

Name: \_\_\_\_\_

The Trainer Type Inventory (TTI) is useful for identifying a trainer's style preference. It is a professional development tool that can help trainers recognize strengths and build skills in areas that are outside their preferred approaches.

Instructions: There are twelve sets of four words or phrases listed below. Rank the order of the words or phrases in each set by assigning a 4 to the word or phrase that most closely describes or reflects your personal training style, a 3 to the word or phrase that is the next best description or your training style, a 2 to the word or phrase that is the next best description of your training style and a 1 to the word or phrase that is least descriptive of your training style. Be sure to assign a different ranking number to each of the four choices in each set.

You may find it difficult to rank the items. Be assured that there are no right or wrong answers; the purpose of the inventory is to describe the style in which you train most often, not how effectively you train.

 1
 

a	Subgroups
b	Lectures
c	Readings
d	Lectures & Discussions

 2
 

a	Showing
b	Perceiving
c	Helping
d	Hearing

 3
 

a	Symbols
b	Actions
c	People
d	Instructions

 4
 

a	Small group discussions
b	Free expression
c	Little participation
d	Time to think

 5
 

a	Immediate personal feedback
b	Objective tests
c	Subjective tests
d	Personal evaluation

 6
 

a	Expert
b	Scholar
c	Advisor
d	Friend

 7
 

a	Theory
b	Practical Skills
c	Application to real life
d	New ways of seeing things

 8
 

a	Coach
b	Listener
c	Director
d	Interpreter

 9
 

a	Seeing
b	Telling "How"
c	Finding "Why"
d	Asking "What"

 10
 

a	Processing
b	Generalizing
c	Doing
d	Publishing

 11
 

a	Lead them to understand it
b	Leave them to do it
c	Let them enjoy it
d	Get them to think about it

 12
 

a	It's yours
b	It's ours
c	It's mine
d	It's theirs



## TRAINER TYPE INVENTORY INTERPRETATION SHEET

Sahuaro Girl Scout Council, Inc.  
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520-327-2288 or 1-800-331-6782  
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Each of the four training styles by the TTI is characterized by a certain training approach way of presenting content, and relationship between the trainer and the trainees. The following are the primary characteristics of the trainer for each of the four training types.

### LISTENER (L)

- Creates an affective learning environment
- Trains the Concrete Experiencer most effectively
- Encourages learners to express personal needs freely
- Assures that everyone is heard
- Shows awareness of individual group members
- Reads nonverbal behavior
- Prefers that trainees talk more than the trainer
- Wants learners to be self-directed and autonomous
- Exposes own emotions and experiences
- Shows empathy
- Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
- Does not seem to "worry" about the training
- Stays in the "here-and-now"
- Is practical ("goes with the flow")
- Appears relaxed and unhurried

### INTERPRETER (I)

- Creates a symbolic learning environment
- Trains the Abstract Conceptualizer most effectively
- Encourages memorization and mastery of terms and rules
- Makes connections (ties the past to the present, is concerned with the flow of the training design)
- Integrates theories and events
- Separates self from learners, observes
- Shares ideas but not feelings
- Acknowledges others' interpretations as well as own
- Uses theory as a foundation
- Encourages generalizations
- Presents well-constructed interpretations
- Listens for thoughts; often overlooks emotions
- Wants trainees to have a thorough understanding of facts, terminology
- Uses case studies, lectures, readings
- Encourages learners to think independently
- Provides information based on objective data

### DIRECTOR (D)

- Creates a perceptual learning environment
- Trains the Reflective Observer most effectively
- Takes charge
- Gives directions
- Prepares notes and outlines
- Appears self-confident
- Is well organized
- Evaluates with objective criteria
- Is the final judge of what is learned
- Uses lectures
- Is conscientious (sticks to the announced agenda)
- Concentrates on a single item at a time
- Tells participants what to do
- Is conscious of time
- Develops contingency plans
- Provides examples
- Limits and controls participation

### COACH (C)

- Creates a behavioral learning environment
- Trains the Active Experimenter most effectively
- Allows learners to evaluate their own progress
- Involves trainees in activities, discussions
- Encourages experimentation with practical application
- Puts trainees in touch with one another
- Draws on the strengths of the group
- Uses trainees as resources
- Helps trainees to verbalize what they already know
- Acts as facilitator to make the experience more comfortable
- Is clearly in charge
- Uses activities, projects, and problems based on real life
- Encourages active participation



## Trainer Type Inventory Scoring Sheet

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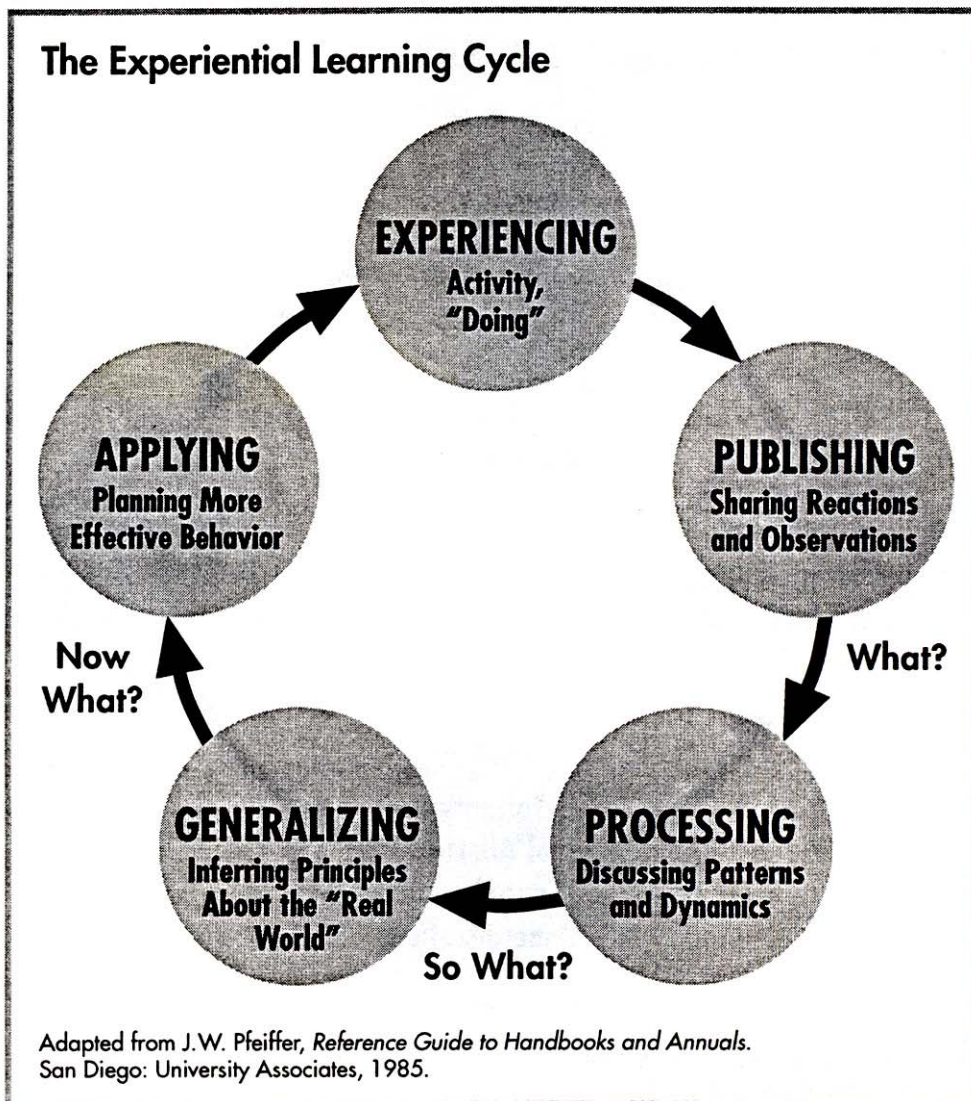
Instructions: Each word or phrase in each of the twelve sets on the TTI corresponds to one of the four training styles, which are described on the TTI Interpretation Sheet. To compute your scale scores for each type, transfer your numerical ranking for each item on the inventory to the appropriate space in the columns below. Then add up the numbers in each column and enter the totals in the spaces below the columns. The totals are your scores for the four training types.

Leader	Pts	Director	Pts.	Interpreter	Pts	Coach	Pts
1a		1b		1c		1d	
2d		2a		2b		2c	
3c		3d		3a		3b	
4b		4c		4d		4a	
5a		5b		5c		5d	
6d		6a		6b		6c	
7c		7d		7a		7b	
8b		8c		8d		8a	
9a		9b		9c		9d	
10d		10a		10b		10c	
11c		11d		11a		11b	
12b		12c		12d		12a	
<b>TOTAL:</b>							

	Listener	Director	Interpreter	Coach
Learning Atmosphere	Affective	Perceptual	Symbolic	Behavioral
Dominant Learning Style	Concrete experience	Reflective observation	Abstract conceptualization	Active experimentation
Means of Evaluation	Immediate personal feedback	Discipline based; External criteria	Objective criteria	Learner's own judgment
Means of Learning	Free expression of personal needs	New ways of seeing things	Memorization; Knowing terms and rules	Discussion with peers
Instructional Technique	Real-life application	Lecture	Case studies, Theory, Reading	Activities, Homework, Problems
Contact with Learners	Self-directed; Autonomous	Little participation	Opportunity to think alone	Active participation
Focus	Here and now	How and why	There and then	What and how
Transfer of Learning	People/Who	Images/What	Symbols/Why	Actions/When
Sensory Perception	Touching	Seeing and hearing	Perceiving	Motor Skills

### Trainer-Trainee Styles

# The Experiential Learning Cycle



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