Tool 2.1. Trainer Style Inventory*

Directions: For each of the twelve sets of items, rank your preferred training approach or method from 1 to 4 in each set. A ranking of 1 is your most preferred or most often used approach, 2 is your next preferred approach or method, and 4 is your least preferred or least used method or training activity. If you are having a difficult time deciding, rate the type of activity you like best as number 1. If you use a combination of activities, rank the activity used most as number 1.

1. For most of the content you teach, do you . . .
   a. _____ use small group discussion
   b. _____ give a lecture and/or demonstration
   c. _____ provide self-paced reading material, online tutorial, or CBT
   d. _____ combine a lecture with large group discussion

2. To teach a procedure or process, do you most often . . .
   a. _____ conduct a demonstration
   b. _____ use exercises or a problem-solving activity to teach a point
   c. _____ assist or coach a learner one-on-one
   d. _____ encourage learners to post a question or talk about the procedure/process and ask questions as they watch you

3. To introduce new technical material, do you . . .
   a. _____ be or provide a subject-matter expert to explain the material or the idea
   b. _____ guide or supervise learners as they practice the skill
   c. _____ use tools or a symbolic demonstration to present the material
   d. _____ give verbal and written directions to complete a task

4. When are questions appropriate in the material you teach?
   a. _____ randomly, while you conduct a structured demonstration
   b. _____ at any time during training learners can ask questions or discuss the material with the instructor or with each other
   c. _____ at the end of the session
   d. _____ after structured “quiet” time to reflect and generate questions as part of the learning process

5. How is learning best evaluated for subjects you teach? You . . .
   a. _____ ask learners to assess their progress with polls and quizzes and obtain feedback as needed
   b. _____ measure learning against learning objectives using a test or skill practice
   c. _____ measure learning against expert criteria
   d. _____ help learners evaluate their own progress and how they will apply what is learned

6. As a trainer, would you rather . . .
   a. _____ be recognized as a practical role model on the subject
   b. _____ have an academic reputation or be a published author on a subject
   c. _____ be seen as a skilled advisor offering specific tactics to apply learning
   d. _____ be seen as a coach, peer, or friend to help the learner grow and develop

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Tool 2.1. Trainer Style Inventory*, Cont’d.

7. How do you see your role as a facilitator?
   a. _____ help learners develop an understanding or theory of how a process works
   b. _____ teach useful skills
   c. _____ help learners apply what is learned to their situations
   d. _____ instruct learners on new ways of doing things

8. As part of the learning process, what do you do most often?
   a. _____ offer your observations and suggestions to learners
   b. _____ listen to learner’s concerns
   c. _____ direct the learning experience
   d. _____ help learners understand the concepts behind the specific information being provided

9. How do you see your primary function as a facilitator?
   a. _____ see that everyone is involved
   b. _____ explain how something works
   c. _____ help learners determine causes through reasoning
   d. _____ facilitate activities to help learners discover how to apply what’s learned

10. What is your most valuable function when facilitating?
    a. _____ help learners share and interpret reactions from a learning activity
    b. _____ extract general concepts from specific information or activities
    c. _____ direct a learning activity so learning outcomes are assured
    d. _____ encourage learners to plan and verbalize how new learning will be used

11. What is the learner’s role in the learning process? To . . .
    a. _____ state his or her understanding of an idea, technique, or process based on objective criteria
    b. _____ develop tactics to apply new learning
    c. _____ discover what is learned through training activities
    d. _____ evaluate learning based on results

12. How do you view the learning process?
    a. _____ learning occurs when learners have adequate resources and problem-solving skills
    b. _____ learning is a shared responsibility between the facilitator and the learners
    c. _____ the trainer is responsible to make sure learning takes place
    d. _____ learning occurs when a trainer provides a strong theoretical, factual base for an independent thinking learner

*Two different versions of the Trainer Style Inventory were published as part of the McGraw-Hill Training and Performance Sourcebook, in 1996 and 2000. Used with permission of McGraw-Hill.
Scoring the Training Style Inventory

**Directions:** Record the points from each line in the correct column. Total the number of points in each column. Each column represents a style.

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*If the total of all four columns doesn’t add up to 120, check your math.*