

## EXHIBIT 3.2. Instructional Styles Diagnosis Inventory

*Instructions:* Think of your most recent learning experience with the trainer who is being evaluated. Each of the twenty items that follows contains four statements about what instructors can do or ways in which they can act.

Rank each set of statements to reflect the degree to which each statement in the set describes the trainer's instructional style. Assign a ranking of four (4) to the statement most characteristic or descriptive of the trainer; assign a three (3) to the next most descriptive statement; a two (2) to the next most descriptive statement; and a one (1) to the statement that is least descriptive of the trainer. Record your response for each statement in the blank next to it.

For some items, you may think that all statements are very descriptive or that none fit very well. To give the most accurate feedback, force yourself to rank the statements as best you can.

### “When Instructing Adults, This Person Would Be Most Likely to . . .”

1. \_\_\_\_ a. Allow extended practice or discussion in areas of particular interest to learners.  
\_\_\_\_ b. Judge trainer's effectiveness by how well the prepared materials are covered.  
\_\_\_\_ c. Sit down with learners while instructing them.  
\_\_\_\_ d. Set trainer up as a role model and encourage learners to emulate trainer.
  
2. \_\_\_\_ a. End a training session by summarizing the key subject matter and recommending that learners find ways to apply it on the job.  
\_\_\_\_ b. Arrange the room so as to provide for better discipline and control.  
\_\_\_\_ c. Use specific course objectives to inform learners as to what they should expect to be able to do.  
\_\_\_\_ d. Focus learners' attention more on themselves and their own performance than on trainer.
  
3. \_\_\_\_ a. Gain supervisors' involvement by providing ideas on how to support learners' attempts to apply new skills.  
\_\_\_\_ b. Let the group “handle” difficult learners or privately explore reasons for problems.  
\_\_\_\_ c. Evaluate learners by giving examinations to test their retention of presented materials.  
\_\_\_\_ d. Carefully lead and control any group discussions.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

4.  a. Put his or her primary focus on giving a technically polished presentation.  
 b. Avoid reducing impact by not disclosing any course materials prior to the program.  
 c. Show willingness to learn from learners by admitting errors or lack of knowledge when appropriate.  
 d. Collect background information and adjust the level of content material for each particular group.
5.  a. Involve learners in activities designed to stimulate critical or reflective thought.  
 b. Communicate positive expectations to slower learners through feedback and encouragement, in order to help them improve.  
 c. Motivate learners with enthusiastic talks, humorous stories, and entertaining or inspirational videos.  
 d. Maintain punctuality of published program schedules.
6.  a. Make occasional use of media tools to support other primary learning activities.  
 b. Present materials in the most logical order.  
 c. Allow learners to influence or prioritize course content and objectives.  
 d. Ensure that learners perform and apply newly learned skills as instructed.
7.  a. Thoroughly cover all subject-matter areas in the scheduled time allotted.  
 b. Change course materials or training methods based on feedback about performance changes after training.  
 c. Maintain a consistent pace of presentation throughout the program.  
 d. Express concern for and interest in individual learners and their problems.
8.  a. Judge trainer's effectiveness based on learners' "liking" of trainer.  
 b. Allow learners to make mistakes and learn from session experiences.  
 c. Expose learners to traditionally accepted subject matter and correct procedures.  
 d. Ask learners questions designed to guide them to self-discovery of key points.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

9. \_\_\_ a. Frequently assess learners' body language and emotional states and adjust activities or schedule appropriately.  
\_\_\_ b. Explore content-related controversial issues as potential learning experiences.  
\_\_\_ c. Plan and structure course materials in considerable detail.  
\_\_\_ d. Begin program by informing learners of trainer's experience or qualifications and trainer's goals for the program.
10. \_\_\_ a. Cite a bibliography of resources concerning materials discussed for further learner self-development.  
\_\_\_ b. Use position as instructor to quickly resolve "difficult learner" problems (e.g., monopolizers, side conversations, sharpshooters, etc.).  
\_\_\_ c. Encourage casual or comfortable dress to increase the informality of the learning environment.  
\_\_\_ d. Avoid potentially time-wasting tangents by dealing with learners' questions quickly and moving on.
11. \_\_\_ a. Direct learners' attention primarily to trainer and to what is being said or demonstrated.  
\_\_\_ b. Frequently redirect learners' questions to other learners to be answered.  
\_\_\_ c. Send out self-study "prework" materials to spark learner interest and formation of course expectations.  
\_\_\_ d. Consistently cover the same material with each group.
12. \_\_\_ a. Arrange the room so as to promote group activities and discussions.  
\_\_\_ b. Always stand in front of the class while instructing.  
\_\_\_ c. Send learners' bosses an overview of course subject matter.  
\_\_\_ d. Judge trainer's effectiveness based on how proficient learners are in performing new skills or applying new concepts on the job.
13. \_\_\_ a. Project a professional image by maintaining a separation between trainer and learners.  
\_\_\_ b. Help learners motivate themselves by developing new skills through involvement and participation.  
\_\_\_ c. Closely direct learners' activities.  
\_\_\_ d. Allow learners to analyze materials and draw their own conclusions.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

14. \_\_\_ a. End a training session by helping learners create action plans to apply course content to real-world problems.  
\_\_\_ b. Criticize slow learners to help them improve.  
\_\_\_ c. Avoid controversy as a potential distraction or turnoff.  
\_\_\_ d. Coach learners as they practice new skills.
15. \_\_\_ a. Encourage detailed note taking by learners.  
\_\_\_ b. Encourage learners to challenge outdated course materials or concepts of questionable value on the job.  
\_\_\_ c. Sequence activities so as to stimulate and hold learner interest.  
\_\_\_ d. Use media (video, slides, overheads, etc.) extensively to increase the professionalism of the presentation.
16. \_\_\_ a. Use an introductory overview to inform learners of the subject matter to be covered.  
\_\_\_ b. Judge trainer's effectiveness based on learners' increase in confidence and self-esteem.  
\_\_\_ c. Maintain a formal dress code to establish a more serious atmosphere.  
\_\_\_ d. Encourage creativity in the performance and application of course concepts.
17. \_\_\_ a. Change course materials or training methods based on update of expertise in the subject matter.  
\_\_\_ b. Begin a program by having learners introduce themselves to one another and communicate to trainer what their expectations are.  
\_\_\_ c. Adjust time schedules during the program in response to learners' interests and concerns.  
\_\_\_ d. Enhance credibility with learners by answering all questions quickly and accurately.
18. \_\_\_ a. Avoid potentially embarrassing questions and protect material by keeping content resources confidential.  
\_\_\_ b. Highlight key points in detail, speaking from carefully prepared notes.  
\_\_\_ c. Vary pace of the program to adjust to natural daily highs and lows in learners' energy levels.  
\_\_\_ d. Evaluate learners based on their abilities to perform specific objectives.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

19. \_\_\_ a. Defend trainer's expertise and credibility when challenged by a learner on a content issue.  
\_\_\_ b. Emphasize establishing open, two-way communication.  
\_\_\_ c. Leave the structure of the program loose to respond to the specific needs of the group.  
\_\_\_ d. Aim the level of sophistication of course material at the "average" learner.
20. \_\_\_ a. Listen attentively and observe group discussion of content issues or problem applications.  
\_\_\_ b. Ensure that learners reach the right conclusions and accept the key points or concepts presented.  
\_\_\_ c. Explore reasons that learners ask questions, to bring out individual concerns and hidden agendas.  
\_\_\_ d. Project confidence and assurance by using effective gestures, posture, and vocal dynamics while instructing.

**EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

**INSTRUCTIONAL STYLES DIAGNOSIS INVENTORY  
SCORING SHEET**

(To be completed by trainer)

*Step 1. Instructions:* Transfer the rankings from the ISDI to the Scoring Chart below. Note that the letter items in each set are **not** in alphabetical order.

**Scoring Chart**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1	d	a	c	b
2	b	c	d	a
3	d	a	b	c
4	a	d	c	b
5	c	a	b	d
6	b	c	a	d
7	c	b	d	a
8	a	b	d	c
9	d	b	a	c
10	b	a	c	d
11	a	c	b	d
12	b	d	a	c
13	a	d	b	c
14	b	a	d	c
15	d	b	c	a
16	c	d	b	a
17	d	c	b	a
18	b	d	c	a
19	a	c	b	d
20	d	c	a	b
Total	—	—	—	—

**EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

**Step 2.** Determine the sum of the rankings in each column and record them at the bottom of that column.

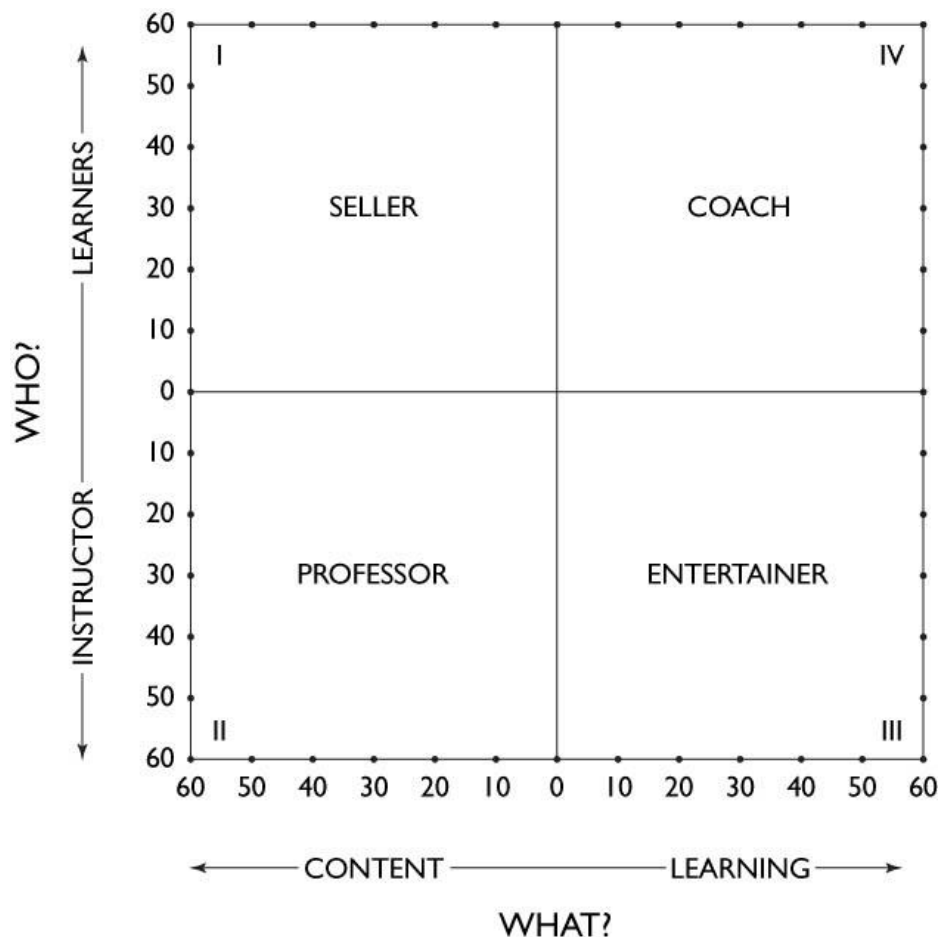
**Step 3.** Subtract the lower of the Column A or C totals from the higher.

**Step 4.** Subtract the lower of the Column B and D totals from the higher.

**Step 5.** Plot the result from Step 3 on the vertical scale of the graph that follows. If the “A” total is higher, plot the result below the midpoint “O.” If the “C” total is higher, plot the result above this point.

**Step 6.** Plot the result from Step 4 on the horizontal scale. If the “B” total is higher, plot the result to the right of the midpoint “O.” If the “D” total is higher, plot the result to the left of this point.

**Step 7.** Extend lines from the plotted points on each scale to the point where the two lines intersect.



## **INSTRUCTIONAL STYLES DIAGNOSIS INVENTORY INTERPRETATION SHEET**

(For the trainer)

### **Components of instructional Styles**

The styles that trainers use in developing and presenting learning experiences are based on their personal beliefs about what the purposes of instruction are and how they can best contribute to achieving those purposes.

The ISDI attempts to determine training style as the interactive product of two dimensions: what the trainer's attention is focused on and who is the focus of attention while the trainer is instructing. Each dimension is a function of two sets of concerns.

The what dimension (the horizontal scale) represents the tradeoff between:

1. Concern for content quality and thoroughness of presentation coverage (represented by the Column D total); and
2. Concern for the actual learning that takes place with learners who are working with the content (represented by the Column B total).

The who dimension (the vertical scale) represents the tradeoff between:

1. Concern for the trainer and how polished, impressive, or entertaining his or her delivery is (represented by the Column A total); and
2. Concern for the learners and how effectively or positively they are receiving, practicing, considering, discussing, or applying new skills (represented by the Column C total).

No model of this type is perfect. For instance, you may be able to think of trainers who are able to balance a high concern for content with a high concern for the learning that the content produces. However, for most instructors, it is realistic to expect that balancing the two involves influencing one at the expense of the other. The same may be said for the who dimension.

### **Interpreting Your Scores**

The point on the graph at which the scores of these two dimensions intersect represents your overall training style.

To interpret your results, you must consider three things:

1. The comparative strengths of the four individual column totals,
2. The position of each of the two dimension scores, and
3. The direction and distance from the center of the point where the two dimension scores intersect.



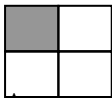
### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

For instance, were the four column totals high and low or were they close to one another? This indicates whether you tend to balance each aspect of training style equally or whether some aspects differ greatly to you in degree of importance. This directly effects the position of the dimension scores, which is the next consideration. If a dimension score is far toward one extreme or the other, this indicates a higher degree of tradeoff between the two sets of concerns involved. Dimension scores more near the middle represent a balanced degree of tradeoff, regardless of individual emphasis.

The intersection of the two dimension scores represents your overall training style, the product of your attempt to achieve balance among concerns for content, learning, delivery, and reception. The further this point is from the center of the graph, the more extreme your training style tends to be. The closer to the center this point is, the more “balanced” it tends to be.

## Description of Styles

Following are short descriptions of the types of behaviors, attitudes, tendencies, and preferences that characterize each of the four styles.



### I. “The Seller”

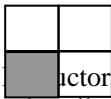
A person who has the “seller” instructional style is primarily concerned with the content and how positively it is received and understood. Learning is the participant’s responsibility, and it may or may not happen as a result. Because getting the message across and creating a good attitude toward it are the primary goals, “seller” instructors tend to focus their attention on the learners and the learners’ receptivity to the message.

They build a receptive atmosphere by creating a comfortable learning environment, encouraging learners, answering questions, varying the pace of the program, and so on. They tend to use lectures or prepared media presentation methods, interspersed with discussion to hold interest and attention. Note taking is encouraged to aid retention of material.

Homework, prework, and course-summary materials are used extensively to communicate or reinforce the content. Pass/fail or nongraded examinations are preferred to assess retention without turning the learners off.

The “seller” style is common in public schools and is probably more appropriate for building general educational backgrounds than for developing specific skills. It may also be appropriate for situations in which the selling of a technique, concept, or product is more important than the learners’ becoming proficient in it. It is not as appropriate when learners are expected to perform better or differently as a result of the training.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.



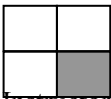
## II. “The Professor”

Instructors who have a high concern for both content and delivery probably see themselves primarily as presenters. The “professor” types tend to be highly concerned about such things as their image, their technique and smoothness of speaking, and creating a proper impression. They prefer to have the spotlight on themselves, because this focuses the learners’ attention on them. The atmosphere in their sessions tends to be formal, and the separation between the presenter and the audience is emphasized.

“Professor” types are, at the same time, concerned with the adequacy of what they are presenting. Their presentations are usually well-researched, often impressively footnoted and referenced, planned and organized in detail, and well-rehearsed. Time is important because it reflects on their images as presenters (i.e., punctuality is impressive) and on their ability to cover all important content.

Their preferred teaching method is to lecture, as this allows them to focus attention on themselves, to control time, and to cover the content they believe is important. There is a tendency to overuse or inappropriately use media such as video, slides, or overheads because of their perceived ability to impress, entertain, and present large amounts of information in short time spans.

Typical situations where the “professor” style would be appropriate are making a speech, delivering an after-dinner talk, communicating a report, and presenting or selling ideas to decision makers. This style usually is not as effective where actual skill development or behavioral change is expected from the learners. It may be appropriate for attitude change purposes; however, change produced by this method typically is short-lived unless constantly reinforced.



## III. “The Entertainer”

Instructors who use the “entertainer” style focus on the results of training but also feel that people will learn best from instructors they like, respect, or admire. They have many of the same personal-image concerns as “professors.” They are very concerned with their credibility and whether the learners have confidence in their expertise.

“Entertainers” are concerned about involvement in the learning process, but more with their own than with the learners’. Thus, methods such as watching a role model (the instructor) demonstrate proper technique are preferred over self-discovery or group learning activities. When more participatory methods are used, these instructors tend to exercise close control and make themselves an integral part of the learning process.

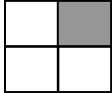
Because these instructors generally believe that learners need to be “inspired” if they are going to perform differently, sessions often are designed to be highly motivational or entertaining. This can be effective but has the potential limitation of making what is learned instructor-dependent. When this occurs, learners can suffer drops in motivation when attempting to apply new skills on the job because the dynamic instructor is not there.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

The fact that they are personally influencing learners is often more important to these instructors than the specific change that takes place or the input that causes it. Thus, specific content is not an important issue.

This style probably is most appropriate for personal growth seminars, sales meetings, and programs that are meant to “recharge learners’ batteries.”

In its worst case, the “entertainer” style could be likened to a medicine-show huckster who dazzles you and takes your money before you have a chance to judge the value of his product.



#### **IV. “The Coach”**

Instructors who are oriented both to learning and to the learners tend to have the spotlight reversed so that the learners’ attention is focused on themselves most of the time. These trainers see their role more as facilitators of learning experiences than as presenters of information. They see value in course content only insofar as it enables learners to perform in new ways.

The focus of most coaching activities is on skill development, confidence building, and application, rather than on retention of information. Learners are evaluated, but mostly through observation of performance or behavioral change rather than through written tests. Grades usually are ignored, because most instruction is aimed at upgrading everyone’s skills to a minimum or improved level rather than on determining who is most proficient.

There is less concern for polished delivery because “coach” instructors spend much less time “delivering.” Also, because of the informal atmosphere created, there is less pressure on the instructor to perform, motivate, or entertain. Use of a high ratio of self-discovery and group-learning activities allows the learners to motivate and entertain themselves. The responsibility to perform is, in effect, shifted from the instructor to them.

Separation between the instructor and the learners is de-emphasized. The prevailing philosophy typically is that the best instructor is the one who sets high expectations, guides and coaches the learners, and then gets out of the way so they can perform.

The instructor has a message, but the message is determined more by specific learner needs and less by what the instructor thinks might be good for the learners. Rather than forcing learners to understand and accept new ideas, “coaches” use questions, discussions, self-study, group work, and other involving techniques to lead learners to conclusions, but they allow the learners to make the commitments on their own.

The “coach” style tends to be most effective in bona fide training situations where skill building and behavioral change are the primary concerns. Potential problems with this style are tendencies to ignore time constraints, skip over important content issues, lose control of the class, turn off learners who are used to more traditional instructional styles, or be overly influenced by learners’ perceptions of their own needs.

**EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

**A QUICK REFERENCE SHEET**

The following figure provides an overview of the instructional styles measured by the Instructional Styles Diagnosis Inventory.

**ISDI QUICK REFERENCE GUIDE**

WHO?  LEARNERS           INSTRUCTOR	<b>SELLER</b>	<b>COACH</b>
	Sellers are: Task-oriented	Coaches are: Learner-oriented
	They see themselves as: Taskmasters/persuaders	They see themselves as: Facilitators/guides
	Sellers' main concern is: Product/content	Coaches' main concern is: Results/performance
	They strive to be: Driving, aggressive, enthusiastic, convincing	They strive to be: Driving, accepting, empathic, supportive
	Programs are structured to be: Informal but inflexible	Programs are structured to be: Informal and flexible
	Leading to sessions that are: Informative, productive, efficient, complete, persuasive	Leading to sessions that are: Involving, encouraging, constructive, developmental
	Learners are evaluated by: Objective testing	Learners are evaluated by: Comparing behaviors or performance objectives
	<b>PROFESSOR</b>	<b>ENTERTAINER</b>
	Professors are: Instructor-oriented	Entertainers are: Relations-oriented
	They see themselves as: Presenters/experts	They see themselves as: Role models/stars
	Sellers' main concern is: Process/delivery	Entertainers' main concern is: Reactions/feelings
	They strive to be: Impressive, polished, professional, aloof	They strive to be: Dynamic, animated, charismatic, outgoing, inspirational
	Programs are structured to be: Formal and inflexible	Programs are structured to be: Formal but flexible
Leading to sessions that are: Scheduled, controlled, organized, disciplined	Leading to sessions that are: Motivated, lively, fun, entertaining	
Learners are evaluated by: Subjective testing and instructor judgement	Learners are evaluated by: Assessment of their feelings and opinions	
←————— CONTENT —————→      ←————— LEARNING —————→ WHAT?		

## EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

### Sources Of Answers

Obviously, the preceding descriptions are those of the more extreme examples in each quadrant. The closer the intersection of the two scales to the center of the graph, the closer one would tend to be to a more “middle of the road” style with aspects of all four dimensions.

If you think that some respondents ranked you as more to the “ideal” than the “real,” it would probably be worth your time to go back and rank the items yourself, being brutally honest, to get a more balanced picture of yourself.

The following shows the location of the polar statements for each item measured by the ISDI.



### Application of Skills

- L 16. d. Encourage creativity in the performance and application of course concepts.
- C 6. d. Ensure that learners perform and apply newly learned skills as instructed.

### Punctuality of Scheduling

- L 17. c. Adjust time schedules during the program in response to learners' interests and concerns.
- C 5. d. Maintain punctuality of published program schedules.

### Currency and Applicability of Materials

- L 15. b. Encourage learners to challenge outdated course materials or concepts of questionable value on the job.
- C 8. c. Expose learners to traditionally accepted subject matter and correct procedures.

### Degree of Program Structure

- L 19. c. Leave the structure of the program loose to respond to the specific needs of the group.
- C 9. c. Plan and structure course materials in considerable detail.

### **EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

#### **Evaluation of Learners**

- L 18. d. Evaluate learners based on their abilities to perform objectives.
- C 3. c. Evaluate learners by giving examinations to test their retention of presented materials.

#### **Direction of Activities**

- L 8. b. Allow learners to make mistakes and also learn from session experiences.
- C 13. c. Closely direct learners' activities.

#### **Handling of Controversy**

- L 9. b. Explore content-related controversial issues as potential learning experiences.
- C 14. c. Avoid controversy as a potential distraction or turnoff.

#### **Role of the Learner**

- L 5. a. Involve learners in activities designed to stimulate critical or reflective thought.
- C 15. a. Encourage detailed note taking by learners.

#### **Updating Methods or Materials**

- L 7. b. Change course materials or training methods based on feedback about learners' performance changes after training.
- C 17. a. -Change course materials or training methods based on update of expertise in the subject matter.

#### **Probing Individual Concerns**

- L 20. c. Explore reasons that learners ask questions, to bring out individual concerns and hidden agendas.
- C 10. d. Avoid potential time-wasting tangents by dealing with learners' questions quickly and moving on.

#### **Determining Level of Material**

- L 4. d. Collect background information and adjust the level of content material for each particular group.
- C 19. d. Aim the level of sophistication of course material at the "average" learner.

## **EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

### **Sharing Resources**

- L 10. a. Cite a bibliography of resources concerning materials discussed for further learner self-development.
- C 18. a. Avoid potentially embarrassing questions and protect material by keeping content resources confidential.

### **Controlling Learner Expectations**

- L 11. c. Send out self-study “prework” materials to spark learner interest and formation of course expectations.
- C 4. b. Avoid reducing impact by not disclosing any course materials prior to the program.

### **Flexibility of Course Content**

- L 1. a. Allow extended practice or discussion in areas of particular interest to learners.
- C 7. a. Thoroughly cover all subject-matter areas in the time allotted.

### **Instructor Evaluation**

- L 12. d. Judge trainer’s effectiveness based on how proficient learners are in performing new skills or applying new concepts on the job.
- C 1. b. Judge trainer’s effectiveness by how well the prepared materials are covered.

### **Gaining Learner Commitment**

- L 13. d. Allow learners to analyze the materials and draw their own conclusions.
- C 20. b. Ensure that learners reach the right conclusions and accept the key points or concepts presented.

### **Maintenance of Learned Behavior**

- L 14. a. End a training session by helping learners create action plans to apply course content to real-world problems.
- C 2. a. End a training session by summarizing key subject matter and recommending that learners find ways to apply it on the job.

### EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.

#### Communicating Course Intent

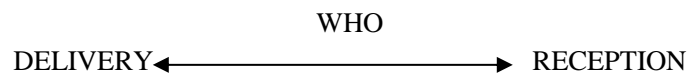
- L 2. c. Use specific course objectives to inform learners as to what they should expect to be able to do.
- C 16. a. Use an introductory overview to inform learners of the subject matter to be covered.

#### Involving Learners' Bosses

- L 3. a. Gain supervisors' involvement by providing ideas on how to support learners' attempts to apply new skills.
- C 12. c. Send learners' bosses an overview of course subject matter.

#### Responding to Learners' Needs

- L 6. c. Allow learners to influence or prioritize course content and objectives.
- C 11. d. Consistently cover the same material with each group.



#### Communication of Expectations

- I 9. d. Begin program by informing learners of trainer's experience or qualifications and trainer's goals for the program.
- S 17. b. Begin a program by having learners introduce themselves to one another and communicate to trainer what their expectations are.

#### Dress/Atmosphere

- I 16. c. Maintain a formal dress code to establish a more serious atmosphere for the learning environment.
- S 10. c. Encourage casual or comfortable dress to increase the informality of the learning environment.

#### Motivation of Learners

- I 5. c. Motivate learners with enthusiastic talks, humorous stories, and entertaining or inspirational videos.
- S 13.b. Help learners motivate themselves by developing new skills through involvement and participation.



## **EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

### **Improving Learner Performance**

- I 14. b. Criticize slow learners to help them improve.
- S 5. b. Communicate positive expectations to slower learners through feedback and encouragement, in order to help them improve.

### **Establishing Program Pace**

- I 7. c. Maintain a consistent pace of presentation throughout the entire program.
- S 18. c. Vary pace of the program to adjust to natural daily highs and lows in learners' energy levels.

### **Building Communication Patterns**

- I 4. a. Put primary focus on giving a technically polished presentation.
- S 19. b. Emphasize establishing open, two-way communication.

### **Use of Media**

- I 15. d. Use media (video, slides, overheads, etc.) extensively to increase the professionalism of the presentation.
- S 6. a. Make occasional use of media tools to support other primary learning activities.

### **Method of Presentation**

- I 18. b. Highlight key points, in detail, speaking from carefully prepared notes.
- S 8. d. Ask learners questions designed to guide them to self-discovery of key points.

### **Building Instructor Credibility**

- I 19. a. Defend trainer's expertise and credibility when challenged by a learner on a content issue.
- S 4. c. Show willingness to learn from learners by admitting errors or lack of knowledge when appropriate.

### **Guiding Learner Performance**

- I 1. d. Set trainer up as a role model and encourage learners to emulate trainer.
- S 14. d. Coach learners as they practice new skills.

### **Sequencing Activities**

- I 6. b. Present materials in the most logical order.
- S 15. c. Sequence activities so as to stimulate and hold learner interest.

## **EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

### **Positioning the Instructor**

- I 12. b. Always stand in front of the class while instructing.
- S 1. c. Sit down with learners while instructing them.

### **Evaluating Instructor Effectiveness**

- I 8. a. Judge trainer's effectiveness based on learners' "liking" of trainer.
- S 16. b. Judge trainer's effectiveness based on learners' increase in confidence and self-esteem.

### **Use of Body Language**

- I 20. d. Project confidence and assurance by using effective gestures, posture, and vocal dynamics while instructing.
- S 9. a. Frequently assess learners' body language and emotional states and adjust activities or schedule appropriately.

### **Arranging the Room**

- I 2. b. Arrange the room so as to provide for better discipline and control.
- S 12. a. Arrange the room so as to promote group activities and group discussions.

### **Focusing Learners' Attention**

- I 11. a. Direct learners' attention primarily to trainer and to what is being said or demonstrated.
- S 2. d. Focus learners' attention more on themselves and their own performance than on trainer.

### **Personal Concern for Learners**

- I 13. a. Project a professional image by maintaining a separation between trainer and learners.
- S 7. d. Express concern for and interest in individual learners and their problems.

### **Controlling Activities**

- I 3. d. Carefully lead and control any group discussions.
- S 20. a. Listen attentively and observe group discussion of content issues or problem applications.

### **EXHIBIT 3.2. Instructional Styles Diagnosis Inventory, Cont'd.**

#### **Maintaining Discipline**

- I 10. b. Use position as instructor to quickly resolve “difficult learner” problems (e.g., monopolizers, side conversations, sharpshooters, etc.).
- S 3. b. Let the group “handle” difficult learners or privately explore reasons for problems.

#### **Handling Learners' Questions**

- I 17. d. Enhance credibility with learners by answering all questions quickly and accurately.
- S 11. b. Frequently redirect learners' questions to other learners to be answered.

Source: Greg Cripple. *The 1996 Annual: Volume 1, Training*. San Francisco: Pfeiffer, 1996.