



Trainer's Companion

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LDP Version 1.0



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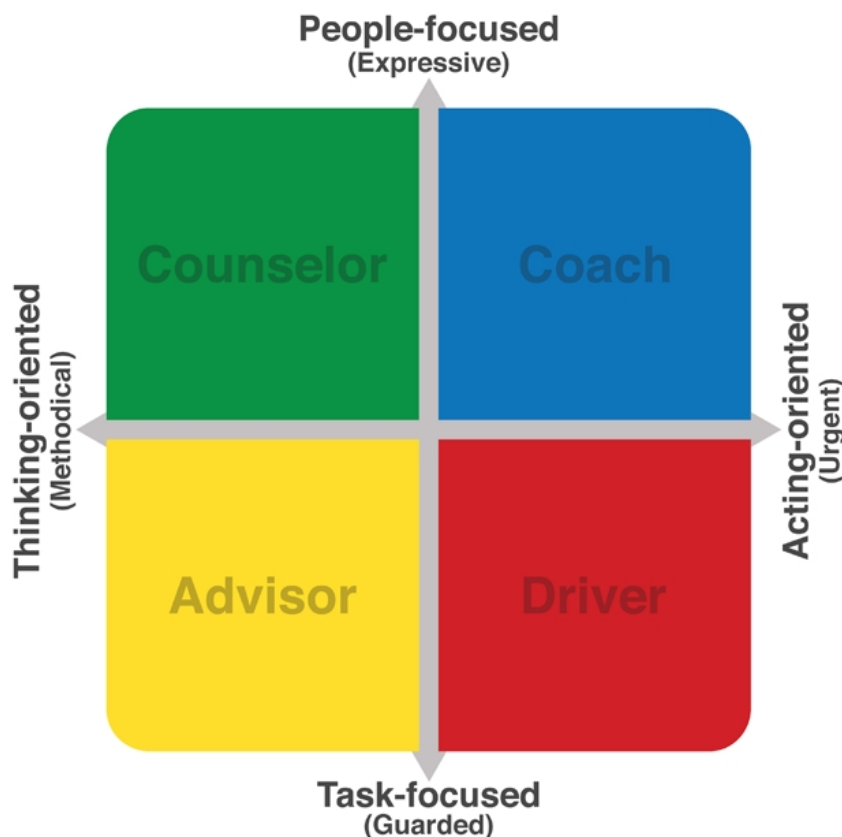
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Overview

Professional trainers spend a lot of time preparing courses to ensure well-organized, well-structured learning experiences that serve a variety of audiences. Catering to diverse learners can be quite challenging if you don't know the learning styles and personality styles 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 as 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-focused 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 a diverse audience.



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 fluid in their approach. In reality, there will be occasions where they may exhibit some characteristics of each profile, depending on the situation. The grid simply portrays their primary style.

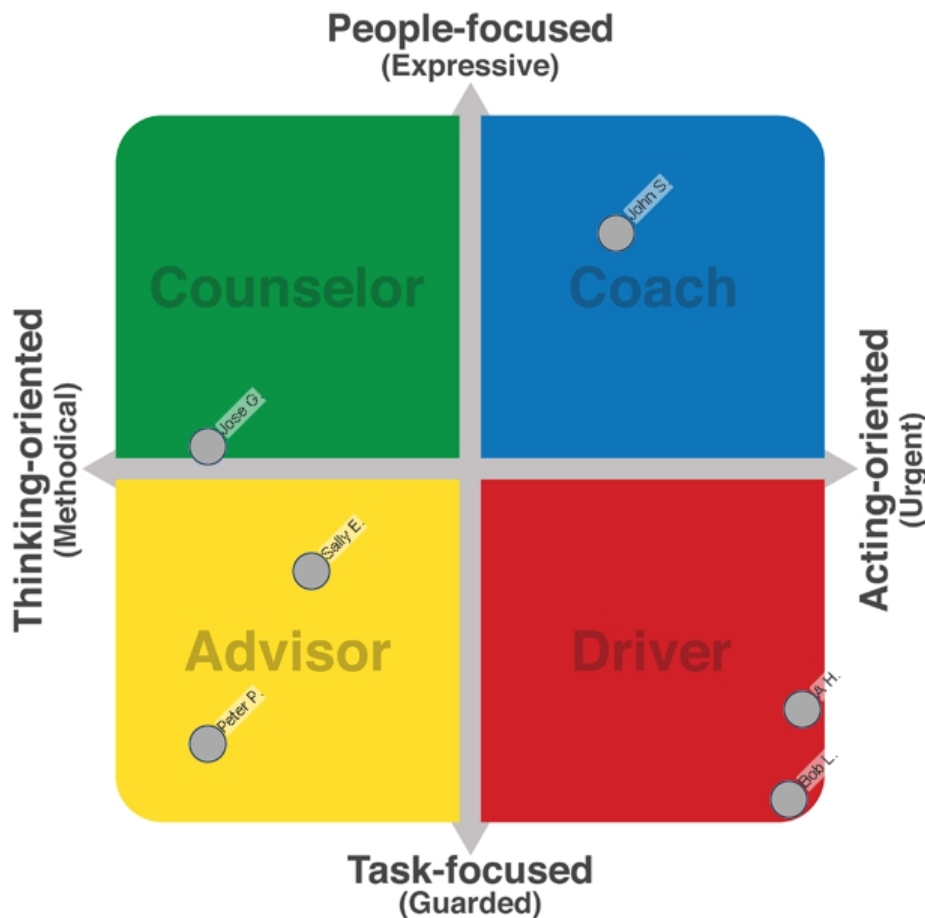
Summary: Your Participants

Counselor Profile *Thinking-oriented, People-focused*

Learning Style: Consultative
 Presentation pace: Slower
 Prepare for: The "who" questions
 Allow for: Bonding, small-talk
 Emphasize: Personal growth, development
 Accommodate: Their need for assurance
 Provide: Personal testimony
 Minimize: Conflict, urgency
 Activities: Low-key, pairing up

Coach Profile *Acting-oriented, People-focused*

Learning Style: Collaborative
 Presentation pace: Faster
 Prepare for: The "why" questions
 Allow for: Fun, entertainment
 Emphasize: Big picture
 Accommodate: Their need for expression
 Provide: Public recognition
 Minimize: Time fillers, details
 Activities: Team-based, collaborative



Advisor Profile *Thinking-oriented, Task-focused*

Learning Style: Contemplative
 Presentation pace: Slower
 Prepare for: The "how" questions
 Allow for: Scrutiny, analysis
 Emphasize: Competence, details
 Accommodate: Their need for understanding
 Provide: Facts and evidence
 Minimize: Risk, ambiguity
 Activities: Individual problem-solving

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: Competitive, challenging

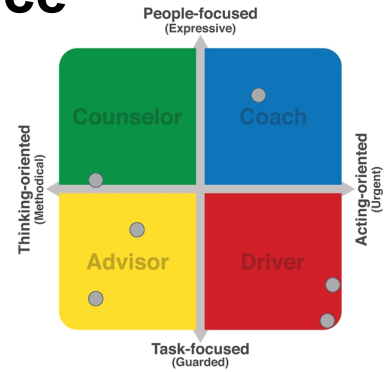
Part 1: Comprehensive Training Guidance

Counselors

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

(1 of 6 participants)

Jose G.



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 to provide clarity about what to expect, and allow for questions and conversation regarding the content.

People:

Make a point to emphasize how the training equips participants to support their teams/organizations, and show how participants can meet people's needs and development opportunities.

Content:

Emphasize the opportunity for personal growth based on how the course uses proven and well-accepted methods or 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 specific people or groups you have trained, or respected experts whose models and research you use.

Planning Your Delivery

- Don't rush the learning. Provide Counselors with a learning experience that is sequential, allowing the opportunity to analyze and reflect on each 'step' as they complete the learning.
- 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, as well as evidence to support 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 Counselors have a strong people focus, be sure to structure case studies and activities around the personal benefit. Provide case studies referring to leaders they respect and offer significant depth and detail in the practical 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 skeptical versus trusting spectrum.



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.



Learning Dimension: Decision-making

While most participants will learn through a combination of approaches, some may be more comfortable with 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).

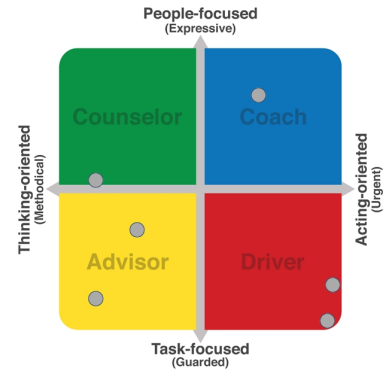


Coaches

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

(1 of 6 participants)

John S.



Planning Your Introduction

Length/Detail:

Provide an overview to summarize the content and its flow. Emphasize the outcomes, and keep any lecture presentation short – get to the activities as quickly as possible.

People:

Be sure to introduce course concepts and practices in light of their impact on people. Encourage collaboration and interaction among participants.

Content:

Describe the big picture expectations and then support with interactive activities that allow for teamwork. Discuss the broader purpose for the course concepts.

Connection:

Establish credibility through a discussion of participants' backgrounds (yours and theirs). Include case examples to show the potential impact of the training.

Planning Your Delivery

- Pick up the pace for the Coaches. They are active (learn by doing) and global (prefer a big picture view) learners, but as sensing learners still want some support for 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 focused on people – only with these learners you'll get great participation with less details; 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 offer persuasive evidence to help gain their buy-in.

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 skeptical versus trusting spectrum.



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.



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).

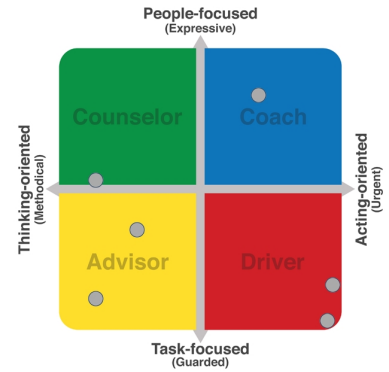


Drivers

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

(2 of 6 participants)

A H., Bob L.



Planning Your Introduction

Length/Detail:

Provide a brief introduction to establish credibility and demonstrate your preparation to facilitate the course. Focus on specific learning directives and offer a clear timetable for your delivery. Get into the action as soon as possible to keep their attention.

People:

For the Driver, focus on the 'what' more than 'who' in discussing concepts and practices. Emphasize that the course will help them achieve measurable results individually and when working in team settings. However, avoid linking their success to others' efforts in the training.

Content:

Give a short introduction, establishing credibility through past outcomes and measurable performance expectations. Provide specific examples of what can be achieved by completing the course. Set an expectation of challenging activity-based learning, that is focused on pursuing relevant and time-sensitive directives.

Connection:

Drivers will connect with you most when they understand you aren't going to bore them with theories, models or unnecessary details. They want to know that you are going to challenge them in achieving outcomes they can apply right away.

Planning Your Delivery

- Get to the bottom line quickly. Drivers are intuitive learners who absorb information urgently, with a focus on goals and outcomes.
- Don't spend too much time on background or building rapport. Drivers are task-focused and are comfortable making decisions based on limited information, while making adjustments along the way. 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 or theoretical.
- Emphasize challenging individual application more than group activities.

Driver Participants The Directive Learner (Acting-oriented, Task-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, Drivers will generally be skeptical in taking on new information. 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 skeptical versus trusting spectrum.



Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Drivers 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 (always focused on specific learning objectives). There can be exceptions, so it is important to look at how the Driver participants score on the measured versus intense spectrum.



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).

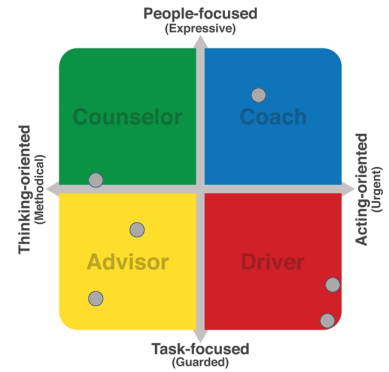


Advisors

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

(2 of 6 participants)

Peter P., Sally E.



Planning Your Introduction

Length/Detail:

Provide a thorough and detailed background about your experience and credentials to facilitate the course. Provide evidence of your expertise and specific evidence to support the credibility of concepts and practices to be explored.

People:

For the Advisor, clarity, measurements and process are needed to reduce uncertainty. So, be sure to emphasize the quality and validity of the content, rather than personal persuasion.

Content:

Be very deliberate and intentional in working through each learning outcome. Avoid rushing through or altering the flow of the content once outlined. Allow for scrutiny and detailed questions to be addressed.

Connection:

Advisors will connect with you best when you encourage their methodical approach and allow ample opportunity for individualized problem solving.

Planning Your Delivery

- Don't rush the training. Provide them with a learning experience that is sequential, allowing the opportunity to analyze and reflect on each 'step' as they complete the learning.
- For each concept, start with a detailed background (facts, examples, logic and case studies) and then build upon the layers of knowledge to promote understanding. Advisors will require ambiguity and risk to be minimized before adopting new concepts or practices.
- Allow Advisors the time to review materials, contemplate applications and scrutinize alternatives before simply moving on to the next topic.
- Provide factual examples and case studies that show how the learning will improve specific competencies relevant to their work.

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

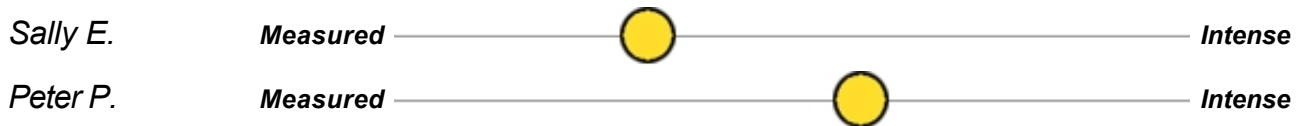
Learning Dimension: Self-protection

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, Advisors will generally be skeptical in taking on new information. 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 skeptical versus trusting spectrum.



Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Advisors will generally prefer when the training proceeds at a more measured pace – that is, methodically proceeding at a pace that allows for questions and follow-up (“dotting the I’s and crossing the T’s”). There can be exceptions, so it is important to look at how the Advisor participants score on the measured versus intense spectrum.



Learning Dimension: Decision-making

While most participants will learn through a combination of approaches, some may be more comfortable with 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' preference for details (analytical) versus their preference for the big picture (intuitive).



Part 2: Facilitation Tips

There can be moments in a course where participation has dropped, or you need to "auto-volunteer" a participant to provide the contribution or energy that regains momentum.

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

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

Coaches: *John S.*

Drivers: *A H., Bob L.*

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 side of the grid.

Counselors: *Jose G.*

Advisors: *Peter P., Sally E.*

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

Select one or two participants from differing corners of the grid.

Coaches: *John S.*

Drivers: *A H., Bob L.*

Counselors: *Jose G.*

Advisors: *Peter P., Sally E.*

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

Coaches: *John S.*

Drivers: *A H., Bob L.*

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

Counselors: *Jose G.*

Advisors: *Peter P., Sally E.*

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 contribute.

Counselors: *Jose G.*

Advisors: *Peter P., Sally E.*

Tip 4: 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 may gain more material for the reflective learners to use for analysis and discussion.

Coaches: *John S.*

Drivers: *A H., Bob L.*

Tip 5: Who do I ask for an opinion straight up?

Coaches: *John S.*

Drivers: *A H., Bob L.*

Tip 6: Who do I need to monitor for engagement, to make sure they get a chance to contribute?

Advisors: *Peter P., Sally E.*

Counselors: *Jose G.*

Tip 7: Who do I need to manage as a facilitator (to moderate their contribution to give others a chance)?

Most commonly the Drivers and Coaches will have the most to say. So make sure you manage them to moderate their input.

Coaches: *John S.*

Drivers: *A H., Bob L.*

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

Counselors: *Jose G.*

Advisors: *Peter P., Sally E.*

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:



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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.