Trainer Type Inventory (TTI)
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Instructions:

There are twelve sets of four words or phrases listed below. Rank order the words or phrases in each set by assigning 4 to the word that most closely applies to your training style, 3 to the word or phrase that next best applies to your training style, a 2 to the one that next applies to 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.

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.

Chemistry
1.  
   a. _____ Subgroups /
   b. _____ Lectures
   c. _____ Readings
   d. _____ Lecture-discussions

2.  
   a. _____ Showing
   b. _____ Perceiving
   c. _____ Helping
   d. _____ Hearing

3.  
   a. _____ Symbols
   b. _____ Actions
   c. _____ People
   d. _____ Instructions

4.  
   a. _____ Small-group discussion
   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 /
7.  
   a. _____ Theory  
   b. _____ Practice Skills  
   c. _____ Application to real life  
   d. _____ New ways of seeing things  

8.  
   a. _____ Coach  
   b. _____ Listener  
   c. _____ Director  
   d. _____ Interpreter  

9.  
   a. _____ Seeing who  
   b. _____ Telling how  
   c. _____ Finding why  
   d. _____ Asking what  

10.  
    a. _____ Processing  
    b. _____ Generalising  
    c. _____ Doing  
    d. _____ Publishing  

11.  
     a. _____ Lead them to understand it  
     b. _____ Leave them to do it  
     c. _____ Leave them to 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 Scoring Sheet (TTI)

Transfer your rankings to the score table below compute your scores.

<table>
<thead>
<tr>
<th></th>
<th>L</th>
<th></th>
<th>D</th>
<th></th>
<th>I</th>
<th></th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
<td></td>
<td>b</td>
<td></td>
<td>c</td>
<td></td>
<td>d</td>
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</tbody>
</table>
Trainer Type Inventory Interpretation Sheet

Each of the four training styles identified by the TTI is characterised 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 effective learning environment.
- Trains the 'Concrete Experiencer' most effectively.
- Encourages learners to express personal needs freely.
- Ensures that everyone is heard.
- Shows awareness of individual group members.
- Reads non-verbal behaviour.
- 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.

**Director (D)**
- Creates a perceptual learning environment.
- Trains the 'Reflective Observer' most effectively.
- Takes charge.
- Gives directions.

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- Prepares notes and outlines.
- Appears self-confident.
- Is well organised.
- Evaluates with objective criteria.
- Is the final judge of what is learned.
- Uses lectures.
- Is conscientious (he/she 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.

**Interpreter (I)**
- Creates a symbolic learning environment.
- Trains the 'Abstract Conceptualizer' most effectively.
- Encourages learners to memorise and master terms and rules.
- Makes connections (ties past to 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 generalisations.
- Presents well-constructed interpretations.
- Listens for thoughts; often overlooks emotions.
- Wants trainees to have a thorough understanding of facts, terminology.
- Uses case studies, lectures and readings.
- Encourages learners to think independently.
- Provides information based on objective data.

**Coach (C)**
- Creates a behavioural 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 strength of the group.
- Uses trainees as resources.
- Helps trainees to verbalise what they already know.
- Acts as a facilitator to make the experience more comfortable and meaningful.
- Is clearly in charge.
- Uses activities, projects, and problems based on real life.
- Encourages active participation.