Trainer's Companion

Provided By:

Professional Development Training Pty Ltd

Date:

## June 22, 2015

Know your audience | Calibrate | Wow your audience

The Trainer's Companion will help you plan, prepare, and facilitate an outstanding training experience for every audience, every time.

pd**training**
professional development training

Foreword

Professional trainers spend a lot of time preparing training courses to ensure a well-organized, well-structured course that caters to a diverse audience. Catering to diverse learners can be quite challenging if you don't know the learning styles and personality types of your audience. By using this Trainer's Companion you can gain insights and specific recommendations to calibrate your introduction, course content, and delivery style to hit-the-mark for each group.

Within this Trainer's Companion, participants are categorized in one of four learning styles based on their responses to the Leading Dimensions Profile (LDP). Those styles reveal the participants' preference for thinking versus acting while learning, as well as their interest in learning outcomes that are more task versus people-focused. While participants' responses may differ based on a variety of factors, it is generally assumed that learning styles are relatively stable over time. So, recognizing and adapting training delivery based on participants' styles can promote the most effective learning for all.
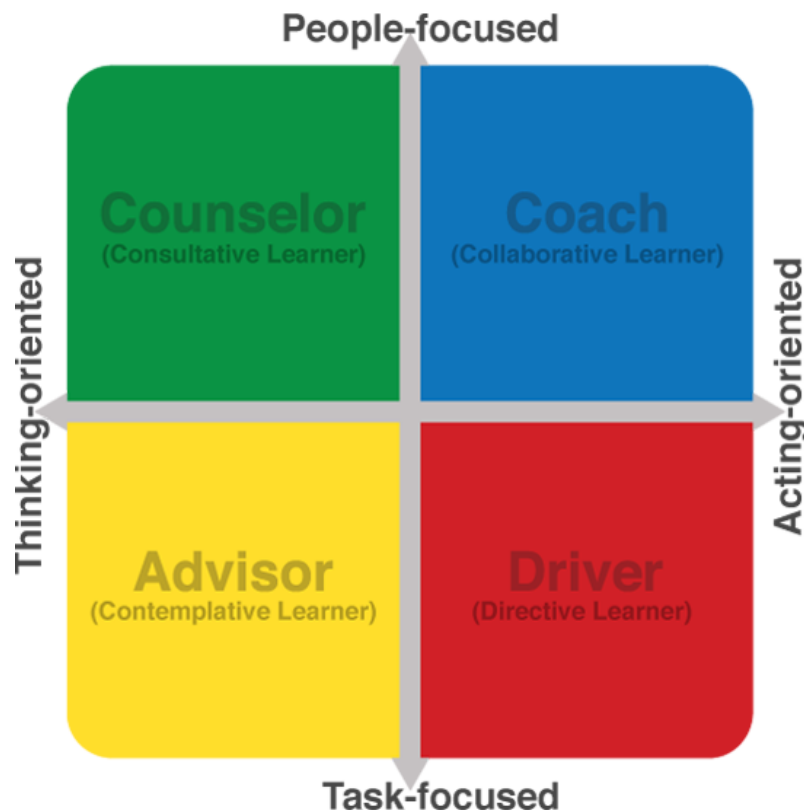
The closer one's plot is to any corner of the grid, the more their overall style will be similar to the profile shown in the respective quadrant. In contrast, the farther away their plot is from any corner, the less likely their style will reflect the profile indicated. The closer the plot is to the center of the grid, the more their style is moderated, meaning they may tend to exhibit some of the characteristics of all four styles and may tend to be more adaptive in their approach. In reality, there will be occasions where they may exhibit some characteristics of each profile, depending on the situation. The grid shown here simply portrays their primary style.

Contents

- **Overview**

- **Summary: Your Participants**

- **Part 1: Comprehensive Training Guidance**

    - Counselor (the Consultative Learner)
    - Coach (the Collaborative Learner)
    - Driver (the Directive Learner)
    - Advisor (the Contemplative Learner)

- **Part 2: Facilitation Tips**

    - Tip 1: Kicking off the conversation
    - Tip 2: Giving balance and perspective
    - Tip 3: Reviewing a concept
   - Tip 4: Encouraging contributions

Summary: Your Participants

Counselor Profile *Thinking-oriented, People-focused*

Learning Style:	Consultative
Presentation pace:	Slower
Prepare for:	The "why" questions
Allow for:	Bonding, small-talk
Emphasize:	Personal growth, development
Accommodate:	Their need for assurance
Provide:	Personal testimony
Minimize:	Conflict, urgency
Activities:	Moderate-paced, friendly, detail rich

Coach Profile *Acting-oriented, People-focused*

Learning Style:	Collaborative
Presentation pace:	Faster
Prepare for:	The "who" questions
Allow for:	Fun, entertainment
Emphasize:	Big picture
Accommodate:	Their need for expression
Provide:	Public recognition
Minimize:	Time fillers, details
Activities:	Team-based, fast-paced, collaborative
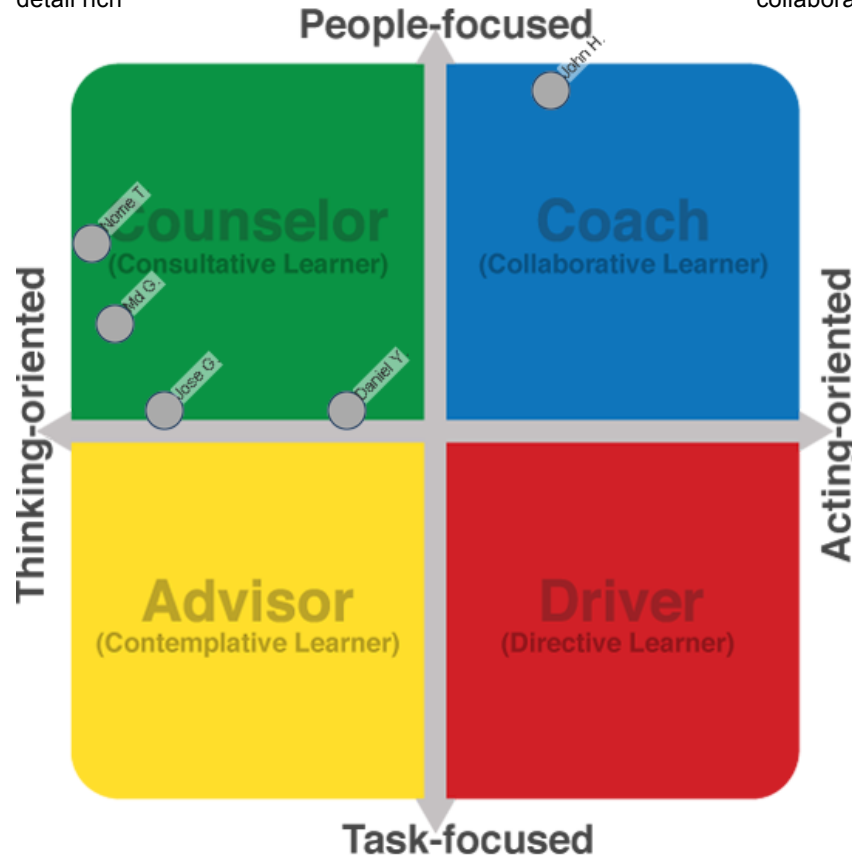
Advisor Profile *Thinking-oriented, Task-focused*

Learning Style:	Contemplative
Presentation pace:	Slower
Prepare for:	The "why" questions
Allow for:	Scrutiny, analysis
Emphasize:	Competence, details
Accommodate:	Their need for understanding
Provide:	Facts and pictures
Minimize:	Risk, ambiguity
Activities:	Individual detailed analysis and reflection, clear instructions

Driver Profile *Acting-oriented, Task-focused*

Learning Style:	Directive
Presentation pace:	Faster
Prepare for:	The "what" questions
Allow for:	Challenge
Emphasize:	Bottom-line results
Accommodate:	Their need for control
Provide:	Practical applications
Minimize:	Group projects
Activities:	Fast paced, competitive, big picture oriented

Part 1: Comprehensive Training Guidance

Counselors

The Consultative Learner (Thinking-oriented, People-focused)

(4 of 5 participants)

Daniel Y., Jose G., Md G., Nome T.

Planning Your Introduction

Length/Detail:

Provide a clear and detailed structure for the course. Include frequent breaks, providing an opportunity for social interaction and group discussion. Be sure you provide clarity about what to expect, and allow for questions and conversation regarding the content.

People:

Make a point to emphasize your training focuses on helping people, and show how participants can meet people's needs and development opportunities.

Content:

While you are a 'person helping people', make it clear that the course uses proven and well-accepted methods/models. Make a point of giving some background about the legitimacy of the content.

Connection:

Establish credibility through a detailed background about yourself, referring to high profile people or companies you have trained, or high profile people whose models and research you use.
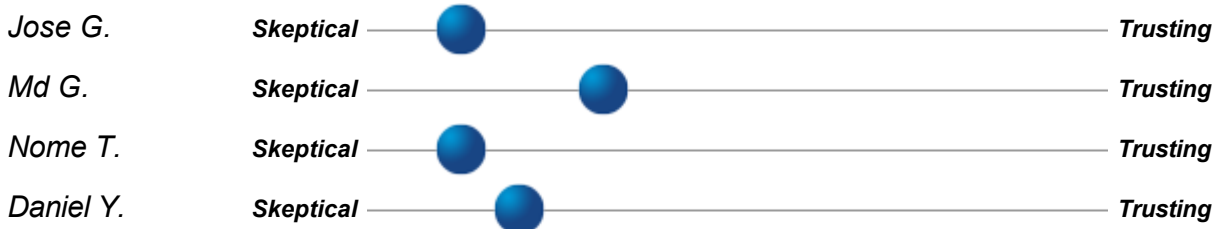
Planning Your Delivery

- Don't rush the learning. Provide Counselors with a learning experience that is sequential, and 'stepped' with the opportunity to analyse and reflect on each 'step' as they go through the learning journey.
- For each concept, start with background, facts, examples, logic and case studies, and build upon the layers of knowledge to work toward a thorough understanding. Counselors will often appreciate a brief background about the 'who', 'how' and 'why' of the development and proof points of the concept being taught.
- Allow Counselors the time to review materials, undertake a personal reflection, or analyze the content in pairs before simply moving on to the next topic.
- Because Counsellors have a strong people orientation, be sure to refocus case studies and activities around the people benefit. Provide case studies referring to leaders they respect and offer significant depth and detail in the application of key concepts.

Counselor Participants   The Consultative Learner (Thinking-oriented, People-focused)
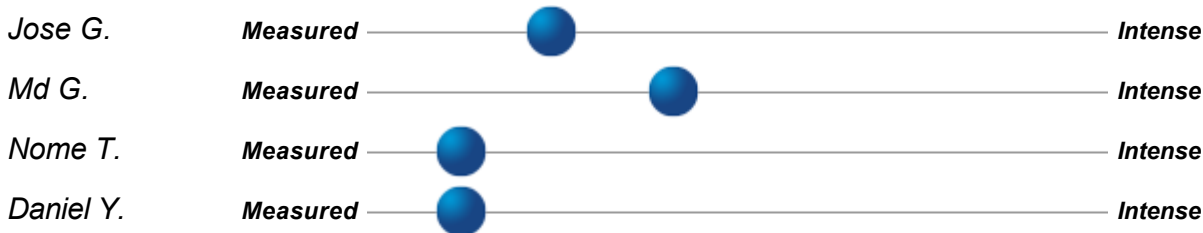
Learning Dimension: Self-protection

While most participants will tend to balance trust in the intentions of others (in this case, the trainer and fellow participants) with a need to scrutinize and investigate, Counselors will generally give others the benefit of the doubt. There can be exceptions of course, especially in light of the participants' past training experiences, so it is important for the trainer to understand how credibility is established along the trusting versus skeptical spectrum.

Jose G.	**Skeptical** ●—————————————————	**Trusting**
Md G.	**Skeptical** —————●———————————	**Trusting**
Nome T.	**Skeptical** ●—————————————————	**Trusting**
Daniel Y.	**Skeptical** ——●———————————————	**Trusting**

Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Counselors will generally prefer when the training proceeds at a more measured pace – that is, methodically proceeding at a pace that allows for everyone to remain on the same page (and no one falls behind). There can be exceptions, so it is important to look at how the Counselor participants score on the measured versus intense spectrum.

Jose G.	**Measured** ———————●———————	**Intense**
Md G.	**Measured** —————————————●———	**Intense**
Nome T.	**Measured** ●—————————————————	**Intense**
Daniel Y.	**Measured** ●—————————————————	**Intense**

Learning Dimension: Decision-making

While most participants will learn through a combination of analytical and intuitive approaches, some may be more comfortable taking on new information only through careful analysis while others may be more comfortable leveraging their experience and gut instinct. In preparing and presenting content, it is helpful for the trainer to recognize participants' preferences for details (analytical) versus their preference for the big picture (intuitive).

Jose G.	**Analytical** —————————●—————————	**Intuitive**
Md G.	**Analytical** —————————●—————————	**Intuitive**
Nome T.	**Analytical** ————————————————●———	**Intuitive**
Daniel Y.	**Analytical** ——————————————————●—	**Intuitive**

Coaches

The Collaborative Learner (Acting-oriented, People-focused)

(1 of 5 participants)

John H.

Planning Your Introduction

Length/Detail:

Provide an overview to demonstrate you are organized, focus more on the outcomes, and keep the presentation short – get to the action.

People:

Be sure to introduce the course as one that is focused on achieving results through people, working collaboratively as a team.

Content:

Set an expectation that the course is focused on outcomes, and that there will be a lot of hands on learning, with collaboration in discussing different scenarios.

Connection:

Establish credibility through a medium length background of yourself; try to include a story about people or teams of people you have helped.

Planning Your Delivery

- Pick up the pace for the Coaches, they are active (learn by doing) and global (prefer a big picture view) but as sensing learners still want some facts to back up their decision-making. Coaches are fast-paced, like to interact and look forward to 'what's next'. They tend to jump ahead.
- Adjust your activities and case studies (much like the people-focused Counselors) to be based around people – only with these learners you'll get great participation with less history; you'll need to give Coaches a goal or outcome to focus their efforts.
- Be sure not to spend too much time on background, details and the development journey that got to this point, focus more on the big picture and most applicable (not theoretical) facts.
- Provide case studies referring to leaders they respect, avoiding theory and detail, but be sure you have some facts and figures to help influence decision-making.

Coach Participants   The Collaborative Learner (Acting-oriented, People-focused)

Learning Dimension: Self-protection

While most participants will tend to balance a tendency to trust the intentions of others (in this case, the trainer and fellow participants) with a need to scrutinize and investigate, Coaches will generally give others the benefit of the doubt. There can be exceptions of course, especially in light of the participants' past training experiences, so it is important for the trainer to understand how credibility is established along the trusting versus skeptical spectrum.

John H.   **Skeptical** ⸺⸺⸺⸺⸺⸺⸺⸺●⸺ **Trusting**

Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Coaches will generally prefer when the training proceeds at a more intense pace – that is, urgently proceeding at a pace that gets to the finish line rather quickly (with much celebration). There can be exceptions, so it is important to look at how the Coach participants score on the measured versus intense spectrum.

John H.   **Measured** ⸺⸺●⸺⸺⸺⸺⸺⸺⸺ **Intense**

Learning Dimension: Decision-making

While most participants will learn through a combination of analytical and intuitive approaches, some may be more comfortable taking on new information only through careful analysis while others may be more comfortable leveraging their experience and gut instinct. In preparing and presenting content, it is helpful for the trainer to recognize participants' preferences for details (analytical) versus their preference for the big picture (intuitive).

John H.   **Analytical** ⸺⸺⸺⸺●⸺⸺⸺⸺⸺ **Intuitive**

Drivers

The Directive Learner (Acting-oriented, Task-focused)

(0 of 5 participants)

No one in this group.

Planning Your Introduction

Length/Detail:

Provide a brief introduction of yourself to demonstrate that you are professional, organized and prepared to run the course. Focus on outcomes you have helped companies achieve, and be specific in discussing the course's learning directives. Get into the action as soon as possible to keep their attention.

People:

For the Driver, focus on 'what' more than 'who'. If anything, focus on what will help them achieve – the achievement may well be helping reach a better outcome for other people. Regardless, the focus should be on the training outcome, more than the details or people involved.

Content:

Give a short introduction, establishing credibility through outcomes and measures. Provide examples, such as "using the methods covered in this course other departments have achieved...". Set an expectation for activity based learning, and a fast pace that is focused on pursuing relevant directives.

Connection:

Drivers will connect with you when they understand you aren't going to bore them with details, theories and models. They want evidence that you are going to help them work toward outcomes they can learn and apply right away.

Planning Your Delivery

- Get to the big picture quickly. Drivers are intuitive learners that want to be fast paced, with a focus on goals and outcomes.
- Don't spend too much time on background or building community. Drivers are task-focused (numbers and measurement driven like the Advisors), but are happy to make decisions based on intuition. They want to get into the business of 'doing' as quickly as possible.
- Provide fact-based and outcome-focused case studies that are not overly detailed.
- Emphasize individual application more than group activities.

Advisors

The Contemplative Learner (Thinking-oriented, Task-focused)

(0 of 5 participants)

No one in this group.

Planning Your Introduction

Length/Detail:

Provide a thorough and detailed background about your experience, expertise and credentials to deliver this course. Provide evidence where possible, such as: "I have been training for X years, run X courses, trained X people, trained people from X companies".

People:

For the Advisor, clarity, measurements and process will lead to results for people. So, be sure to focus on the quality of models, process and content, as opposed to emphasizing emotions and opinions.

Content:

Be clear about the topics, outline and models up front. Do not jump around or rush through details.

Connection:

Advisors will connect with you best when you explain they will have the opportunity to work through the detail, and undertake activities to help explore concepts and processes step by step. They will prefer to analyze content individually as part of the activities throughout the day.

Planning Your Delivery

- Don't rush the training. Provide them with a learning experience that is sequential, and 'stepped' with the opportunity to analyse and reflect on each 'step' as they go through the learning journey.
- For each concept, start with background, facts, examples, logic and case studies and then build upon the layers of knowledge to work toward a thorough understanding. This audience will often appreciate a brief background about the 'who', 'how' and 'why' of the development and proof points of the concept being taught.
- Allow Advisors the time to review materials, undertake a personal reflection, analyze the content individually, or 'respond to written questions in their workbook' before simply moving on to the next topic.
- Provide fact-based and outcome-focused case studies that are detailed and relevant to their work.

Part 2: Facilitation Tips

There can be moments in a course where energy has dropped, or you need to know who to "auto-volunteer" that will be most likely to give you the input, contribution or energy the class needs to keep momentum.

Tip 1: Who do I ask to kick off conversation?

If you are at the early stages of a concept – go to a global learner – A Driver or a Coach on the right hand side of the grid.

Coaches: *John H.*

Drivers: *No one in this group.*

If this is a conversation toward a wrap-up of a topic, you'll often get new insights from Counselors and Advisors on the left hand side of the grid.

Counselors: *Daniel Y., Jose G., Md G., Nome T.*

Advisors: *No one in this group.*

Tip 2: Who do I pick to give a balancing point of view?

Select someone from a different corner of the grid.

Coaches: *John H.*

Drivers: *No one in this group.*

Counselors: *Daniel Y., Jose G., Md G., Nome T.*

Advisors: *No one in this group.*

If this is a new topic, you'll most likely get a better response from the global learners on the right hand side of the grid.

Coaches: *John H.*

Drivers: *No one in this group.*

If this is further along in the development of a topic, reflective learners have had a chance to absorb, analyse and reflect, you'll often get a great response from them.

Counselors: *Daniel Y., Jose G., Md G., Nome T.*

Advisors: *No one in this group.*

Tip 3: Who do I ask to review a concept after a break or at the conclusion of an activity?

This is often where the reflective learners shine, and are more likely to happily contribute.

Counselors: *Daniel Y., Jose G., Md G., Nome T.*
Advisors: *No one in this group.*

Who do I pick for role plays and to lead discussion? Active learners are more frequently happy to do role plays, and therefore the class will more likely get more material for the reflective learners to use for analysis and discussion.

Coaches: *John H.*
Drivers: *No one in this group.*

Who do I ask for opinion straight up?

Coaches: *John H.*
Drivers: *No one in this group.*

Tip 4: Who do I need to be conscious of when it comes to facilitation and make sure they get a chance to contribute?

Advisors: *No one in this group.*
Counselors: *Daniel Y., Jose G., Md G., Nome T.*

Who do I need to manage as a facilitator (to moderate their contribution to give others a chance)? Most commonly it is the Drivers and Coaches that will have the most to say, and say it loudly. So make sure you manage them to moderate the input.

Coaches: *John H.*
Drivers: *No one in this group.*

Conversely, be sure you solicit input from your Counselors and Advisors – especially once they have had a chance to reflect on the content (people will often be surprised at their insights).

Counselors: *Daniel Y., Jose G., Md G., Nome T.*
Advisors: *No one in this group.*

Contact Information

For more information regarding the Leading Dimensions Profile (LDP) or other products and services available to help you develop and coach high performers, please contact your LDC Affiliate:

pd**training**
professional development **training**

Professional Development Training Pty Ltd
Paul Findlay
1300 121 400
p.findlay@pdtraining.com.au
http://www.pdtraining.com.au/

Important Note

This report does not represent a comprehensive measure of psychological traits, nor does it claim to represent a prediction of behavior. No part of this report is intended to convey a psychological, medical, or psychiatric evaluation. This report is intended to provide personal insight that is useful in coaching, teambuilding, and other aspects of professional development. No employment decision should be made based, in whole or in part, on the results contained herein.