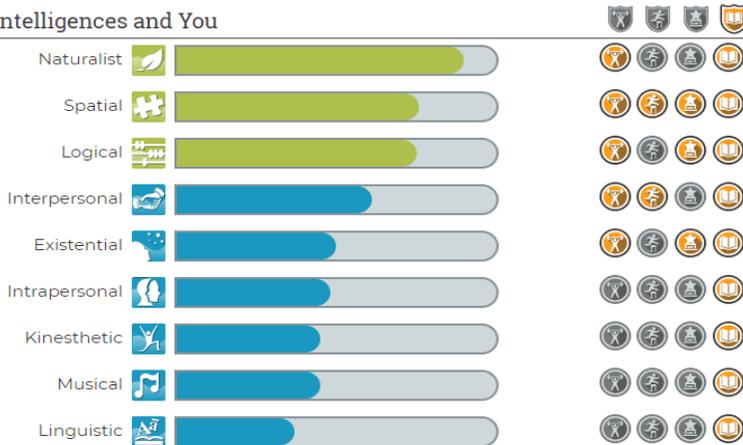
Multiple Intelligences Assessment

Overview

College & Career Success contains a 20-minute survey of the student's multiple intelligences. The assessment consists of 54 questions in which students rate their strengths for nine different intelligences. The student's responses are used to form a report for the intelligences and make recommendations to optimize their intelligences based on the results (see below). The report can be used both by students to strengthen all intelligences and by educators to recognize all intelligences.

Sample Multiple Intelligences Report Summary

Intelligences and You



How well does it match you? **Mostly Accurate**

Emotional Intelligence (EI)

Emotional intelligence (EI) is your ability to recognize and manage your feelings and behavior, and those of other people, in a way that helps you.

Most Recent Results



Your EI score is a blend of your interpersonal and intrapersonal intelligences scores. EI relates closely to these two intelligences.

Saved Careers

| Career Title | Rating |
|--|--------|
| First-Line Supervisors of Aquacultural Workers | ★ ★ ★ |
| Range Managers | ★ ★ ★ |
| Soil and Water Conservationists | ★ ★ ★ |
| Aquacultural Managers | ★ ★ ★ |
| Farm and Ranch Managers | ★ ★ ★ |

Sample Report Detail for an Intelligence

Intelligences and You

Linguistic

Linguistic Intelligence
Linguistic intelligence helps you to understand and use language properly in reading, writing, speaking, including sign language and Braille. It also affects vocabulary and the ability to understand and use humor, create pictures using words, notice language patterns, and recognize relationships between words. Linguistic intelligence is one of the main intelligences linked with succeeding in school.

Strengths

- Know how to use vocabulary, sentence structure, grammar and spelling for clear communication
- Easily remember word-based information
- Good at learning new languages and other symbol systems, such as computer code and hieroglyphs
- Use language creatively for such things as storytelling, writing, using humor and composing poetry
- Can tailor communication style depending on topic, audience and purpose

Select one or more strengths that apply to you

Challenges

- Have difficulty with grammar, vocabulary, reading, writing, new languages and word-based puzzles
- Struggle with communication, creativity and memory for general facts
- Avoid activities that involve reading, writing and speaking, especially when dealing with challenging material
- Don't pick up on subtle forms of humor, such as irony, sarcasm and satire
- Have trouble remembering things that are read or heard

Select one or more challenges that apply to you

Famous People with Strong Linguistic Intelligence

- William Shakespeare (author, playwright)
- Barack Obama (lawyer, U.S. president)
- Maya Angelou (poet, author)
- Noam Chomsky (linguist, philosopher)
- Jean-François Champollion (linguist who first deciphered Egyptian hieroglyphs)

Read one or more of the famous people profiles to earn this pin

Top Careers for Linguistic Intelligence

1. Anthropologists
2. Lawyers
3. Judges, Magistrate Judges, and Magistrates
4. Foreign Language and Literature Teachers, Postsecondary
5. Broadcast News Analysts
6. Public Relations Specialists
7. Editors
8. Poets, Lyricists and Creative Writers
9. Interpreters and Translators
10. Speech-Language Pathologists

Using with Students

Preparing Students

Explain to students that the purpose of the assessment is to help find strengths they didn't know they had and use those strengths to be successful. This information will be helpful when they use their strengths to build on subjects that challenge them. There is nothing good or bad about any of the scores on the profile, they just describe the kinds of intelligences a student is most comfortable using.

It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

Following Up with Students

The results of the multiple intelligences assessment are available immediately and are included in the student chapter results. The results of this assessment are also used to personalize content in the chapter on intelligence. The multiple intelligences profile (sample in previous section) shows intelligences with high scores shaded in green, mid-range scores shaded in blue, and low scores shaded in orange. Each intelligence is explained in detail, including examples of famous people who typify the intelligence, what the score means, and suggestions for developing that intelligence in the learning environment. It is

suggested that students summarize the results of the assessment by writing a description of their intelligence profile, including their matching career options.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of College & Career Success. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topics | Activity Summary | Time Needed |
|--|----------------|------------------------|--|-------------|
| Multiple Intelligences Matching Quiz | Pre-Assessment | Multiple Intelligences | Students match famous people with their recognized intelligence and then work in groups to find examples of famous people for each intelligence. | 30 min |
| Multiple Intelligences Scenarios | Pre-Assessment | Multiple Intelligences | Students read two scenarios – using linguistic and mathematical intelligences – then discuss in a small group. | 20 min |
| Multiple Intelligences Quizzes | Pre-Assessment | Multiple Intelligences | Students understand what multiple intelligences are and which of their own multiple intelligences are the most developed. | 30 min |

More Information

Multiple intelligences theory was developed in 1983 by Howard Gardner and has been used successfully to increase academic achievement for all students, boost student confidence and engagement, customize instruction and provide career guidance. More information is available in the [Multiple Intelligences Handbook](#) and [statistical analysis](#).

Learning and Productivity Preferences Assessment

Overview

College & Career Success contains a 20-minute survey of the student's learning and productivity preferences. The learning & productivity preferences assessment consists of 54 questions in which students rate their preferences in 16 different learning and productivity areas. The student's responses are used to form a preference report for the 16 areas and make recommendations to optimize learning and productivity based on the results (see below). The report can be used both by students to adapt study and work habits, and by educators to adapt instructional methods.

Learning and Productivity Report

- + ☰ **Sensory Preferences** 👍 📖 🖨️
- + ☰ **Environmental Preferences** 👍 📖 🖨️
- + ☰ **Mindset Preferences** 👍 📖 🖨️

☰ **Sensory Preferences** 👍 📖 🖨️

You learn with four senses. You may like to learn with only one or two, but research has shown that you benefit most when learning through multiple sensory modes. So it will help to use more than just your preferred senses.

To get started, try learning new and difficult topics by using the modes for which you have a higher preference. As you become more comfortable with a topic, begin to use your less-preferred preferences as well. Over time, you will adjust to using **all** of the sensory modes and your learning will become easier and more effective.

For example, if you prefer visual learning, you can start learning a topic through reading, pictures and diagrams. As you become more familiar with the topic, discuss it (auditory) and get involved in activities related to it (tactile and kinesthetic).

Click each preference to figure out how you learn best.

+

Low Auditory
🎵

Low Auditory

High Auditory

👍
📖

+

Low Kinesthetic
🏃

Low Kinesthetic

High Kinesthetic

👍
📖

+

Low Tactile
👉

Low Tactile

High Tactile

👍
📖

+

Low Visual
👁️

Low Visual

High Visual

👍
📖

Rate your profile:

How well does it match you?

★
★
★
★
★

Mostly Accurate

Environmental Preferences



These are simple preferences that don't require further development. For these, simply adjust your learning environment, when reasonable, to suit your strongest preferences.

Click each preference to figure out how you learn best.

| | | | | | |
|---|---------------------|--|---------------------|--|--|
| + | No Intake | | Likes Intake | | |
| + | Low Light | | Bright Light | | |
| + | Cool Environment | | Warm Environment | | |
| + | Stillness | | Mobility | | |
| + | Quiet in Background | | Sound in Background | | |
| + | Casual Setting | | Traditional Setting | | |
| + | Late in the Day | | Early in the Day | | |

Rate your profile:

How well does it match you?



Very Accurate

Mindset Preferences



These preferences indicate your attitude toward learning and working, and *how* you function best. Mindset includes motivation, focus, how you complete tasks and how you work with others. For some of these preferences, developing your mindset toward one side of the scale is beneficial. For others, developing both sides of the scale is more helpful.

Click each preference to figure out how you learn best.

| | | | | | |
|---|------------------------|--|-------------------------|--|--|
| + | Low Teacher Motivation | | High Teacher Motivation | | |
| + | Independent | | Collaborative | | |
| + | Less Structure | | More Structure | | |
| + | Low Focus | | High Focus | | |
| + | Low Self-Motivation | | High Self-Motivation | | |

Rate your profile:

How well does it match you?



Somewhat Accurate

Sample Report Detail for an Area of Preference

Mindset Preferences

Less Structure More Structure

Structure

Students who prefer more structure like to learn with step-by-step instructions for how to complete tasks. They want to know details of what resources to use and to have specific guidelines and examples of what their completed work should look like.

Student who prefer less structure like to learn through exploration. They prefer to make their own choices about what steps to take, what resources to use and what sequence to follow. They don't need examples of what their work should look like because they like to imagine their own way of doing things.

You have a low preference for structure. You like to work out most of the details for assignments yourself and not be too restricted by specific guidelines. You probably like to take an exploratory approach to learning, covering topics as they come up rather than sticking to a certain order. That kind of independence is good, as long as you cover everything that is required.

Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

During Instruction or Activities

- If you feel there are too many steps to follow and are finding it frustrating, remember that some things must be done according to specific rules — such as taking a driver's test, filling out college applications, and going through airport security. Following instructions now will prepare you for life events like these.

Working on Assignments or Independent Tasks

- If you would like to do an assignment differently, talk to your teacher. There may be **room for some flexibility**, as long as you cover the main objectives of the assignment.
- Even though you prefer less structure and enjoy the freedom to be creative, be sure to follow the guidelines for assignments.

Preparing for Tests or Presentations

- Preparing for tests can be done by exploring the information, but make sure you have covered all the areas that will be tested.
- Ask if you have the option to take tests that allow you to demonstrate what you know in a less structured way. For example, you may be able to do an essay test instead of multiple choice.

Using with Students

Preparing Students

Explain to students that the purpose of the inventory is to discover how they learn and work best. This information will be helpful when working on challenging tasks or new or difficult material in college, as well as in continued learning in adult life. There is nothing good or bad about any of the scores on the profile; they just describe the kind of environment in which a student prefers to work or learn. Like a fingerprint, everyone has a unique style, and it is important to know what that style is.

It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

Following Up with Students

The results of the learning and productivity assessment are available immediately and are included in the student's chapter results. The results of this inventory are also used to personalize content in the chapter on learning preference and intelligences. In the Learning and Productivity Preferences Summary Chart (sample in previous section), preferences are presented on a continuum with one extreme on each side. The closer an icon is to one end, the stronger the preference. Icons in the middle indicate no preference reported for that area. Each preference is explained in detail, along with suggestions for improving learning and productivity based on the preference.

It is suggested that students summarize the results of the inventory by writing a description of their learning and productivity preferences, including their ideal learning environment.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of College & Career Success. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topics | Activity Summary | Time Needed |
|--|-----------------|--|--|-------------|
| Learning Style Memory Activity | Pre-Assessment | Learning Styles and Declarative Memory | Students attempt to memorize 15 random objects and then examine the modalities through which they remembered them. | 30 min |
| Paper Airplane Learning Activity | Pre-Assessment | Learning Styles and Multiple Intelligences | Students build paper airplanes using three different methods of instruction – auditory, visual, and kinesthetic – then discuss. | 20 min |
| Understanding Learning and Productivity Preferences Assessment – handout | Post-Assessment | Learning Styles and Strategies to Address Them | Students review the results of the learning and productivity preferences assessment and consider the suggested strategies for their style. | 15 min |
| Applying Learning Styles | Post-Assessment | Learning Styles and Strategies to Address Them | Students attempt to formulate learning strategies that match their learning styles for specific school-based scenarios. | 60 min |

More Information

This assessment, first created at St. John's University in the mid-1970s, is supported with extensive research on effectiveness and has implications for educational practice. More information is available in the [Learning & Productivity Preferences Handbook](#) and [statistical analysis](#). To see a summary of the research and applications, visit www.humanesources.com/research.

Career Information

Overview

College & Career Success contains a database of approximately 850 career profiles that students can browse openly or view lists matched to their personality profile and interest areas. Students can access career information any time after they complete the three assessments. Staff can access career information as soon as they have a College & Career Success account.

Career information can be accessed in three ways:

- 1) Careers in the **personality type report** section are matched to the personality profile of the student and grouped by career area, in order of most to least interested, as selected by the student.

☰ Career and Pathways 🏠 📄

The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

Career Clusters ▾ Education ▾ Outlook ▾ Salary ▾ Rating ▾
Q Keyword Search

Personality Results
Combined Results
All Careers

| Career Title | Career Cluster | Education | Outlook | Salary | Rating | Jobs |
|---|--|-----------|---------|-----------|--------|------|
| Training and Development Managers | Business Management and Administration | 🎓 📊 | ☀️ 📊 | \$115,180 | ★ ★ ★ | 📄 |
| Chief Sustainability Officers | Business Management and Administration | 🎓 📊 | ☀️ 📊 | \$194,350 | ★ ★ ★ | 📄 |
| Chief Executives | Business Management and Administration | 🎓 📊 | ☀️ 📊 | \$194,350 | ★ ★ ★ | 📄 |
| Human Resources Managers | Business Management and Administration | 🎓 📊 | ☀️ 📊 | \$120,210 | ★ ★ ★ | 📄 |
| Business Continuity Planners | Business Management and Administration | 🎓 📊 | ☀️ 📊 | \$74,870 | ★ ★ ★ | 📄 |
| Training and Development Specialists | Business Management and Administration | 🎓 📊 | ☀️ 📊 | \$63,350 | ★ ★ ★ | 📄 |

- 2) Careers in the **multiple intelligences report** section are matched to the intelligence profile of the student, in order of the best match, as selected by the student.

The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

Career Clusters Education Outlook Salary Rating Keyword Search

Intelligences Results Combined Results All Careers

| Career Title | Career Cluster | Education | Outlook | Salary | Rating | Jobs |
|--|--|-----------|---------|----------|--------|------|
| Range Managers | Science, Technology, Engineering and Mathematics | 🎓 📊 | ☀️ 📊 | \$65,130 | ★ ★ ★ | 🔍 |
| First-Line Supervisors of Aquacultural Workers | Agriculture, Food and Natural Resources | 🎓 📊 | ☀️ 📊 | \$48,820 | ★ ★ ★ | 🔍 |
| Soil and Water Conservationists | Science, Technology, Engineering and Mathematics | 🎓 📊 | ☀️ 📊 | \$65,130 | ★ ★ ☆ | 🔍 |
| Foresters | Agriculture, Food and Natural Resources | 🎓 📊 | ☀️ 📊 | \$60,300 | ★ ☆ ☆ | 🔍 |
| Aquacultural Managers | Agriculture, Food and Natural Resources | 🎓 📊 | ☀️ 📊 | \$75,790 | ★ ☆ ☆ | 🔍 |
| Farm and Ranch Managers | Agriculture, Food and Natural Resources | 🎓 📊 | ☀️ 📊 | \$75,790 | ★ ☆ ☆ | 🔍 |

- 3) Students can also choose to view a combined career list based on the results of the personality type and

The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

Career Clusters Education Outlook Salary Rating Keyword Search

Personality Results Combined Results All Careers

| Career Title | Career Cluster | Education | Outlook | Salary | Rating | Jobs |
|--|--|-----------|---------|----------|--------|------|
| Range Managers | Science, Technology, Engineering and Mathematics | 🎓 📊 | ☀️ 📊 | \$65,130 | ★ ★ ★ | 🔍 |
| First-Line Supervisors of Aquacultural Workers | Agriculture, Food and Natural Resources | 🎓 📊 | ☀️ 📊 | \$48,820 | ★ ★ ★ | 🔍 |
| Landscape Architects | Architecture and Construction | 🎓 📊 | ☀️ 📊 | \$68,820 | ☆ ☆ ☆ | 🔍 |
| Soil and Water Conservationists | Science, Technology, Engineering and Mathematics | 🎓 📊 | ☀️ 📊 | \$65,130 | ★ ★ ☆ | 🔍 |
| Environmental Restoration Planners | Science, Technology, Engineering and Mathematics | 🎓 📊 | ☀️ 📊 | \$75,360 | ☆ ☆ ☆ | 🔍 |
| Aquacultural Managers | Agriculture, Food and Natural Resources | 🎓 📊 | ☀️ 📊 | \$75,790 | ★ ☆ ☆ | 🔍 |
| Fashion Designers | Arts, Audio/Video Technology and Communications | 🎓 📊 | ☀️ 📊 | \$76,480 | ☆ ☆ ☆ | 🔍 |

multiple intelligences assessments.

Students can rate the careers from one to three stars based on interest. Information on career outlook is provided.

Summary of Information in Career Profiles

| Overview | Knowledge & Skills | Tasks and Activities | Wages |
|---|---|--|---|
| <ul style="list-style-type: none"> • General description • Holland Code interests • Related occupation • Related college majors | <ul style="list-style-type: none"> • 5 most important knowledge areas • 5 most important abilities • 5 most important skills | <ul style="list-style-type: none"> • Typical tasks • Most common work activities | <ul style="list-style-type: none"> • National and state info • Annual salary and hourly rate • Average and 10th percentile – 90th percentile |

Using with Students

Once students complete the initial assessments, they should be encouraged to browse the career information often. Student should start their saved career list and then update their list as they learn more about themselves, careers, and the related chapter content.

Career-Related Chapters

Chapter 1 – Understanding Motivation

Chapter 2 – Exploring Your Personality and Major

Chapter 3 – Exploring Multiple Intelligences, Interests and Values

Chapter 4 – Planning Your Education and Career

Before students make any final decisions on career choice, discuss proper approaches to career development:

- 1) Learn about yourself – e.g. personality, interests, work preferences, needs and values.
- 2) Learn about the world of education and work – e.g. present and future trends.
- 3) Make decisions about the best education and career path for you.
- 4) Build, follow, and continually revise your education and career plan.

Remind students that it is very rare these days for someone to stay in one job. People change jobs on average every four years over their working lives (*Employee Tenure in 2008 - Bureau of Labor Statistics*). So, it is important to build some flexibility into your career plans and to always attempt to keep your education and training up to date.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of College & Career Success. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topic | Activity Summary | Time Needed |
|---|---|---|--|-------------|
| Job Jar Activity | Early in career planning | Career Planning | Students draw random job titles from a jar and consider the value of career planning. | 15 min |
| Checklist for a Satisfying Career | Ch. 4 | Career Decision Making | Students complete a checklist to evaluate whether their current career choice would be satisfying to them. | 20 min |
| Career Research Project | When students can choose a realistic career | Career Research | Students choose a career to research and write a paper on this career. | 1-4 Weeks |
| My Future | Any | Envisioning the Future, Public Speaking | Students develop public speaking skills by sharing a vision of their own "ideal" future. | 2-3 weeks |

Appendix A: Individual Chapter Summaries and Supporting Activities

Introductory Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of College & Career Success, as well as introduce a course that uses College & Career Success. Some activities have variations that allow for online use.

| Activity Name | Timing | Topic | Activity Summary | Time Needed |
|---|-----------------|---------------------------|--|-------------|
| Ice Breaker | Pre-Assessment | Ice-breaker | Students answer a few scripted questions to learn about each other. | 15 min |
| Person Bingo | Pre-Assessment | Ice-breaker | Students complete a bingo card by finding other students who have done certain activities. | 20 min |
| Introduction Exercise | Pre-Assessment | Ice-breaker | Students interview another student with set questions and then introduce that student to the rest of the class. | 20 min |
| Describe Your Educational Journey | Pre-Assessment | Ice-breaker | Group discussions on education past, present and future. | 15 min |
| Reading Letters of Advice | Pre-Assessment | General Academic Advice | Students read advice letters from previous students – share information in groups. | 20 min |
| Five Things You Want to Do, Be and Have | Pre-Assessment | Goal Setting | Students record 5 goals in each of 3 areas and learn how College & Career Success can help them achieve their goals. | 20 min |
| Differences Between High School and College | Post-Assessment | Academic Success | Group discussions on HS and PS differences and strategies to be successful in college. | 20 min |
| Motivational Hangman | Any | Ice-breaking & Motivation | Play hangman game with "If it is to be, it is up to me". | 10-15 min |

Chapter 1 – Understanding Motivation

Pages in chapter: 16

Key Questions:

1. What do I want from going to college?
2. What is the value of a college education?
3. How do I choose my major and career?
4. How can I motivate myself to be successful?
5. How can I begin habits that lead to success?
6. How can I be persistent to achieve my goals?

Activities:

- What is Your Mindset?
- How Gritty Are You?
- What Do I Want from College?
- Optimist or Pessimist
- Internal vs. External Locus of Control

Journal Entries:

- Dreams for the Future
- Mindset and Grit
- Five Positive Statements
- Motivate Yourself
- Persistence

Quizzes:

- Motivation – 10 questions

Keys to Success:

- Persistence

Supporting Activities:

These are just suggested activities from which you can pick and choose. They do *not* necessarily have to be used in the listed order.

| Activity Name | Topic | Activity Summary | Time Needed |
|---|------------------------|---|-------------------|
| Lifetime Earnings | Motivation - Education | Use PowerPoint slides to demonstrate improved earnings as a result of education and discuss. | 15 min |
| First Day of Class - Case Studies | Academic Success | Discuss two case studies from handout. Instructor assists discussion with suggestions for academic success. | 20 min |
| Semester Project - How to Change a Habit | Motivation General | Students are given a framework that helps them change a simple behavior over time. | 2-6 weeks |
| Differences Between High School and College | Academic Success | Group discussions on high school and postsecondary school differences and strategies to be successful in college. | 20 min |
| Roadblocks to College Success | Academic Success | Discuss roadblocks and how to overcome them. | 15 min |
| How to Motivate Yourself | Motivation – General | Discuss questions on motivation in groups. | 10-15 min |
| The 'A' Student Exercise | Academic Success | Student groups define behaviors of A students, share with class, and use further discussion with handouts to define intention statements. | 45 min +15 min |

Chapter 2 – Exploring Your Personality and Major

Pages in chapter: 15

Key Questions:

1. What are the different personality types?
2. What is *my* personality type?
3. How is personality type related to choice of a major and career?
4. What careers and majors should I consider based on my personality type?
5. What are some other factors in choosing a major?
6. What is my preferred work environment?
7. How does my personality type affect decision making, time management, money management, learning, and meeting the professor's expectations?
8. What are my passions in life?

Activities:

- None

Journal Entries:

- Introvert or Extravert
- Sensor or Intuitive
- Thinker or Feeler
- Judger or Perceiver
- Bonus Journal: My Descriptions for Personality Types
- Personality Influence on Time, Money, and Work

Quizzes:

- Personality Types – 10 questions

Keys to Success:

- Find Your Passion

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed | |
|--|--|---|---|--------|
| Understanding Personality Type: Part I | Personality Type | Students complete a short survey of their four personality dimensions and compare results to their personality type assessment. | 30 min | |
| My Personality Project | Personality Type | Students use their personality type report to learn about the practical applications of identifying personality type. | 1- 4 weeks | |
| Understanding Personality Type: Part II | Personality Type | Students respond to discussion questions based on a comparison of a short survey and their personality report. | 60 min | |
| Personal Strengths Word Cloud | Personality Type | Students will identify and visually share their strengths and the strengths of their peers. | 30-50 mins | |
| In Depth Personality | Introvert and Extravert: Talkers and Listeners | I/E Personality Dimension | Students get into groups of 'talkers' and 'listeners', do some reflection, and report back to opposite groups. | 25 min |
| | Sensing and Intuition: Show a Picture | S/N Personality Dimension | Students form groups based on whether they are sensing or intuitive. Each group writes about a picture that has been displayed and shares their responses with the class. The class compares and contrasts the answers. | 25 min |
| | Personality Type: Thinking or Feeling | T/F Personality Dimension | Students observe a brief interview with a thinker and a feeler. Students then compare and contrast the responses. | 25 min |
| Job Jar Activity | Career Planning | Students draw random job titles from a jar and consider the value of career planning. | 15 min | |
| Discussion Activity - Personality Scenarios | Personality Dimensions | Students discuss the varying responses of different types in scenarios. | 40 min | |
| Personality Skits | Personality Dimensions | Students write brief skits to illustrate the differences between each of the four sets of personality dimensions. | 60 min | |
| Ideal Career | Career Planning | Students complete a worksheet that helps them to establish what their ideal career would include. | 20 min | |
| Writing Assignment - Describe Your Personality | Personality Types | Students write a paper describing their own personality dimensions, how their personality type relates to career and major choices, and what they have learned about personality types. | 60 min | |

Chapter 3 – Exploring Multiple Intelligences, Interests, and Values

Pages in chapter: 16

Key Questions:

1. What kinds of intelligence do I have?
2. How can I match my career to my personal strengths?
3. What is emotional intelligence and how can I use it to increase personal and career success?
4. What are my interests?
5. What careers match my interests?
6. What lifestyle do I prefer?
7. What do I value the most?
8. How do I put my values into action?
9. How can I make good decisions about my future?

Activities:

- Your Interest Profiler Results
- Values Checklist: Using Values to Make Important Life Decisions

Journal Entries:

- Multiple Intelligences
- Emotional Intelligence
- Top Interests
- Values
- Acting on Values

Quizzes:

- Multiple Intelligences – five questions
- Values – five questions

Keys to Success:

- Act on Your Values

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|---|---|-------------|
| Summing Up Interests | Matching Interests with Careers | Students read about and discuss careers that are a match for their interest areas. | 25 min |
| Twenty Things You Like To Do | Maintaining a Balanced Lifestyle | Students identify 20 activities that they enjoy and learn how those activities can support a balanced lifestyle. | 25 min |
| My Personal Coat of Arms | Understanding Personal Values | Students draw a personal coat of arms that reflects their own values. | 30 min |
| Group Activity – Values in Action | Using Values to Guide Decisions | Students read scenarios about people making decisions. Students identify the values of the person in the scenario and suggest the best decision. | 25 min |
| Work Values Auction | Understanding Which Values are Most Important in a Career | Students participate in an “auction” and bid on values that are most important to them in the workplace and in their future career. | 30 min |
| Summing Up Values | Top Five Values | Students identify their top five values from the results of their Assessing Your Personal Values activity. | 25 min |
| Multiple Intelligences Quizzes | Multiple Intelligences | Students learn about the concept of multiple intelligences and then complete a quiz to learn their own multiple intelligences. | 30 min |
| Crystallizers and Paralyzers | Multiple Intelligences | Students learn about the concept of crystallizers and paralyzers and how they relate to multiple intelligences. | 25 min |
| Create Your Success | Attitude/ Creating Success | Students complete a worksheet that allows them to reflect on how they can take responsibility for their own actions and create their own success. | 30 min |

Chapter 4 – Planning Your Career and Education

Pages in chapter: 16

Key Questions:

1. What are some employment trends for the future?
2. What work skills are necessary for success in the twenty-first century?
3. How do I research a career?
4. How do I plan my education?
5. How can I obtain my ideal job?
6. How do I market my own personal brand online?
7. What is a dangerous opportunity?

Activities:

- None

Journal Entries:

- My Generation
- Career Trends
- Personal Brand
- Advice for Resume and Job Interview
- My Dangerous Opportunity

Quizzes:

- Future Career Trends – five questions
- Employment Skills – five questions

Keys to Success:

- Life is a Dangerous Opportunity

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|---|---|---------------------------------|
| Career Research Project | Career Research | Students choose a career to research and then write a paper on this career. | 1-4 weeks |
| My Future | Envisioning the Future, Public Speaking | Students develop public speaking skills by sharing a vision of their own “ideal” future. | 2-3 weeks |
| Rate Your Skills for Success in the Workplace | Employability Skills | Students evaluate their employability skills and brainstorm how to develop skill areas that need improvement. | 30 min |
| Educational Plan | Educational Planning | Students discuss their ideal college schedule and develop an educational plan for college that is a minimum of one semester in length. | 20 min plus homework |
| Checklist for a Satisfying Career | Career Decision Making | Students complete a checklist to evaluate whether their current career choice would be satisfying to them. | 20 min |
| Interview Simulation | Interviewing Skills | Students simulate interviews in response to a sample job posting. Students are assigned “bad” interview skills to demonstrate and correct. | 25 min |
| The Resume | Resume Writing Skills | Students review sample resumes and create their own resumes. | 20 min plus homework |
| Informational Interview | Informational Interviewing | Students learn how to make a contact for an informational interview and learn etiquette for the interview. Students conduct an informational interview and write a paper on the experience. | 30 min in class, plus 2-3 weeks |
| Interview Exercise | Interviewing Skills | Students practice answering interview questions on their own and with a partner. | 45 min |

Chapter 5 – Managing Time and Money

Pages in chapter: 18

Key Questions:

1. What are my lifetime goals?
2. How can I manage my time to accomplish my goals?
3. How much time do I need for study and work?
4. How can I make an effective schedule?
5. What are some time management tricks?
6. How can I deal with procrastination?
7. How can I manage my money to accomplish my financial goals?
8. What are some ways to save money?
9. How can I pay for my education?
10. How can I use priorities to manage my time?

Activities:

- Setting Priorities
- My Time Bandits

Journal Entries:

- Lifetime goals:
- Accomplishing My Goals
- My Educational Goals
- Avoiding Procrastination
- My Money Plan

Quizzes:

- Time Management, Part I – five questions
- Time Management, Part II – five questions

Keys to Success:

- Do What Is Important First

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|---|---|---|
| Managing Time and Money Introduction | Time Management and Pursuing Goals | Students reflect on how successful people manage their time, set goals, and work to achieve them in order to achieve success. | 20 min |
| Brainstorm Lifetime Goals | Short-term, Intermediate, and Long-term Goals | Students brainstorm to identify short-term, intermediate, and long-term goals. Students then identify and evaluate their most important goals. | 60 min (30 min if sections are assigned as homework) |
| The Pie of Life | Setting Priorities and Dividing up Time | Students identify how they spend their day using a pie chart. Students then write intention statements indicating how they will improve their time management and prioritization. | 20 min |
| What Can I Do Without? A, B, and C Priorities | Prioritization | Students learn about A, B and C priorities and then evaluate what they can do without in order to make the best use of their time. | 25 min |
| Developing a Weekly College Schedule | Scheduling and Study Time | Students develop a weekly schedule of work, classes, and other planned activities. Students then add in study time. After analyzing, students revise the schedule, as needed. | 40 min |
| Weekly To Do List | Balancing Priorities | Students develop a weekly "To Do" list for the Academic, Personal, and Social domains of their lives. | 20 min |
| Avoiding Procrastination | Consequences of Procrastination | Students develop a Top 10 Consequences of Procrastination list and then discuss techniques for avoiding procrastination. | 20 min |

Chapter 6 – Using Brain Science to Improve Memory

Pages in chapter: 11

Key Questions:

1. How does the memory work?
2. How can I improve my memory?
3. Why do I forget?
4. What are some practical memory techniques based on brain science?
5. What are some memory tricks?
6. How can I optimize my brain power?
7. Why is positive thinking important for improving memory and studying?

Activities:

- Test Your Memory

Journal Entries:

- Using Memory to Improve Studying
- Three Memory Techniques
- Three Mnemonics
- Keeping Your Brain Healthy
- Positive Thinking

Quizzes:

- Memory and Forgetting – five questions
- Memory Techniques – five questions

Keys to Success:

- Positive Thinking

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|--|-------------------------------|---|-------------|
| Memory Pre and Post Test | Memory Techniques | Students learn to use visualization, organization and repetition to memorize a list of words. | 15 min |
| Memory Scenarios | Memory and Reading Techniques | Students work as groups to brainstorm memory and learning techniques that apply to real-life scenarios. | 25 min |
| Using a Peg System for Visualization and Association | Peg Systems | Students learn to memorize lists of items using a peg system. | 15 min |
| Mnemonics Exercise | Mnemonics | Students work as a group to create a variety of mnemonics. | 25 min |

Chapter 7 – Using Brain Science to Improve Study Skills

Pages in chapter: 13

Key Questions:

1. What are some learning strategies based on brain science?
2. How can I apply memory techniques to reading?
3. What is a reading system for college texts?
4. What are some reading strategies for different subjects?
5. What are some e-learning strategies?
6. What are the best ways to study math?
7. How can I create my success in college, careers and life?

Activities:

- None

Journal Entries:

- Multisensory Integration
- Improved Reading
- Reading Comprehension Strategies
- Math Success
- Create Your Own Success

Quizzes:

- Learning Strategies and Reading – five questions
- Math Success – five questions

Keys to Success:

- Create Your Success

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|--|--------------------------|--|-------------|
| Check Your Textbook Reading Skills | Assessing Reading Skills | Students complete an assessment to evaluate reading skills. Then, students reflect on areas for improvement. | 25 min |
| Textbook Skimming Exercise | Textbook Skimming | Students learn what skimming is and then practice skimming a textbook. | 15 min |
| Chapter Surveying Exercise | Surveying a Chapter | Students learn about the SQ4R system and practice surveying and questioning a chapter. | 25 min |

Chapter 8 – Taking Notes, Writing, and Speaking

Pages in chapter: 17

Key Questions:

1. Why is it important to take notes?
2. What are some good listening techniques?
3. What are some tips for taking good lecture notes?
4. What are some note-taking systems?
5. What is the best way to take notes in math?
6. What is the best way to review my notes for the test?
7. What is power writing?
8. How can I make a good speech?
9. How can I take in and produce information efficiently?

Activities:

- Assess Your Note Taking Skills
- Assess Your Writing Skills

Journal Entries:

- How to Take Notes
- My Intention for Taking Notes
- Improving My Writing
- How to Make a Speech
- Be Selective to Be Successful

Quizzes:

- Listening and Note Taking – five questions
- Writing and Speaking – five questions

Keys to Success:

- Be Selective

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|---------------------------------------|---|-------------|
| The Cornell Format | Taking Notes using the Cornell Format | Students practice taking notes using the Cornell Format while listening to a lecture or watching an educational video. | 35 min |
| Group Activity - A Case Study | Reviewing Note Taking Skills | Students read a case study and apply their knowledge of note-taking skills and strategies to create a list of suggestions for the person in the case study. | 20 min |
| Free Writing Exercise | Free Writing | Students practice free writing on a topic and use their writing to find a key idea. | 20 min |
| The One Minute Paper | Free Writing | Students free write on a topic for one minute. | 10 min |
| Introductory Public Speaking Exercise | Public Speaking | Students prepare and deliver a brief speech. | 60 min |

Chapter 9 – Test Taking

Pages in chapter: 19

Key Questions:

1. What are some test preparation techniques?
2. How should I review the material?
3. How can I predict the test questions?
4. What are some emergency test preparation techniques?
5. How can I deal with test anxiety?
6. How can I overcome math anxiety and be successful on math tests?
7. What are some tips for taking math tests?
8. What are some tips for taking objective tests?
9. How can I write a good essay?

Activities:

- Matching Questions Strategy

Journal Entries:

- Preparing for Exams
- Common Test Prep Mistakes
- Dealing with Test Anxiety
- Ideas for Success in Math
- Best Guesses

Quizzes:

- Test Preparation – five questions
- True-False Strategy – six questions
- Multiple Choice Strategy – 11 questions

Keys to Success:

- Be Prepared

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|--|--|---|---------------------------------|
| Practice with Essay Exams | Writing Essays | Students practice writing a brief essay and then critiquing their own work. | 30 min |
| The Guess Test | Guessing Test Answers on Multiple Choice Tests | Students use logic and common sense to guess the correct test answer on a test. | 20 min |
| Writing a Test: Occupational Research Exam | Writing a Test, Career Research | Students research a career and write a test about this career that includes true/false, multiple choice, and essay questions for a chapter in the text. | 10 min with additional homework |

Supporting Activities, continued:

| Activity Name | Topic | Activity Summary | Time Needed |
|--|---|---|-------------|
| Test Anxiety | Overcoming and Understanding Test Anxiety | Students complete a test anxiety inventory to better understand their own test anxiety. Students then work with a partner to understand what feelings lead to test anxiety. Students read about and discuss how to overcome test anxiety. | 60 min |
| Dealing with Anxiety About Math or Science | Math and Science Anxiety | Students discuss their fears related to math and science classes in small groups. Groups then share solutions for the challenges presented. | 20 min |
| How Well Do You Follow Directions? | Following Directions | Students complete a short quiz that tests their ability to follow directions. | 10 min |

Chapter 10 – Communication and Relationships

Pages in chapter: 17

Key Questions:

1. What is my personal communication style?
2. What are some problems in communication?
3. What are some techniques for being a good listener?
4. What is the best way to communicate in a crisis situation?
5. How does language affect behavior?
6. What are some conflict management techniques?
7. What are the qualities of a good friendship?
8. How can I improve my relationships?
9. How can I recover after ending a relationship?
10. How is failure an opportunity for learning?

Activities:

- Friendship

Journal Entries:

- My Personal Communication Style
- Improving Communication and Listening Skills
- “I” Statements
- Communication Mistakes
- Opportunity from Loss

Quizzes:

- Communication Style – five questions
- Communication for Success – five questions

Keys to Success:

- Find Opportunity

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|---|--|----------------------|
| Interview | Decision Making | Students conduct an interview with someone over the age of 40 about their life choices. Students share the information from this interview with the class. | 10 min plus homework |
| Communication Scenarios | Communication and Personality Type | Students read scenarios and discuss how personality type influences communication. Students then evaluate how their own personality type influences their communication style. | 40 min |
| Practice with Communication | Communication and Personality Type | Students role play scenarios, focusing on the communication style of different personality types. | 30 min |
| Listening Exercise | Listening Skills | Students work in partners to practice effective listening skills by telling a story, with each partner only saying one word at a time. | 20 min |
| Effective Communication: I and You Messages | You and I Messages / Language of Responsibility | Students learn how to communicate using “I” rather than “you” statements. | 30 min |
| What is a Friend? | Relationships | Students define friendship and identify five qualities that make a good friend. | 25 min |
| Rating Relationships | Relationships | Students consider factors that cause relationships to work or not work. | 25 min |
| Relationships | Relationships | Students read about red flags and green flags in relationships. Students then learn the qualities of a good relationship. | 25 min |

Chapter 11 – Thinking Critically and Creatively

Pages in chapter: 19

Key Questions:

1. What is critical thinking?
2. What are fallacies in reasoning?
3. What are some techniques for critical thinking?
4. What is moral reasoning?
5. What is creativity?
6. How can I improve my creativity?
7. How is laughter a key to success?

Activities:

- Fallacies in Reasoning, Part I
- Fallacies in Reasoning, Part II

Journal Entries:

- Fallacies of Reasoning
- Critical Thinking in School
- Moral Dilemma
- Creativity Techniques
- Learn to Laugh

Quizzes:

- Critical Thinking – five questions
- Creative Thinking – five questions

Keys to Success:

- Learn to Laugh at Life

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|---------------------------------------|---|-------------|
| Critical Thinking About Your Decisions | Critical Thinking and Decision Making | Students apply critical thinking skills to a major life decision. | 20 min |
| Critical Thinking Exercise - Assisted Suicide | Critical Thinking Skills | Students read an article about assisted suicide. They summarize the various points of view in the story, apply critical thinking skills, and write their own reasonable view. | 30 min |
| Critical Thinking Exercise - Crime and Punishment | Critical Thinking Skills | Students read an article about a crime and use their own critical thinking skills to look for a solution to this problem. | 30 min |
| Brainstorming - How to Graduate from College | Divergent Thinking | Students brainstorm individually and in groups for ideas on how to graduate from college. | 30 min |
| Brainstorming with a Peanut Exercise | Divergent Thinking | Students practice brainstorming by answering the questions: How is a peanut like me? How is a peanut like going to college? | 20 min |
| Creative Visualization with a Light Bulb | Imagination and Visualization | Students complete a visualization exercise. | 10 min |

Chapter 12 – Diversity and Current Social Issues

Pages in chapter: 13

Key Questions:

1. What is diversity?
2. Why is diversity important?
3. How can appreciating diversity help me to be successful?
4. What is some useful vocabulary for understanding diversity?
5. What does biology reveal about diversity?
6. What are some ideas for communicating across cultures?
7. What are some myths and facts about sexual orientation?
8. How can I gain an appreciation of diversity?

Activities:

- None

Journal Entries:

- Diversity in Your Future
- Understanding Diversity for Success
- An Experience of Discrimination
- Being Culturally Sensitive
- What to Teach Your Children

Quizzes:

- Understanding Diversity, Part I – five questions
- Understanding Diversity, Part II – five questions

Keys to Success:

- Diversity Is Valuable and People Are Important

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|---|-------------------|---|---|
| Critical Thinking About Social Issues | Critical Thinking | Students will form a viewpoint on a social issue and identify and discuss fallacies of reasoning and cognitive bias with peers. | 1 hour |
| Exploring Diversity and Culture | Diversity | Students explore their own diversity and culture and discuss their answers in small groups. | 25 min, 60 min for the extension activity |
| The Diversity Collage | Diversity | Students complete a collage showing their own culture, language, hobbies, interests, or values and share them with the class. | 45 min |
| Find Someone Who... | Diversity | Students circulate around the room and find someone who fits various descriptions on a worksheet. A class discussion follows. | 25 min |

| | | | |
|--|--------------------------------|---|-----------|
| The Privilege Walk: Learning More About Privilege in Today's Society | Privilege | Students form a line and take steps forward and back in response to statements made by the instructor. These statements relate to privilege and inequity. This is an extended version of the Line of Inequity activity. | 1.5 hours |
| Cultural Identity: Attaching a Story | Personal Bias | Students are given social and cultural labels. Students think about the characteristics that they associate with that label and write descriptions based on their own values and experiences. | 60 min |
| Diversity Exercise: My Groups | Stereotypes | Students evaluate their own group membership using a worksheet. Then, students discuss times that they were proud or pained to be a part of the group. Students then discuss stereotypes. | 25 min |
| Exploring Stereotypes | Stereotypes | Students explore the concept of stereotypes by completing a worksheet asking them to identify stereotypes found in movies. A group discussion follows. | 20 min |
| Self-Esteem | Positive Thinking/ Self-Esteem | Students provide positive feedback to their classmates and then reflect on their accomplishments and characteristics that they are proud of. | 30 min |

Chapter 13 – Thinking Positively About the Future

Pages in chapter: 16

Key Questions:

1. How do I remain optimistic about my future?
2. How can I use positive thinking to achieve success?
3. What are some effective visualization techniques?
4. What are some habits of successful people?
5. What are some secrets to achieving happiness?

Activities:

- Learning Positive Self-Talk, Part I
- Learning Positive Self-Talk, Part II

Journal Entries:

- Be Positive
- Beliefs for Success
- Ideas About Happiness
- My Intentions for Happiness
- Thoughts for Success

Quizzes:

- Positive Thinking – five questions
- Secrets to Happiness- five questions

Keys to Success:

- You Are What You Think

Supporting Activities:

| Activity Name | Topic | Activity Summary | Time Needed |
|--|---------------------|--|-------------|
| Positive Thinking | Positive Thinking | Students transform negative thoughts into positive thoughts and discuss the power of positive thinking. | 25 min |
| Visualize Your Success | Visualizing Success | Students design an image that represents their personal definition of success. Group discussion follows. | 20 min |
| Happiness is... | Happiness | Students learn about what brings happiness to people and draw a picture representing what happiness means to them. | 20 min |
| Happiness-Signature Strengths Survey | Signature Strengths | Students complete a survey to identify their signature strengths. | 30 min |
| Final Project | Visualizing Success | Students will create personal statements and vision boards to share with the class. | 20 min |