

MODULE THREE

INTELLECTUAL DEVELOPMENT



INTRODUCTION

In the last module exploring Spiritual Development, we discussed the ideas of mission and purpose, for organizations such as Phi Kappa Theta Fraternity, as well as for individuals. A mission is a description of the core, essential work of a group or person, and a vision is the inspirational outcome of that work. Can you recall the **Mission** of Phi Kappa Theta? Do you remember the **Vision** of our Fraternity?

Together, the mission and vision form the *purpose* for the individual or organization. Purpose is one of the main tenets of your Spiritual Development, one of Phi Kappa Theta Fraternity's **Five Areas of Development**, which also include: *Intellectual Development, Social Development, Leadership Development, and Fraternal Development*.

In our discussion of the building blocks of your purpose, we asked you to consider your skills, strengths, and talents, and then to reflect on you can use those to serve society, Fraternity, and God. We also asked you to begin working with the other new members to begin the first steps in planning your Group Capstone, an immersive, hands-on experience serving society, Fraternity, or God that you and your fellow new members will plan and execute with the full brotherhood of the chapter.

Now, we will continue identifying and and applying your skills, strengths, and talents, focusing on your **Intellectual Development**.

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INSIGHT

Intellectual End State

The end state of “Intellectual Development” is: *Phi Kappa Theta attracts intellectually motivated men who share a passion for lifelong knowledge, learning and development. Phi Kappa Theta exceeds retention rates, average GPAs and graduation rates of our host institutions by providing an intellectually stimulating environment and consistent standards of academic performance. Phi Kappa Theta challenges members to maximize their lifelong personal and professional development.*

GOALS

The two ways in which our chapters provide ongoing **Intellectual Development** are through:

1. Academic Excellence
2. Life Preparation

The three ways in which we will introduce **Intellectual Development** through the new member experience are to:

1. Equip you for academic success
2. Ignite a desire for lifelong learning
3. Finding your career fit

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INTROSPECTION

How did you score yourself for **Intellectual Development** in Module 1? Why?

How would your life change if you could score just two or three points higher in **Intellectual Development**?

What ideas do you have for increasing your score for **Intellectual Development**?

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INSIGHT

Equipping You for Academic Success

The best students are skilled in a variety of ways. Simply being “smart” doesn’t make the grade. Balancing class, study time, tests, work, family, friends, and more can be challenging for anybody, particularly at the busiest times of the year. Developing habits and strategies as soon as possible will position you for short- and long-term academic success.

One of the first steps is identifying those things that are the most important things in your life. By identifying the most important aspects of your life, whether people, goals, or activities, and then distinguishing those from the less important parts of your life, you can make intentional choices about how you allocate your time every month, every week, or even every day.

Watch this 2-minute video, called “The Jar of Life”: <http://bit.ly/2MSUizs> – after watching the video, let’s begin identifying the large, medium, and small things in your own “jar of life.”



INTROSPECTION

Consider the things you do in your life, and the labels you may associate with those things. You may call these your “roles,” and they may include son, brother, student, athlete, employee, etc. List as many of your roles as possible, and then order the top five from most important to least important.

- 1.
- 2.
- 3.
- 4.
- 5.

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Now, put those same roles in order of how much time you spend on them, from the most time to the least time.

- 1.
- 2.
- 3.
- 4.
- 5.

Look at both lists. What adjustments would you like to make?

Igniting Your Desire for Lifelong Learning

Now that you've determined your priorities, let's maximize your ability to learn anything, regardless of the subject. Yes, that's right! With the right approach and plan, you can learn any skill or topic.

Thanks to countless pop culture references, many people associate college success with an almost endless cycle of procrastination and "cramming," which involves trying to absorb as much information as possible in as little time as possible, only to forget that information almost as soon as they walk out of the classroom on the day of the exam.

But, believe it or not, the easiest and least time-consuming path to college success is in actually learning the material. Seriously! Beginning October 1, 2011 and ending September 26, 2012, Scott H. Young challenged himself to learn the entire four-year MIT curriculum for computer science, in less than 12 months.

Watch Scott describe the challenge here: <http://bit.ly/2FjZAja>

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After completing the MIT Challenge, Scott has taken the learning strategies from the MIT Challenge and used them to learn not one, but four foreign languages in one year, and to improve his artistic abilities.

On his website, scotthyoung.com, Scott describes specific learning principles that have proven successful, regardless of the subject he is trying to learn. They include:

Design Your Project Well: Know what you're working with, including the materials and time you need. Think about the Who, What, When, Where, and How of your study plan. Eliminate distractions. If you find it difficult to focus for long periods of time, start with a manageable amount of time to get started. Then, increase the amount of time from there. Yes, it takes a lot of time to create your plan, but you will save even more mental energy over time.

Feed Your Need for Feedback: Check your work early and often. (Don't wait until the end.) Faster feedback is faster learning. Also seek opportunities for deeper, more time-consuming applications and projects, which will deepen your learning. Of course, make sure you're getting the most accurate, most detailed feedback possible. The more precise the feedback, the more profound the learning.

Learn Actively Over Time: Answer questions, explain material to others, put concepts into practice. Don't just read, re-read, skim, or re-listen to lectures. The more you process, rather than just repeat, information, the deeper the learning. Paraphrase and summarize what you're hearing or reading. The longer you practice, the stronger your learning and memories will be, and the easier you will recall information.

Overlearning: Once you've mastered a concept or skill, keep practicing. For example, if your goal was to become a proficient free throw shooter, would you stop once you made one free throw? 10? 100? No, you would keep practicing in order to keep that skill strong. The concepts and information you learn in the classroom work the same way. Find ways to keep your knowledge and skills strong, which can make studying for that final exam a lot less stressful.

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Eat, Sleep, & Exercise: These three are not part of Scott's strategies, but we can't forget that our brains are one of the most important organs in our body, and like every other organ in our body, our brains need energy to function at a high level.

Eat: If you eat an average diet, your brain will function at an average level. If you eat below average or above average, your brain will function at a corresponding level. In fact, the food you eat at lunch will impact your brain's performance that same day.

Sleep: If you want your brain to function at a high level, you need 7 to 8 hours of sleep. Less than that (or more than that) and your brain will function at a below average level.

Exercise: If you are feeling tired in the middle of the day (or any part of the day, for that matter), it is better to exercise for 30-45 minutes than to take a nap. By exercising, you will experience a longer term energy boost than you will from napping.

Over time, you will find that you can implement the same principles to quickly learn new things, and as you pick up new knowledge and skills that you never thought you would learn, we hope you also will discover a passion for lifelong learning.

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INSIGHT

Finding Your Career Fit

More than half of young professionals are not engaged at work, making them the least engaged generation in the workforce, according to Gallup, Inc. (How Millennials Want to Work and Live, 2016).

Part of the reason for this, Gallup's research suggests, is that while previous generations did not necessarily need to find fulfillment in their jobs, the primary professional motivation for young professionals has switched from earning a paycheck to furthering their development and purpose. In Module 2, you began the process of articulating your purpose, and now we will focus on finding your career fit and furthering your career development.

The classes you take and the subjects you study in college are one piece of the puzzle. A major will help you choose which classes you will take, what you will learn, and some of the skills you will acquire, but in most cases, it will not determine your career path.

In order to be engaging, your work has to connect to your interests, give you an opportunity to demonstrate and develop your strengths, and provide a sense of purpose. Your best career opportunities are those that allow you to bring together as much of your knowledge, interests, skills, strengths, and values as possible. The more of these that you can incorporate into your work, the more you will thrive.

Your exploration of major and careers will be most effective and focused if you take the time for thoughtful self-assessment and reflection to find the best career fit for you. Start your self-assessment by reflecting on what you know about yourself: your interests, strengths, skills, values and your goals, which you can do by answering a handful of open-ended questions, completing a career or personality assessment, or by reflecting on the traits of somebody you admire.

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 **ASSESS**

How would you answer the following questions:

What do I naturally enjoy doing?

What are my past accomplishments?

What are the aspects of my career or life that I would never compromise? In other words, what are my “deal breakers”?

What are the core values I live by?

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What do I want to be known for?

What kind of atmosphere or culture do I want at work?

What challenges or problems do your family or friends come to you to solve?

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INSIGHT

Many people find it useful to complete an assessment, which is sort of like a quiz or survey, to identify their interests, skills, strengths, and values. Many campus career centers provide students with free or reduced access to some of these assessments, such as the CliftonStrengths (StrengthsFinder), Myers-Briggs Type Indicator, and Strong Interest Inventory. You also can access some alternatives for free through the Minnesota State Colleges & Universities website: <http://bit.ly/36nqoeg>

We also can get a glimpse of our interests, skills, and values through our mentors and role models.

INTROSPECTION

Choose a “real life” mentor. Choose somebody you know well enough that you could call, text, or email that person. For two minutes:

- Write what you admire about that person
- Write why that person is a mentor or role model for you

After your two minutes of writing, watch this video: <http://bit.ly/2FkSefo>

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Can you guess what we're going to ask you to do next? Yes, call the person you wrote about and read what you wrote to them. We promise it will be worth your time.

Now that you are beginning to identify your interests, strengths, and values, you can start exploring possible career paths. When researching possible careers, consider:

- **Functions:** What work tasks are of interest to me?
- **Industries:** What employment sectors (i.e. education, finance, health care, technology, etc.) appeal to me?
- **Geographies:** Where do I want to live and work?
- **Companies:** Which specific companies do I like or admire?

As you begin this part of your search, O*NET Online, a web site sponsored by the U.S. Department of Labor, (ononline.org) is an excellent resource.

You also can access a huge library of videos from countless careers and industries via Roadtrip Nation: <http://bit.ly/2MPknPG>

At this point, many people want first-hand knowledge of a career, company, function, or industry, making it a great opportunity to begin building your network by connecting with upperclassmen or professionals in your area of interest. If you don't know where to begin, consider starting with the person that you wrote about as somebody you admire and consider as a role model. The goal is simply to talk with them and learn more about what they do, what they enjoy most about what they do, and maybe even what is hardest about what they do. But, the most important question you will ask them will be the last question you ask, which is, "Who do you know...?" For example, you may say, "I've really enjoyed learning more about your career in _____. I'm finding myself more interested in _____ career opportunities or careers related to _____. Who do you know who would be a good person for me to talk to next?" Then, you get to call or email that next person, starting by telling them that _____ referred you to them.

It is that simple to build and grow your professional network! In addition, having a mentor who encourages you to pursue your goals and dreams is one of the "Big Six" experiences that a national study of college graduates identified as being the most important in preparing them well for a fulfilling and meaningful life. With the insights, reflections, and most importantly, actions you have taken here as part of your **Intellectual Development**, you are well on your way to a life well-lived.

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PLAN

Create a weekly schedule. We recommend ASANA, Apple Numbers, Google Sheets, or Microsoft Excel for this project. If creating a spreadsheet, create half hour time slots starting in the first column, second row, and moving down, A2, A3, A4, etc. In the top row, write each of the days of the week, starting in the second column, first row.

In the previous section, you identified all of the roles you have in your life, and then prioritized them by their level of importance to you. Starting with those roles, place them into your schedule. Consider: When do you have class, study groups, work, etc.? When will you eat, sleep, and exercise? Include “travel time” between meetings.

Once you have all of your scheduled meetings in your weekly schedule, begin crafting your study plan based on the strategies in this section.

- Who will you study with?
- What will you study?
- When will you study? (Consider: Learning Actively Over Time)
- Where will you study? (Remember: Minimize distractions)
- How will you study? (Consider: Feed Your Need for Feedback, Learning Actively Over Time, & Overlearning)

Pro tip: Check out Scott H. Young’s *50 Tricks to Study Better, Faster, and with Less Stress* here: <http://bit.ly/2ZNQAw0>



EXECUTE

Connect with one person to learn about their career, company, or industry, either in person (preferred) or via phone.

You can find tips for “non-awkward” informational interviews here: <http://bit.ly/2SRku18>

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EVALUATE TOGETHER



EVALUATE

Meeting with Big Brother/Alumnus Mentor:

- Discuss your responses to the Module 3 **Assess** prompts, and be prepared to ask for feedback on the weekly schedule you drafted for the **Plan** prompt.
- Who did you connect with for your **Execute** activity? What did you learn about that person's career, company, or industry? What went well? What would you do differently in the future?
- The topic for next module will be Social Development. Discuss with your Big Brother/Alumnus Mentor how you have been involved in community service or volunteering in the past, as well as the roles you have taken in groups in the past. Ask them how Phi Kappa Theta Fraternity has played a role in their Social Development.