

The SuccessTypes Learning Style Type Indicator

by John W. Pelley, Ph.D.

Each of the questions or statements below represent opposites in your thinking when you are learning¹. Choose the one that describes the way you really are. It is common to want to choose the one that represents what you want to be or what others think you ought to be. Try to imagine that you are learning for yourself and not for a teacher and that there is no grade involved. For example, you are learning about something that interests you like a new hobby or outside interest. Just enter the boldface letter of your choice in the box to the left, so that you can total them when you are done.

Choose the description that best fits you.

1.	<input type="checkbox"/>	E	I study best with other people.	I	I study best by myself.
2.	<input type="checkbox"/>	E	When I study with other people, I get the most out of expressing my thoughts.	I	When I study with other people, I get the most out of listening to what others have to say.
3.	<input type="checkbox"/>	E	When I study with other people, I get the most out of quick, trial-and-error thinking.	I	When I study with other people, I get the most out of thinking things through before I say them.
4.	<input type="checkbox"/>	E	I prefer to start my learning by doing something active and then considering the results later.	I	I prefer to start my learning by considering something thoroughly and then doing something active with it later.
5.	<input type="checkbox"/>	E	I need frequent breaks when I study and interruptions don't bother me.	I	I can study for very long stretches and interruptions are <i>not</i> welcome.
6.	<input type="checkbox"/>	E	I prefer to demonstrate what I know.	I	I prefer to describe what I know.
7.	<input type="checkbox"/>	E	I like to know what other people expect of me.	I	I like to set my own standards for my learning.
8.	<input type="checkbox"/>	S	I am more patient with routine or details in my study.	N	I am more patient with abstract or complex material.
9.	<input type="checkbox"/>	S	I am very uncomfortable with errors of fact.	N	I consider errors of fact to be another useful way to learn.
10.	<input type="checkbox"/>	S	I am very uncomfortable when part of my learning is left to my imagination.	N	I am bored when everything I am supposed to learn is presented explicitly.
11.	<input type="checkbox"/>	S	I prefer to learn fewer skills and get really good at them.	N	I prefer to keep learning new skills and I'll get good at them when I have to.
12.	<input type="checkbox"/>	S	I learn much better in a hands-on situation to see what-is.	N	I learn much better when I'm thinking about the possibilities to imagine what might be.

13.	<input type="checkbox"/>	S	I prefer to learn things that are useful and based on established principles.	N	I prefer to learn things that are original and stimulate my imagination.
14.	<input type="checkbox"/>	S	I always re-examine my answers on test questions just to be sure.	N	I usually trust my first hunches about test questions.
15.	<input type="checkbox"/>	S	I emphasize observation over imagination.	N	I emphasize imagination over observation.
16.	<input type="checkbox"/>	S	I'm more comfortable when the professor sticks closely to the handout.	N	I'm likely to get bored if the professor sticks closely to the handout.
17.	<input type="checkbox"/>	T	I prefer to have a logical reason for what I learn.	F	I prefer to see the human consequences of what I learn.
18.	<input type="checkbox"/>	T	I prefer a logically organized teacher to a personable teacher.	F	I prefer a personable teacher to a logically organized teacher.
19.	<input type="checkbox"/>	T	I prefer group study as a way to give and receive critical analysis.	F	I prefer group study to be harmonious.
20.	<input type="checkbox"/>	T	I prefer to study first what should be learned first.	F	I prefer to study first what appeals to me the most.
21.	<input type="checkbox"/>	T	The best way to correct a study partner is to be blunt and direct.	F	The best way to correct a study partner is to be tactful and understanding.
22.	<input type="checkbox"/>	J	I prefer to study in a steady, orderly fashion.	P	I prefer to study in a flexible, even impulsive, way.
23.	<input type="checkbox"/>	J	I stay on schedule when I study regardless of how interesting the assignment is.	P	I tend to postpone uninteresting or unpleasant assignments.
24.	<input type="checkbox"/>	J	I tend to be an overachiever in my learning.	P	I tend to be an underachiever in my learning.
25.	<input type="checkbox"/>	J	I prefer to structure my study now to avoid emergencies later.	P	I prefer to stay flexible in my study and deal with emergencies when they arise.
26.	<input type="checkbox"/>	J	I prefer to give answers based on the information I already have.	P	I prefer to seek more information before deciding on an answer.
27.	<input type="checkbox"/>	J	I prefer to finish one assignment before starting another one.	P	I prefer to have several assignments going at once.
28.	<input type="checkbox"/>	J	I like well defined learning assignments.	P	I like learning from open-ended problem solving.

Let's boil it down to four letters:	E or I	<input type="checkbox"/>	Record the letter which occurred the most for questions 1 - 7.
	S or N	<input type="checkbox"/>	Record the letter which occurred the most for questions 8 - 16.
	T or F	<input type="checkbox"/>	Record the letter which occurred the most for questions 17 - 21.
	J or P	<input type="checkbox"/>	Record the letter which occurred the most for questions 22 -28.

Now arrange the letters starting at the top, from left to right.	E or I	S or N	T or F	J or P
Based on the choices you made above, the four letter combination to the right could represent your type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ This questionnaire was adapted from Table 5.1 in *SuccessTypes for Medical Students*, J.W. Pelley and B.K. Dalley (Texas Tech Univ. Extended Learning, 1997) and, with permission, from table on learning preferences in *People Types and Tiger Stripes* (3rd ed., pp. 43-46) by Gordon D. Lawrence, 1995. Gainesville, FL; Center for Applications of Psychological Type.
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