

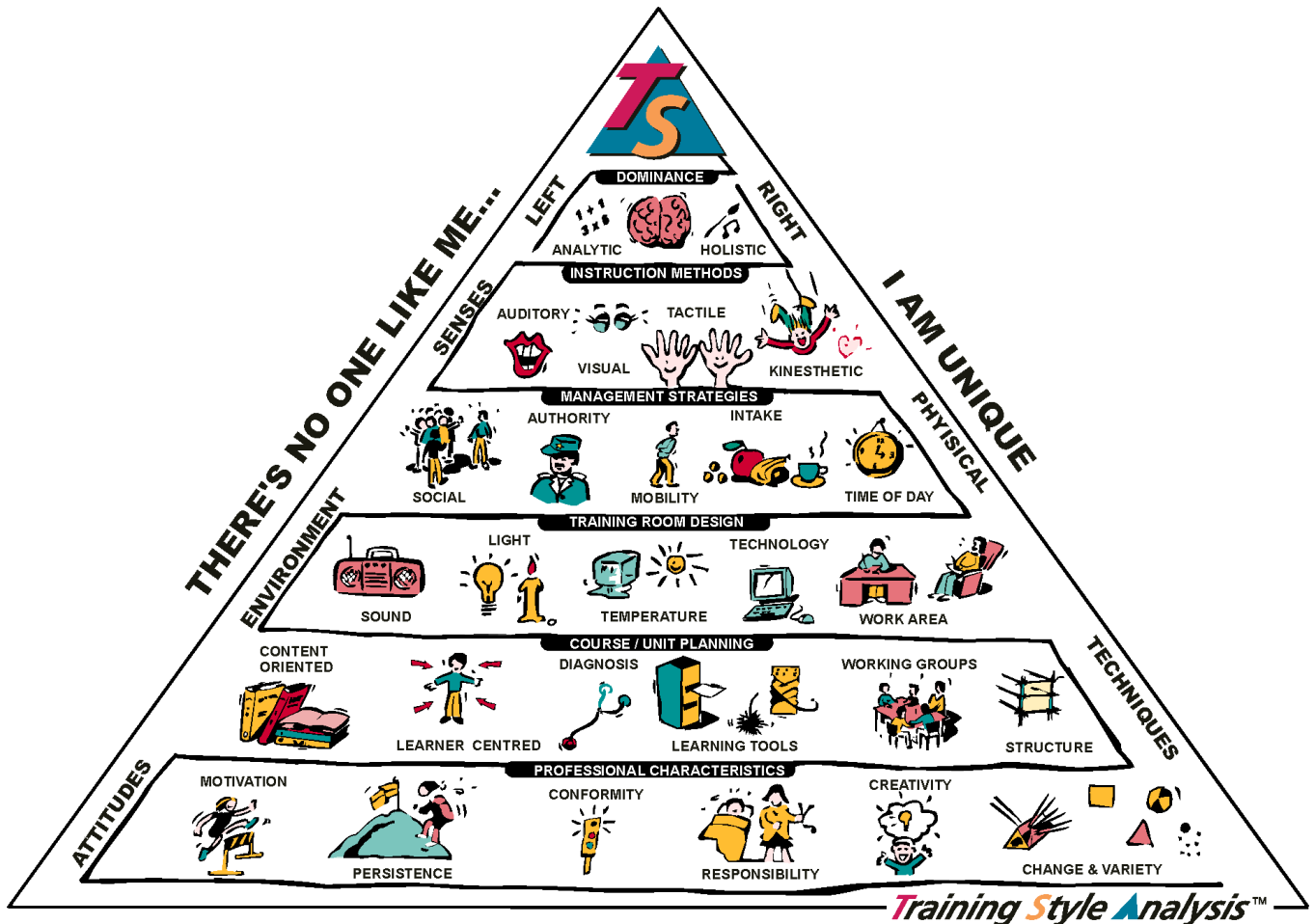
TSA-Corporate

Personal Profile

for

Liz Tester

Entered: Tuesday, 26 June 2007



1

The following report displays your personal Training Style. It shows you where your strengths and flexibilities lie and how to enhance your professional skills and training methods by creating Action Plans, following the suggested Guidelines and monitoring your progress.

2

It is not a "test" and cannot be "passed" nor "failed". The TSA™ Corp Profiles & Reports are designed to help you better understand your training style and manage your training duties as well as human resource management in a more effective and satisfactory way.

3

The 'Guidelines for Professional Development' will help improve your training performance, job satisfaction and expertise. Your 'Personal Monitoring System' will allow you to keep track of new strategies and record your progress in your professional development.

4

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

5

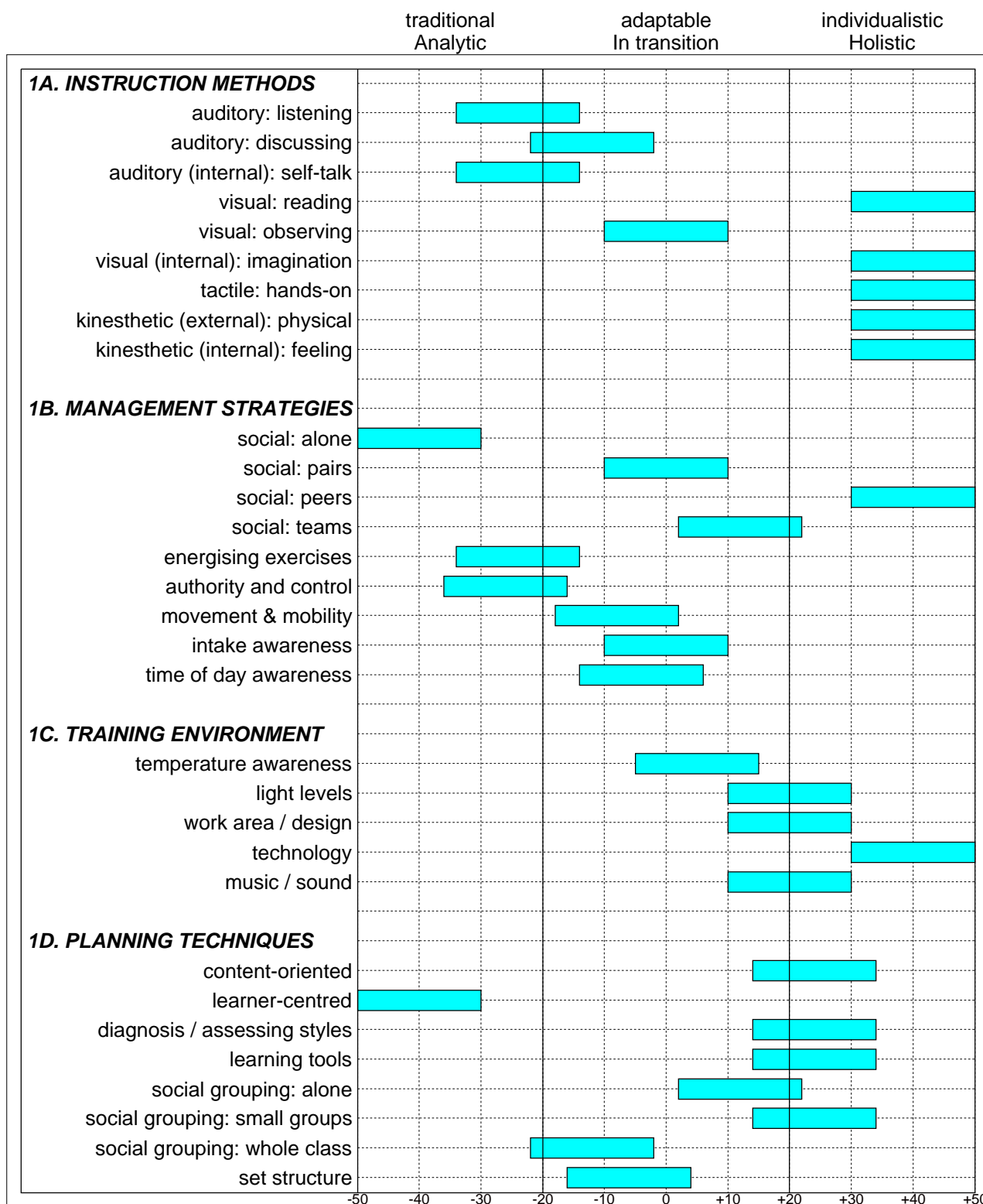
Obtaining LSA™ (Learning Style Analysis™) Profiles & Reports of your trainees (individual and group profiles) and comparing them with your own TSA™ Corp results is recommended as the next step before you create your Action Plans.

For more information please contact:

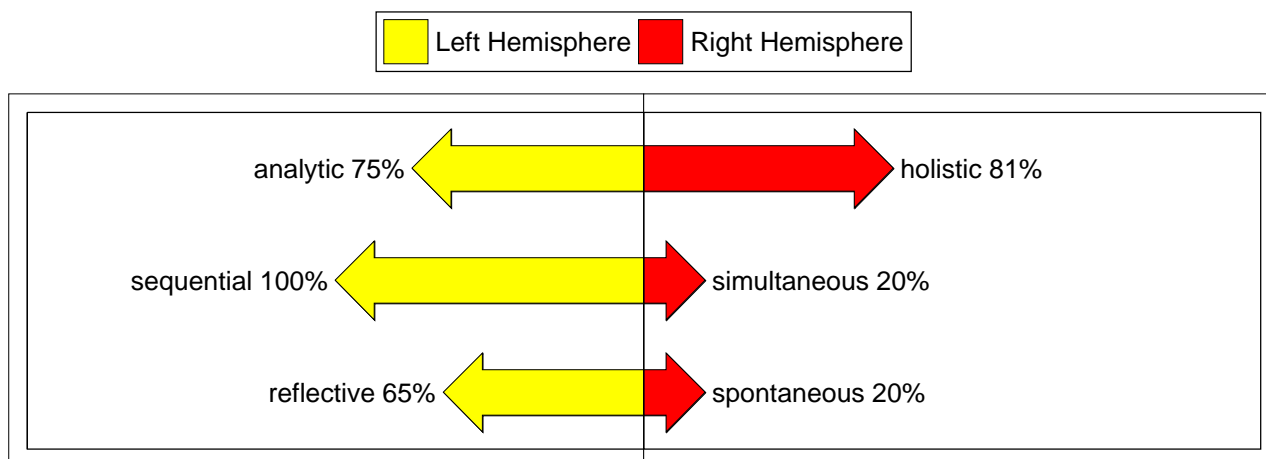
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Ph +64.9.309-3701, Fax +64.9.309-3708, Email: info@pss-styles.co.nz, Website: www.prashnigstyles.com

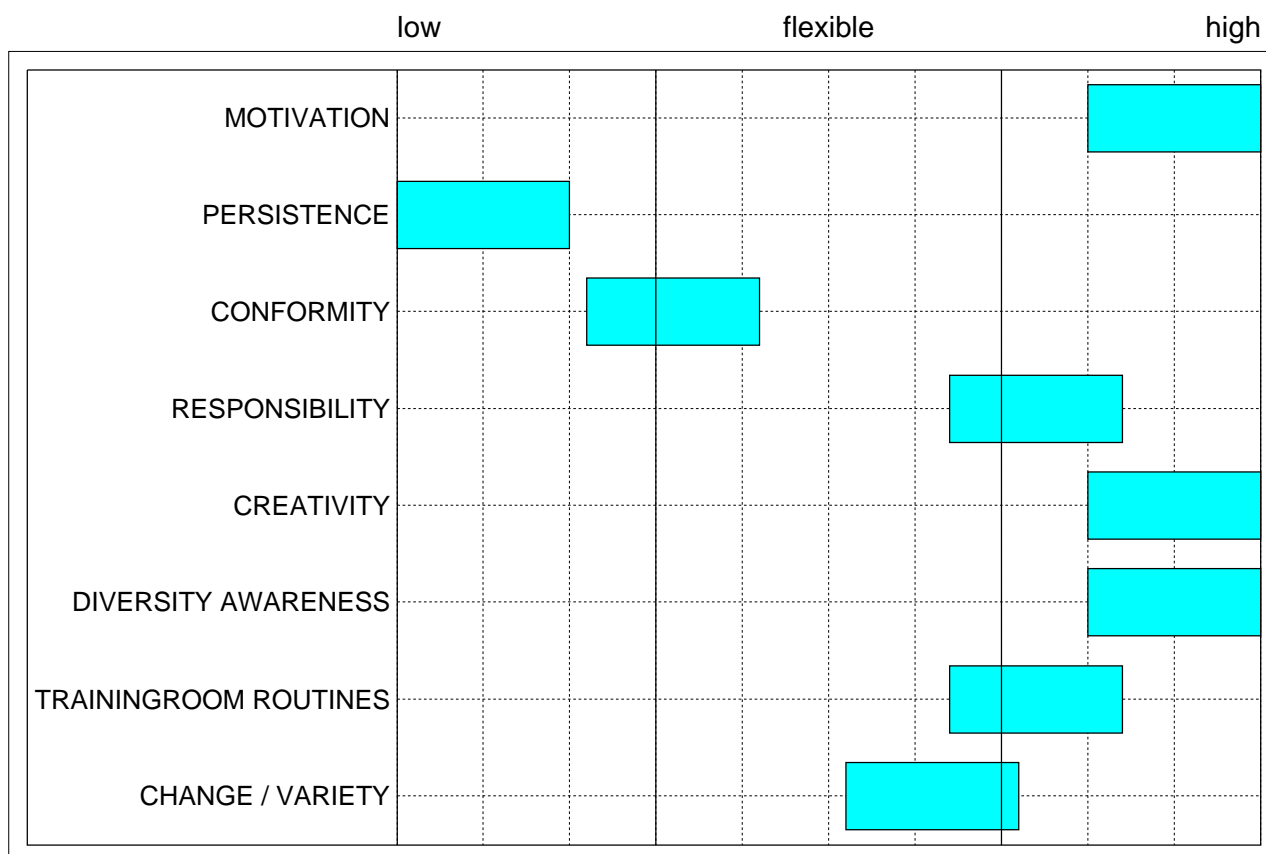
Graph 1: Training Style



Graph 2: Brain Processing



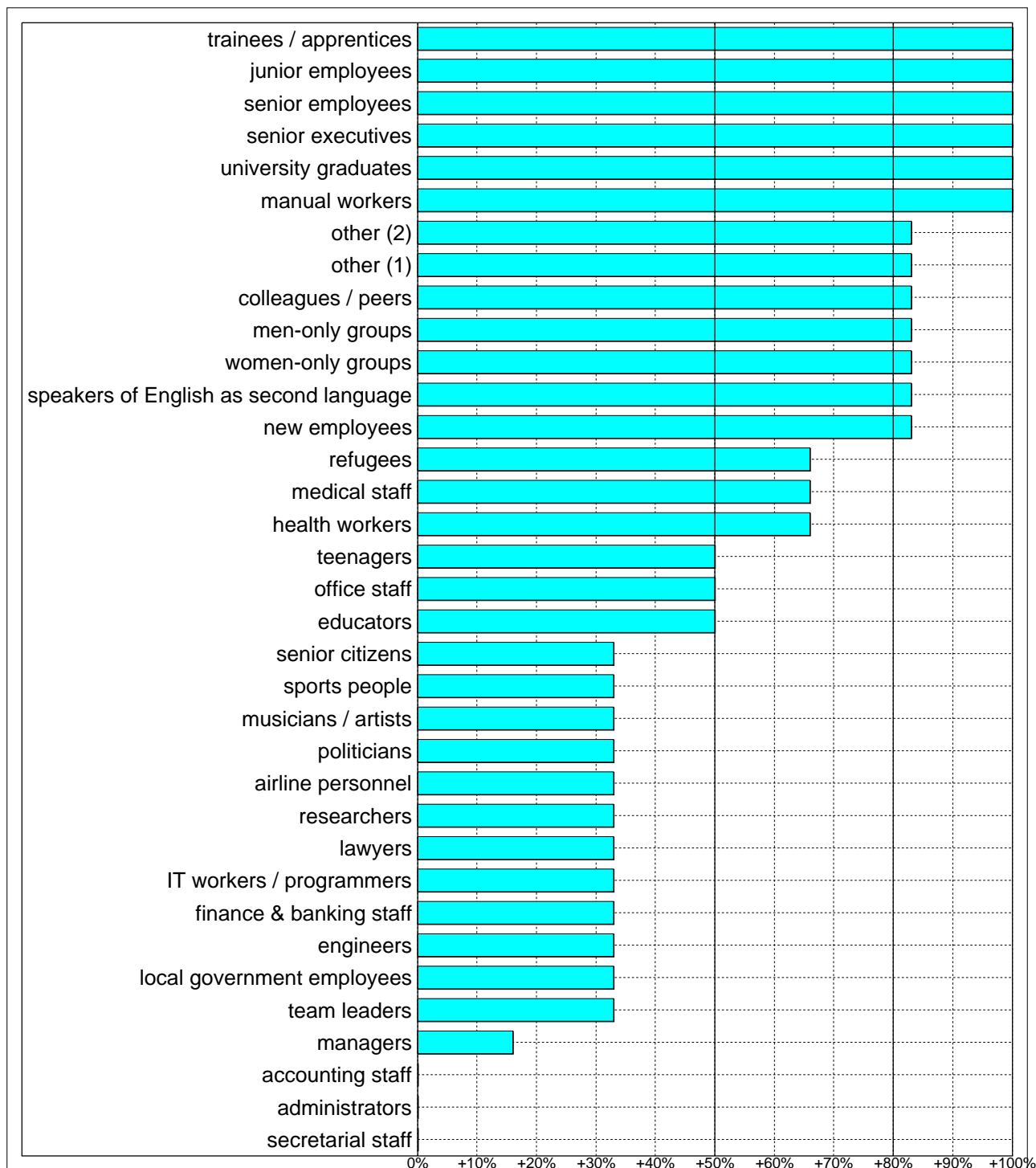
Graph 3: Professional Characteristics



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 already very individualistic/holistic and your flexibility enables you to cater for different sensory learning needs of your trainees. Keep using your multi-sensory methods but also be aware that you have some areas where you still tend to use traditional, analytic methods for all trainees. Please note that these methods might be suitable for only some of your trainees. 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.

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 be still quite traditional/formal and analytic in certain areas but your flexibility enables you to apply different management techniques for your trainees. Please note that traditional methods are only suitable for some of your trainees and for bringing out the true learning potential of all your other trainees you will need to apply a greater variety of management strategies suited to their individual styles. A valuable help in determining which strategies 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 management accordingly. Your flexibility will be a great asset in this development.

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 already very individualistic/holistic and you are acutely aware of your trainees' individual learning needs in class. Congratulations! Given your high awareness in this area combined with learner-centred work areas and activities you tend to use in your training room, it should be easy for you to notice changes in your trainees' learning needs and to encourage them to continually improve their own training room environment for better learning performance. You have already developed a variety of environmental scenarios and know how to use them and for whom. Please keep up the good work!

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 or 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 already quite individualistic/holistic and your flexibility enables you to prepare yourself for different learning needs of your trainees. Keep using your current session preparations, you are on the right track! However, please be also aware that you have some areas where your planning might not be individualistic enough for the particular style combinations of some trainees. A valuable help in determining which planning techniques would help your current trainees most to achieve their full learning potential is by finding out their individual working/learning styles as well as their group learning needs and then plan your teaching strategies accordingly. When you already plan for different learning needs your course work will be even more successful!

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

You seem to think and work more sequentially, preferring the step-by-step approach, handling one task at a time and you like to complete one job before you move on to the next one. Although you can handle doing several things at a time, it doesn't come easily and if you can't work in your linear way and too much is going on in the training room or somewhere else, you might experience overload, stress and burnout.

A correlation can often be found between high analytic and high sequential scores, indicating a strong left-brain dominance which means that trainers which such a style combination will be expecting the same style from their trainees. Please be aware that not many trainees can handle the linear approach when it comes to learning new and difficult information because more trainees than generally assumed would need the big picture first and get bored by little chunks of information given to them. You must accept that particularly underperformers in your courses cannot concentrate easily on one thing at a time and get distracted frequently.

To help you become more aware of your trainees' individual and group learning needs it would be best to have their working/learning styles assessed and to adjust your training approaches according to their particular needs. This will be easier than you think, particularly when you learn more about right-brain, holistic training methods and begin using your Personal Action Plan which can help you acquire more simultaneous, creative strategies.

Reflective - Spontaneous

You seem to be high in reflective thinking and prefer to ponder before giving an opinion, answering a question or making a decision. Although on rare occasions you can be quite spontaneous, but it doesn't come easily and if you can't work by using your reflective style and/or too many unplanned things are happening in your training room or somewhere else, you may feel steamroller, hassled and stressed out. Often you might also want the world to slow down to give you a break to think.

A correlation can often be found between high analytic and high reflective scores, indicating a strong left-brain dominance which means that trainers which such a style combination will be expecting the same style from their trainees. Please be aware that not many trainees can be truly reflective when they have to learn something new and difficult because more trainees than generally assumed are impulsive in their thinking and spontaneous in their actions. You must accept that particularly underperformers in your courses cannot 'think before they speak' and get easily frustrated when they have to reflect on things.

Although your own reflective style will not change much, you should find out your trainees' individual and group learning needs in this area. It would be best to have their working/learning styles assessed and then to adjust your teaching approaches according to their individual styles. This will be easier than you think, particularly when you learn more about right-brain, holistic teaching methods and begin using your Personal Action Plan which can help you become more spontaneous in your daily training and understand impulsive behaviour better.

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 polarised between low and high attitudes. This could lead to conflict situations because it seems when you are not interested or when something doesn't make sense to you, you will not comply and rather develop a negative attitude. It would be of great advantage for your own satisfaction and professional performance if you could become more flexible and reduce your low areas and increase your positive attitudes. The result will be that you become more effective in your daily work, enjoy it more and probably also have better interaction with your trainees, colleagues and superiors. Please use your Personal Action Plan for developing strategies to achieve such goals.

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:

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31