



Corporate

TSA - Corp Personal Profile

prepared for

Sample Six

Entered: Thursday, 24 May 2001

The following profile displays your Personal Training Style and allows you not only to discover where your strengths and flexibilities lie but also to enhance your professional skills and improve your training methods by creating Action Plans, following the suggested Guidelines and monitoring your progress.

Please note: If you answered "Not Applicable" to all the trainee categories in the Success Rate Section, no Graph 4 will be printed.

Background:

- The TSA™ Corp is based on findings and experiences with the WSA™ & LSA™ instruments, dating back to 1992; they have been used by thousands of trainees, learners and employees of all age groups on a world wide basis.
- It is not a "test" and can therefore neither be "passed" nor "failed" by anyone.
- The TSA™ Corp Profiles & Reports are designed to help you better understand your training style and manage your daily work duties in training as well as in human resource management in a more effective and satisfactory way.
- Obtaining WSA™ (Working Style Analysis™) Profiles & Reports of your trainees (individual and group profiles) and comparing them with your own TSA™ Corp results is recommended as the next logical step before you create your Action Plans.

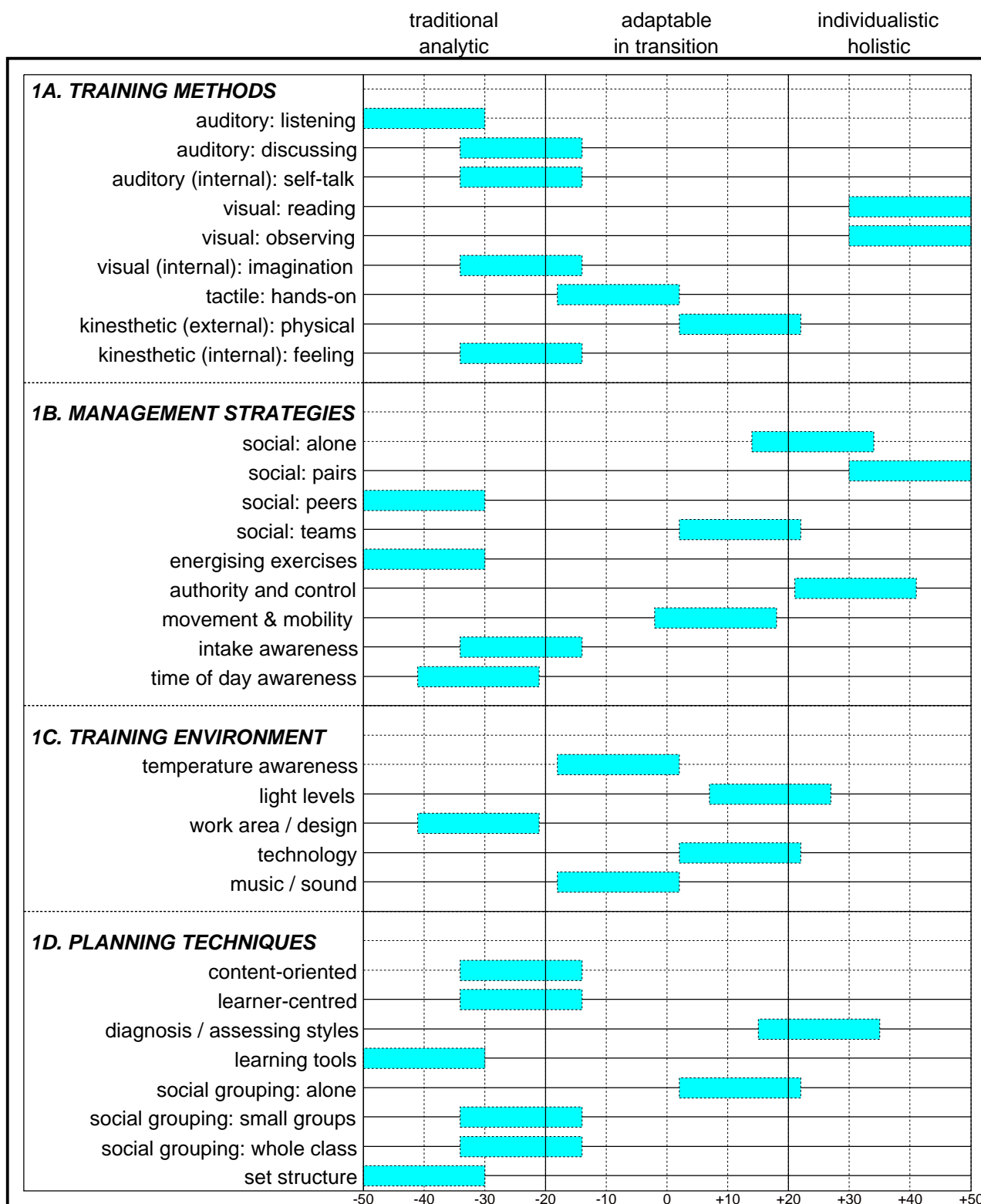
Features:

- The TSA™ Corp is a fully computerised, self-interpreting assessment instrument.
- It is a unique tool which can be used by trainers at any stage in their career.
- The results provide a practical framework for better understanding yourself in your interaction with trainees - both in class and in other work related activities.
- The 'Guidelines for Professional Development' are supplied to help improving your personal training performance, your job satisfaction and your professional mastery.
- Your 'Personal Monitoring System' has been added at the very end to allow you keeping track of new applied strategies and gives you a record of your progress in your professional development.

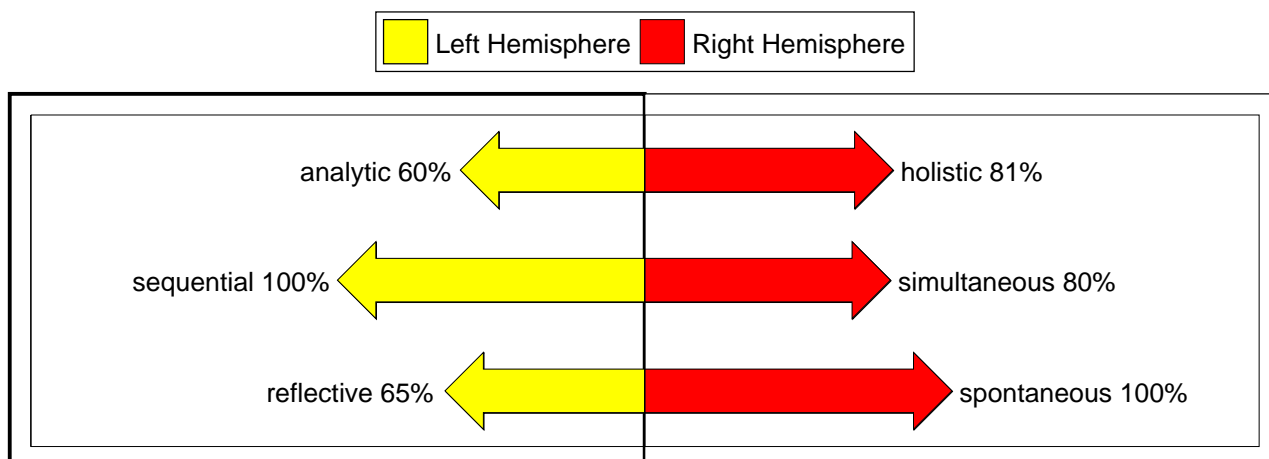
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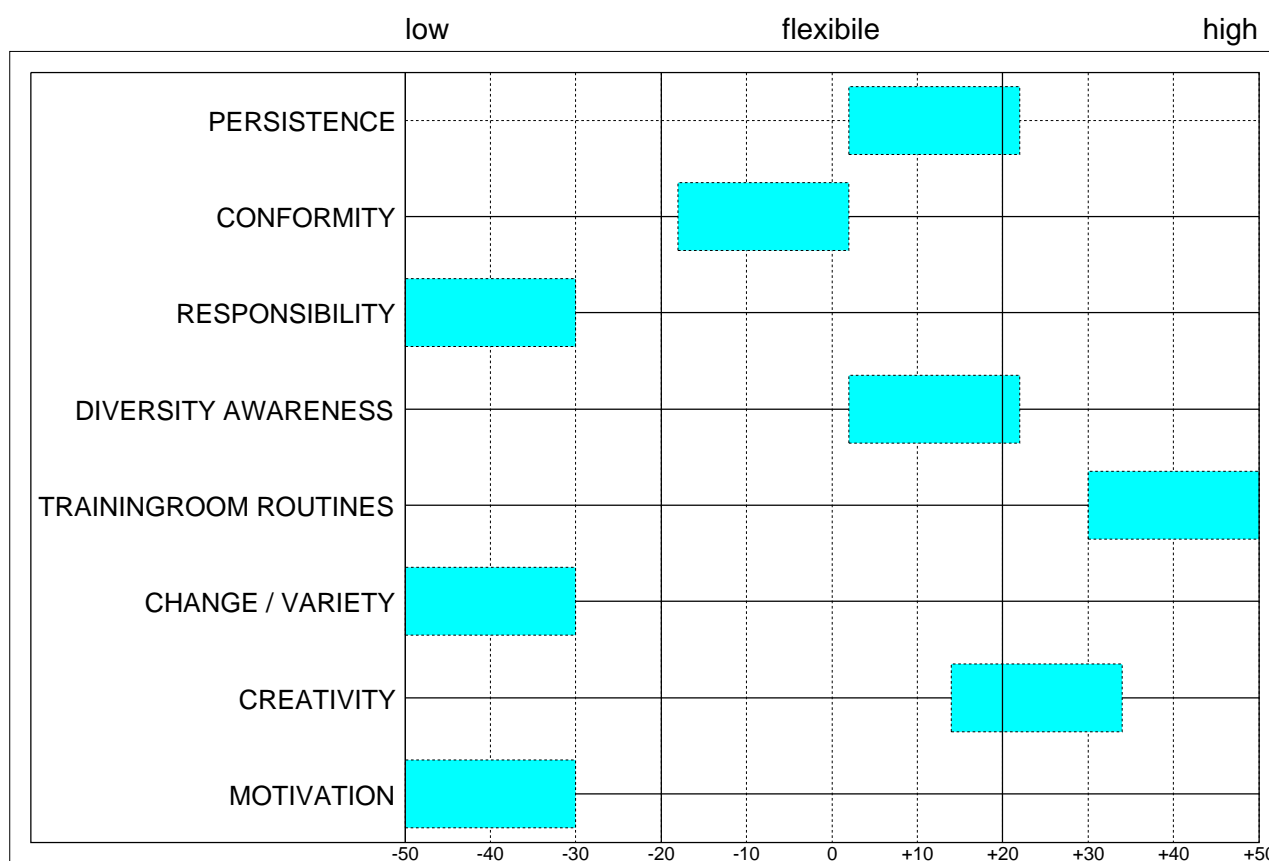
Graph 1: Training Style



Graph 2: Brain Processing



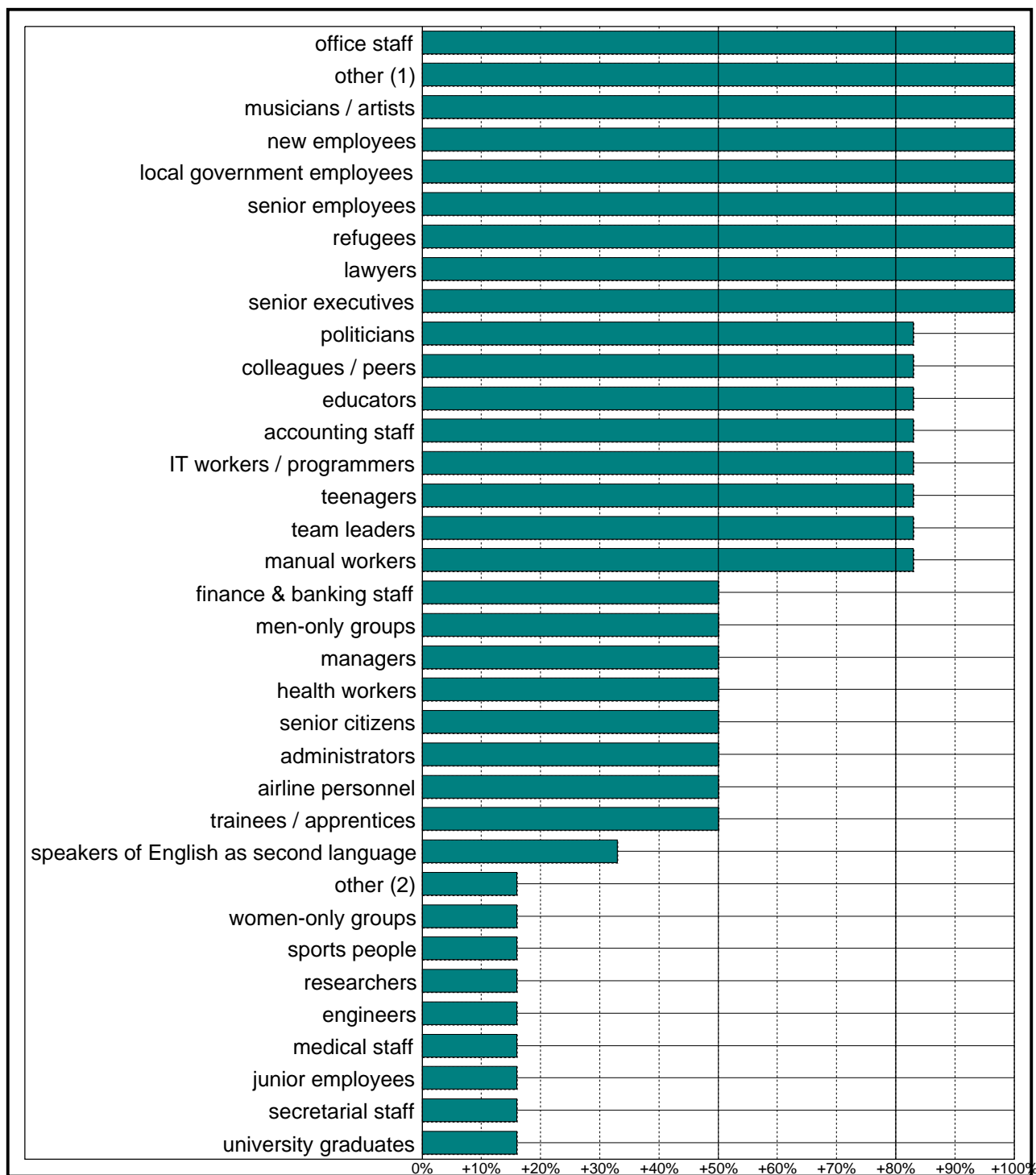
Graph 3: Professional Attitudes



Please note: The graph above shows elements that can be influenced or changed. If the score is in the FLEXIBLE area, it means that attitudes can change according to the situation.

Graph 4: Success Rate with Participants

Congratulations!



Think about it...

Please note: If any of the above readings are 0, it is because you responded N/A.

PERSONAL REPORT AND PROFESSIONAL DEVELOPMENT GUIDELINES

GRAPH 1: Your Training Style - Overall Scores

-50 to -20

If your score for any of the elements is between -50 and -20 your training style in that particular area is considered traditional or more analytic. When most of your scores fall within this area, it is a warning signal that you are still using a formal, out-dated way of training. For becoming more aware of your trainees' learning needs you should have their working styles assessed. By understanding your trainees' WSA profiles and adopting new training methods you will be able to match your training style to their individual styles of information intake. When you plan and execute a training session simply remember human diversity. You can then probably move into the next score group - flexible / in transition.

-20 to +20

If your score for any of the elements is between -20 and 20, your training style in that particular area is considered flexible or in transition from traditional, formal training to more individualised, holistic instruction methods and you are probably also very adaptable to your trainees' learning needs. If most of your scores fall within this area, this must be an exciting time for you, full of experiments, creativity and learning. Good luck with your personal and professional growth, you are on the right track!

+20 to +50

If your score for any of the elements is between 20 and 50, your training style in that particular area is considered learner-centred or holistic. If most of your scores fall within this area, you have already embraced the new way of training based on human diversity and creativity. Congratulations and keep up the good work!

1A. TRAINING METHODS (Multi-Sensory)

This graph describes your sensory training methods which are often based on your personal learning style. The results refer to the way you transfer knowledge to your trainees by stimulating their senses.

YOUR PERSONAL SCORE

Your current training methods seem to be still quite traditional and analytic in certain areas but your flexibility enables you to cater for different sensory learning needs of your participants. Please note that these traditional methods are only suitable for some of your trainees and for a more effective mix of multi-sensory methods you will need to apply a greater variety of activities suitable to your trainees' styles. A valuable help in determining which sensory training methods would suit your trainees' learning needs best is by finding out their individual learning/working styles and then adapting your training strategies accordingly. Your flexibility will be a great asset in this development.

MY SELF-ENHANCEMENT ACTION PLAN 1A:

1. **WHAT** can I do to improve my Sensory Training Methods? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to move closer to reaching the desired training mastery?
(my **TIME FRAME**)

IN THE TRAINING ROOM:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

1B. MANAGEMENT STRATEGIES

This graph describes your management strategies in the training room which are often based on your personal experiences during your own schooling. It reveals how you manage the physical and social learning needs of your trainees.

YOUR PERSONAL SCORE

Your current management strategies seem to cover the wide range from traditional/analytic to flexible/adaptable to individualistic/holistic techniques in your courses. Please keep using the methods which are already learner-centred. Your flexibility allows you to adjust to different working/working/working/learning styles your trainees will display when concentrating in class. However, in some areas you still tend to use traditional/formal management strategies for all trainees. Please note that these methods might be suitable for only some of your trainees but not for others who would need different approaches to draw out their learning potential. A valuable help in determining which management strategies would suit your trainees' learning needs best is by finding out their individual working/learning styles and then altering your training room strategies accordingly.

A few questions worth considering:

Do you allow your trainees to work in groups, with a colleague, or do they mostly learn alone?

Do you build in energising exercises when your trainees are tired?

Are you the ultimate authority in the training room and do you look over their shoulders while they work, or do you allow your trainees to learn in their own way?

Can you accept that some of your trainees can concentrate better while they move around?

Do you allow them to drink water or nibble on something healthy while you're training them?

Are you aware that people have different time preferences for learning new and difficult content?

MY SELF-ENHANCEMENT ACTION PLAN 1B:

1. **WHAT** can I do to improve my Training Room Management Strategies? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to move closer to matching my trainees' learning needs with my training strategies? (my **TIME FRAME**)

IN THE TRAINING ROOM:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN OTHER TRAINING SITUATIONS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

1C. TRAINING ROOM ENVIRONMENT

The results in this graph refer to your training room set-up and design of work areas.

YOUR PERSONAL SCORE

Your current training room environment seems to be still quite traditional/formal and analytic in most aspects but your flexibility enables you to create different set-ups for your trainees. Please note that traditional learning environments are only suitable for some of your trainees; for bringing out the true learning potential of all your other trainees you will need to rearrange many areas of your training room(s) to match their individual working/working/working/learning styles better. A valuable help in determining which environmental factors would be most suitable for your current trainees or student groups is by finding out their individual working/learning styles and then adjusting your training room environment accordingly. Your flexibility and your trainees' cooperation will be a great asset in this development.

A few questions worth considering:

Are you aware that your trainees' learning success might depend on the temperature in the training room?

Do you allow them to be comfortable and warm?

Do you have/can you create low-light and bright-light areas in your training room?

Are there possibilities for your trainees to work either in formal and/or informal areas?

Do they have to sit at their desks all the time or do they have comfortable spaces available?

Do you use learning music while you teach or is your training room generally quiet?

What role does technology play in the set-up of your training room?

MY SELF-ENHANCEMENT ACTION PLAN 1C:

1. **WHAT** can I do to match my Training Room Environment with the learning needs of my trainees? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take action to create a training room catering for diversity? (my **TIME FRAME**)

IN THE TRAINING ROOM:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

1D. PLANNING TECHNIQUES

Your scores in this graph describe how you plan your sessions or training units.

YOUR PERSONAL SCORE

Your current planning techniques seem to be very traditional, formal and analytic with emphasis on frontal teaching in a structured framework with mainly concentrating on the content. Please be aware that many trainees will find it very hard to cope with such strategies and might not be able to learn well under a regime of strict guidance and little room for individuality. You must become aware that all your trainees have different ways of concentrating on something new and difficult and that many will learn far better with the use of learning tools, social interaction and training methods which cater for their learning needs. All that must already be considered in your planning and the only way for you to find out how to plan your sessions accordingly is to have your trainees' working/learning styles assessed; then you can accommodate their style differences in your preparations. To become more flexible and apply more individualistic and/or flexible strategies for trainees who can't learn well through "chalk and talk", the self-enhancement Action Plan is there to help you develop new planning techniques which are more learner-centred and still fulfill the content.

ATTENTION:

You urgently need to increase the scope of your current planning techniques to become more effective and prepare strategies for all your trainees.

A few questions worth considering:

Is your preparation mostly concerned with teaching content content or do you use methods for teaching to individual trainees, allowing the learning process to flow?

Are you using diagnostic tools (like WSA™) to assess your trainees' learning style?

Do you create/include self-correcting learning tools for all your trainees?

Do you orchestrate social interactions during your teaching sessions in class?

Do you pre-plan how and with whom your trainees will do certain exercises and learning activities?

Does your planning include learning tasks for individual trainees, small groups and/or the whole class only?

Are you providing a set structure for your trainees or do you allow them to self-structure their learning tasks?

Is your preparation more concerned with training content or do you use methods for working with individual trainees, allowing the learning process to flow?

MY SELF-ENHANCEMENT ACTION PLAN 1D:

1. **WHAT** can I do to make my Planning Techniques more effective for trainees? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to achieve the desired outcomes with my new planning techniques? (my **TIME FRAME**)

IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN A SPECIFIC CONTENT AREA:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

GRAPH 2: Brain Dominance

The categories in this graph are arranged in three groups:

A high score in any of these elements indicates a preference for a particular style of thinking, processing thoughts and approaching your work.

Similar scores within any of the groups (e.g., 60% for analytic, 66% for holistic) indicate that you are able to switch between the two modes.

High scores in both left and right hemispheres (80% and above) indicate that you are highly integrated in your mental techniques, utilising both brain hemispheres equally strongly.

YOUR PERSONAL SCORE**Analytic - Holistic**

Congratulations! You seem to be very integrated in your style and tend to use logic, reasoning and analysing in combination with intuition, emotion and creativity in your daily work with trainees. This means you balance between 'serious' learning activities and social interaction among your trainees, relating the learning content to their personal experiences, focusing on their needs and allowing them to have fun in class. Probably based on your acute awareness of different learning needs among your trainees, you tend to provide the 'big picture' first, followed by details, guidelines and instructions, rounding the learning process off with some kinds of summaries to enable all types of learners to participate in the learning process successfully.

If trainees need your help you give it willingly but most of the time you let your trainees find their own way of solving learning problems. Your style can be formal or relaxed, according to the situation and you are able to form good relationships with your trainees and your training room discipline will be generally good because you tend to trust your trainees and foster their self-discipline and self-responsibility for the learning process.

Your approaches range from unconventional to traditional and you seem to know which ones work for which types of trainees. To enhance your integrated style even more and match your training and thinking style with your trainees' true learning needs it would be advantageous to know their personal working/learning styles. Based on the results of their WSA™ you will be in the position to cater for their individual and group needs even more accurately and apply your ability to switch from analytic to creative/holistic style with even greater ease. Please keep up your good work!

Sequential - Simultaneous

Congratulations! You seem to be very integrated in your style and tend to use both, sequential and simultaneous strategies in your daily work with trainees. This means you balance between step-by-step learning activities and handling several tasks at the same time for your trainees. Probably based on your acute awareness of different learning needs among your trainees, you tend to explain the whole idea first before going step-by-step; in doing so you make it possible for all types of learners to participate in the learning process successfully. If your trainees can't reach a solution in a linear fashion, you let them find their own way via multi-tasking and support them in solving their learning problems.

Your approaches range from traditional to unconventional methods and you seem to know which ones work for which types of trainees. To enhance your integrated style even more and match your teaching and thinking style with your trainees' true learning needs it would be advantageous to know their personal working/learning styles. Based on the results of their WSA™ you will be in the position to cater for their individual and group needs even more accurately and apply your ability to switch from linear to multi-task style with even greater ease. Please keep up your good work!

Reflective - Spontaneous

You scored higher on the spontaneous side, which means you are impulsive, often making snap decisions and have the urge to speak as soon as you have formulated your initial response. This indicates a strong right-brain dominance. On rare occasions you can be quite reflective, but it doesn't come easily and if you can't work by using your spontaneous style and nothing much unplanned is happening in your training room or somewhere else, you may feel frustrated and left out of the action. If there is no scope for your spontaneity, you get quickly bored.

Interestingly enough, holistic and spontaneous, impulsive thinking doesn't always go hand-in-hand, because many holistic thinkers have learned to "think before they speak", adding a reflective element to their otherwise right-brain thinking style. Trainers which such a style combination will be expecting a similar one from their trainees.

If you are strongly spontaneous in your training, you must be aware that there will always be some trainees in your courses who are reflective and need time to think before they can give an answer. They need your patience and for you to become more aware of trainees' individual and group learning needs it would be best to have their working/learning styles assessed. Then you will be in the position to consciously reduce your spontaneity by becoming a little more reflective in your thinking. You can begin using your Personal Action Plan to counter-balance your spontaneity, become more integrated and adopt more reflective strategies to match all your trainees' working/learning styles.

MY SELF-ENHANCEMENT ACTION PLAN 2:

1. **WHAT** can I do to balance / integrate or to increase / decrease my analytic / holistic style, my sequential / simultaneous brain processing, my reflective / impulsive thinking style? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take this intended action to move closer to my desired outcome? (my **TIME FRAME**)

IN THE TRAINING ROOM:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

OUTSIDE TRAINING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

GRAPH 3: Your Professional Characteristics

This graph depicts your attitudes in the following areas:

1. **PERSISTENCE:** how your willingness is to follow through with professional tasks, particularly when you find them difficult or not very interesting.
2. **CONFORMITY:** how you respond to rules and regulations imposed by your manager, your department or organisational structure. This can be interpreted how well you "fit in".
3. **RESPONSIBILITY:** how you carry out your professional duties, even when they might not always be easy or to your particular liking.
4. **DIVERSITY AWARENESS:** how conscious you are about diverse learning needs and working/learning styles of your trainees in class.
5. **TRAINING ROOM ROUTINES:** how much emphasis you put on training room routines, whether you need them, want them, like them or not.
6. **CHANGE / VARIETY:** whether you enjoy change and/or variety and want that in your daily work or you don't like it and/or rather resist it.
7. **CREATIVITY:** how you see yourself as a creative trainer and how much creativity you think you use in your training.
8. **MOTIVATION:** whether you are highly motivated for doing your training job or you have lost your motivation, which means you might be somewhat disillusioned with your work at the moment.

Overall Score:

A positive score (between +20 and +50) means that you rank high in that particular attitude, while a negative score (between -50 and -20) indicates the opposite. A score around zero (between -20 and +20) means that you are flexible in this particular element and your attitude will often depend on the situation and/or your interest in the task.

Please note:

These elements are learned, not biologically or genetically determined, and they are usually influenced by your conditioning, your past experiences and your professional environment. That's why it is possible - although not always easy - to change attitudes either with will power or by changing your beliefs and/or circumstances.

For **Your Personal Score** see next page.

YOUR PERSONAL SCORE

Presently your **Professional Characteristics** seem to be spread from low to flexible to high attitudes when it comes to your professional performance. Please keep your high scores and your flexibility which will allow you to adjust to different situations. However, in certain areas you still tend to display somewhat more negative attitudes which could cause stress or even conflict for you. Your Personal Action Plan can help you in developing strategies to eliminate those for more positive ones and gain more energy and greater job satisfaction.

MY SELF-ENHANCEMENT ACTION PLAN 3:

1. **WHICH** element(s) in my Professional Characteristics cause stress, frustration, dissatisfaction and burnout in my daily work? (my **REASON**)
2. **WHAT** can I do to become more positive? (my **GOAL**)
3. **HOW** will I do this? (my **ACTION**)
4. **WHEN** will I take concrete action to experience/build a more satisfying set of attitudes to lower my stress levels? (my **TIME FRAME**)

IN MY TRAINING ROOM:

1. WHICH? _____

2. WHAT? _____

3. HOW? _____

4. WHEN? _____

IN MY ORGANISATION:

1. WHICH? _____

2. WHAT? _____

3. HOW? _____

4. WHEN? _____

GRAPH 4: Overall Scores - Your Success Rate with Participants

For your convenience, the scores have been arranged in descending order. If you scored 80% and more for any particular group of trainees, it indicates that your success rate is high. Well done!

If your score is below 20%, you might want to consider why this is so and whether there is anything you could do to improve your success rate with that particular group of trainees.

Compare your lower scores in this graph with your Professional Characteristics and your results in your overall Training Style. You might discover some mismatches in style between how these trainees like to learn and how you teach them, which can lead to stress, frustration and burnout. A better understanding of your trainees' true learning needs through their WSA™ profiles can certainly help you achieve a higher success rate with these participants, lower your stress levels and increase your job satisfaction.

Please note that a score of 0 means you have indicated that you currently do not work with these particular types of trainees.

MY SELF-ENHANCEMENT ACTION PLAN 4:

1. **WHAT** can I do to improve my Success Rate with the following trainees? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to achieve more success with the above group of trainees? (my **TIME FRAME**)

IN THE TRAINING ROOM:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING/OTHER ACTIVITIES:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____



MY PERSONAL MONITORING SYSTEM

Please state in which area(s) you intend to implement your **Personal Action Plan** and then start writing short comments about your new or changed strategies, methods, approaches, interactions with students / superiors / colleagues.

For achieving the desired outcomes in class (and other training situations) you need to practise and monitor your new strategies / methods / behaviours for a **minimum period of 31 days**. If you want to use this Monitoring System as a worksheet in your daily work, you can use the space for Observations to monitor your new strategies 31 times.

Action Plan: _____

Goal: _____

Action: _____

Date:	Observations:
_____	_____ 1
_____	_____ 2
_____	_____ 3
_____	_____ 4
_____	_____ 5
_____	_____ 6
_____	_____ 7
_____	_____ 8
_____	_____ 9
_____	_____ 10
_____	_____ 11
_____	_____ 12
_____	_____ 13

MY PERSONAL MONITORING SYSTEM

Continued

Date:	Observations:	
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