



REACH TRAINERS COMPANION

06 Mar 2020



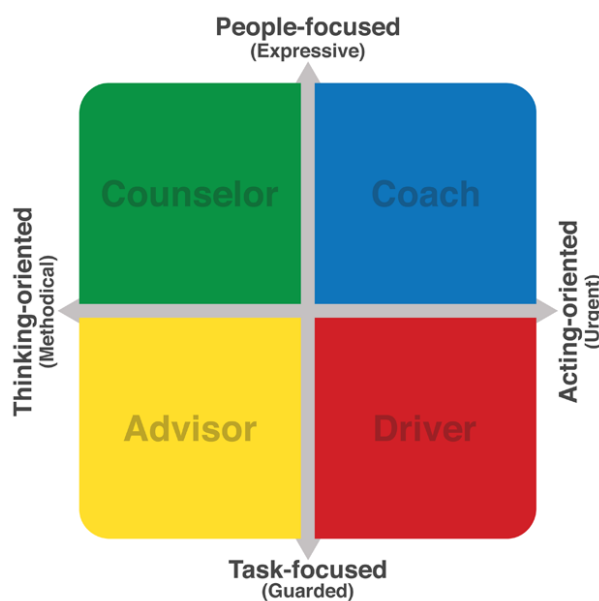
Contents

Overview	2
Your Participants	3
Part 1: Comprehensive Training Guidance	4
Drivers	4
Drivers (continued)	5
Counselors.....	6
Counselors (continued).....	7
Coaches.....	8
Coaches (continued).....	9
Advisors	10
Advisors (continued)	11
Part 2: Facilitation Tips.....	12
Facilitation Tips (continued)	13
Contact Information	15
Important Note	16

Overview

Professional trainers spend a lot of time preparing courses to ensure well-organized, well-structured learning experiences that serve a variety of audiences. Catering to diverse learners can be quite challenging if you don't know the learning styles of your audience. By using this Trainer's Companion, you can gain insights and specific recommendations to calibrate your introduction, course content, and delivery style to hit the mark for each group.

Within this Trainer's Companion, participants are categorized as one of four learning styles based on their responses to the REACH Profile. Those styles reveal the participants' preference for thinking versus acting while learning, as well as their interest in learning outcomes that are more task-focused versus people-focused. While participants' responses may differ based on a variety of factors, it is generally assumed that learning styles are relatively stable over time. So recognizing and adapting training delivery, based on participants' styles, can promote the most effective learning for a diverse audience.



The closer one's plot is to any corner of the grid, the more their overall style will be similar to the profile shown in the respective quadrant. In contrast, the farther away their plot is from any corner, the less likely their style will reflect the profile indicated. The closer the plot is to the center of the grid, the more their style is moderated, meaning they may tend to exhibit some of the characteristics of all four styles and may tend to be more fluid in their approach. In reality, there will be occasions where they may exhibit some characteristics of each profile, depending on the situation. The grid simply portrays their primary style.

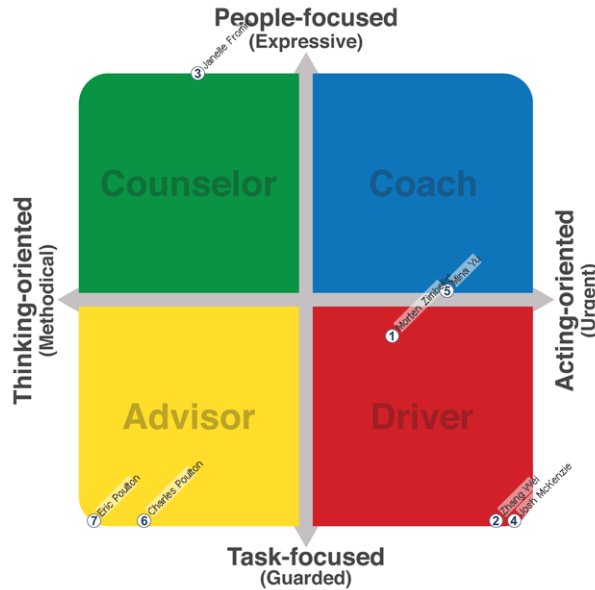
Your Participants

Counselor Profile *Thinking-oriented, People-focused*

- Presentation pace: Slower
- Prepare for: The 'who' questions
- Allow for: Bonding, small talk
- Emphasize: Personal growth, development
- Accommodate: Their need for assurance
- Provide: Personal testimony
- Minimize: Conflict, urgency
- Activities: Low-key, pairing up

Coach Profile *Acting-oriented, People-focused*

- Presentation pace: Faster
- Prepare for: The 'why' questions
- Allow for: Fun, entertainment
- Emphasize: Big picture
- Accommodate: Their need for expression
- Provide: Public recognition
- Minimize: Time fillers, details
- Activities: Team-based, collaborative



Advisor Profile *Thinking-oriented, Task-focused*

- Presentation pace: Slower
- Prepare for: The 'how' questions
- Allow for: Scrutiny, analysis
- Emphasize: Competence, details
- Accommodate: Their need for understanding
- Provide: Facts and evidence
- Minimize: Risk, ambiguity
- Activities: Individual problem-solving

Driver Profile *Acting-oriented, Task-focused*

- Presentation pace: Faster
- Prepare for: The 'what' questions
- Allow for: Challenge
- Emphasize: Bottom line results
- Accommodate: Their need for control
- Provide: Practical applications
- Minimize: Group projects
- Activities: Competitive, challenging



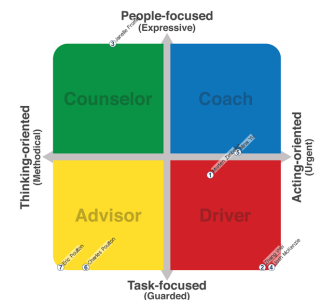
Part 1: Comprehensive Training Guidance

Drivers

The Acting-oriented, Task-focused learner

(3 of 7 participants)

Morten Zimbelist, Zhang Wei, Josh McKenzie



Planning Your Introduction

Length/Detail:

Provide a brief introduction to establish credibility and demonstrate your preparation to facilitate the course. Focus on specific learning directives and offer a clear timetable for your delivery. Get into the action as soon as possible to keep their attention.

People:

For the Driver, focus on the 'what' more than 'who' in discussing concepts and practices. Emphasize that the course will help them achieve measurable results individually and when working in team settings. However, avoid linking their success to others' efforts in the training.

Content:

Give a short introduction, establishing credibility through past outcomes and measurable performance expectations. Provide specific examples of what can be achieved by completing the course. Set an expectation of challenging activity-based learning, that is focused on pursuing relevant and time-sensitive directives.

Connection:

Drivers will connect with you most when they understand you aren't going to bore them with theories, models or unnecessary details. They want to know that you are going to challenge them in achieving outcomes they can apply right away.

Planning Your Delivery

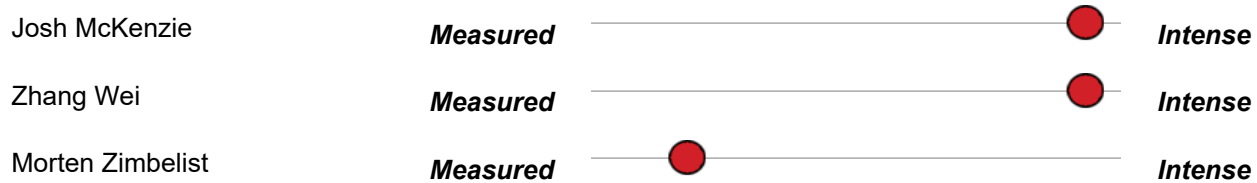
- Get to the bottom line quickly. Drivers are intuitive learners who absorb information urgently, with a focus on goals and outcomes.
- Don't spend too much time on background or building rapport. Drivers are task-focused and are comfortable making decisions based on limited information, while making adjustments along the way. They want to get into the business of 'doing' as quickly as possible.
- Provide fact-based and outcome-focused case studies that are not overly detailed or theoretical.
- Emphasize challenging individual application more than group activities.

Drivers (continued)

The Acting-oriented, Task-focused Learner

Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Drivers will generally prefer when the training proceeds at a more intense pace – that is, urgently proceeding at a pace that gets to the finish line rather quickly (always focused on specific learning objectives). There can be exceptions, so it is important to look at how the Driver participants score on the measured versus intense spectrum.



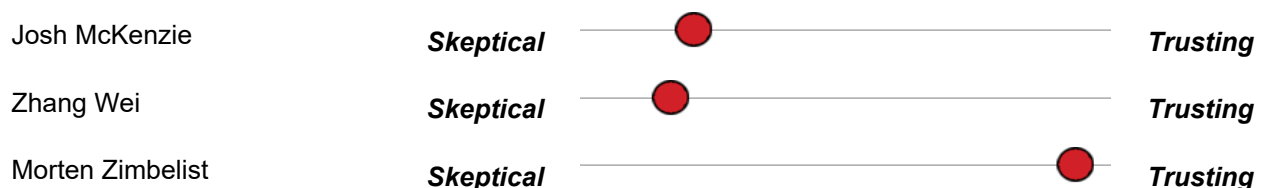
Learning Dimension: Decision-making

While most participants will learn through a combination of analytical and intuitive approaches, some may be more comfortable taking on new information only through careful analysis while others may be more comfortable leveraging their experience and gut instinct. In preparing and presenting content, it is helpful for the trainer to recognize participants' preferences for details (analytical) versus their preference for the big picture (intuitive).



Learning Dimension: Self-protection

While most participants will tend to balance a tendency to trust the intentions of others (in this case, the trainer and fellow participants) with a need to scrutinize and investigate, Drivers will generally be skeptical in taking on new information. There can be exceptions of course, especially in light of the participants' past training experiences, so it is important for the trainer to understand how credibility is established along the skeptical versus trusting spectrum.



Counselors

The Thinking-oriented, People-focused learner

(1 of 7 participants)

Janelle Fromm

Planning Your Introduction

Length/Detail:

Provide a clear and detailed structure for the course. Include frequent breaks, providing an opportunity for social interaction and group discussion. Be sure to provide clarity about what to expect and allow for questions and conversations regarding the content.

People:

Make a point to emphasize how the training equips participants to support their teams/organizations and show how participants can meet people's needs and development opportunities.

Content:

Emphasize the opportunity for personal growth based on how the course uses proven and well-accepted methods or models. Make a point of giving some background about the legitimacy of the content.

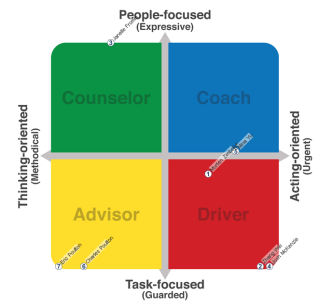
Connection:

Establish credibility through a detailed background about yourself, referring to specific people or groups you have trained, or respected experts whose models and research you use.

Planning Your Delivery

- Don't rush the learning. Provide Counselors with a learning experience that is sequential, allowing the opportunity to analyze and reflect on each 'step' as they complete the learning.
- For each concept, start with background, facts, examples, logic and case studies, and build upon the layers of knowledge to work toward a thorough understanding. Counselors will often appreciate a brief background about the 'who', 'how' and 'why' of the development, as well as evidence to support the concept being taught.
- Allow Counselors the time to review materials, undertake a personal reflection, or analyze the content in pairs before simply moving on to the next topic.

Because Counselors have a strong people focus, be sure to structure case studies and activities around the personal benefit. Provide case studies referring to leaders they respect and offer significant depth and detail in the practical application of key concepts.



Counselors (continued)

The Thinking-oriented, People-focused Learner


Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Counselors will generally prefer when the training proceeds at a more measured pace – that is, methodically proceeding at a pace that allows for everyone to remain on the same page (and no one falls behind). There can be exceptions, so it is important to look at how the Counselor participants score on the measured versus intense spectrum.

Janelle Fromm *Measured*  *Intense*


Learning Dimension: Decision-making

While most participants will learn through a combination of approaches, some may be more comfortable with careful analysis while others may be more comfortable leveraging their experience and gut instinct. In preparing and presenting content, it is helpful for the trainer to recognize participants' preferences for details (analytical) versus their preference for the big picture (intuitive).

Janelle Fromm *Analytical*  *Intuitive*

Learning Dimension: Self-protection

While most participants will tend to balance trust in the intentions of others (in this case, the trainer and fellow participants) with a need to scrutinize and investigate, Counselors will generally give others the benefit of the doubt. There can be exceptions of course, especially in light of the participants' past training experiences, so it is important for the trainer to understand how credibility is established along the skeptical versus trusting spectrum.

Janelle Fromm *Skeptical*  *Trusting*

Coaches

The Acting-oriented, People-focused learner

(1 of 7 participants)

Mina Yu

Planning Your Introduction

Length/Detail:

Provide an overview to summarize the content and its flow. Emphasize the outcomes, and keep any lecture presentation short – get to the activities as quickly as possible.

People:

Be sure to introduce course concepts and practices in light of their impact on people. Encourage collaboration and interaction among participants.

Content:

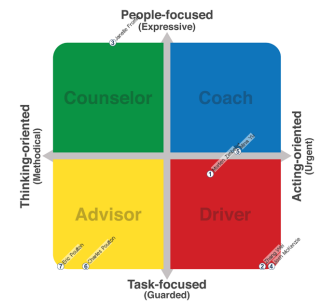
Describe the big picture expectations and then support with interactive activities that allow for teamwork. Discuss the broader purpose for the course concepts.

Connection:

Establish credibility through a discussion of participants' backgrounds (yours and theirs). Include case examples to show the potential impact of the training.

Planning Your Delivery

- Pick up the pace for the Coaches. They are active (learn by doing) and global (prefer a big picture view) learners, but as sensing learners they still want some support for their decision-making. Coaches are fast paced, like to interact and look forward to 'what's next'. They tend to jump ahead.
- Adjust your activities and case studies (much like the people-focused Counselors) to be focused on people – only with these learners will you get great participation with less details; you'll need to give Coaches a goal or outcome to focus their efforts.
- Be sure not to spend too much time on background, details and the development journey that got to this point. Focus more on the big picture and most applicable (not theoretical) facts.
- Provide case studies referring to leaders they respect, avoiding theory and detail, but be sure you offer persuasive evidence to help gain their buy-in.



Coaches (continued)

The Acting-oriented, People-focused Learner

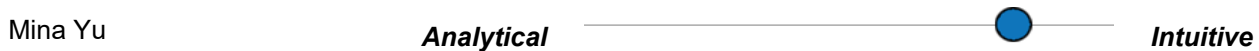
Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Coaches will generally prefer when the training proceeds at a more intense pace – that is, urgently proceeding at a pace that gets to the finish line rather quickly (with much celebration). There can be exceptions, so it is important to look at how the Coach participants score on the measured versus intense spectrum.



Learning Dimension: Decision-making

While most participants will learn through a combination of analytical and intuitive approaches, some may be more comfortable taking on new information only through careful analysis while others may be more comfortable leveraging their experience and gut instinct. In preparing and presenting content, it is helpful for the trainer to recognize participants' preferences for details (analytical) versus their preference for the big picture (intuitive).



Learning Dimension: Self-protection

While most participants will tend to balance a tendency to trust the intentions of others (in this case, the trainer and fellow participants) with a need to scrutinize and investigate, Coaches will generally give others the benefit of the doubt. There can be exceptions of course, especially in light of the participants' past training experiences, so it is important for the trainer to understand how credibility is established along the skeptical versus trusting spectrum.



Advisors

The Thinking-oriented, Task-focused learner

(2 of 7 participants)

Charles Poulton, Eric Poulton

Planning Your Introduction

Length/Detail:

Provide a thorough and detailed background about your experience and credentials to facilitate the course. Provide evidence of your expertise and specific evidence to support the credibility of concepts and practices to be explored.

People:

For the Advisor, clarity, measurements and process are needed to reduce uncertainty. So, be sure to emphasize the quality and validity of the content, rather than personal persuasion.

Content:

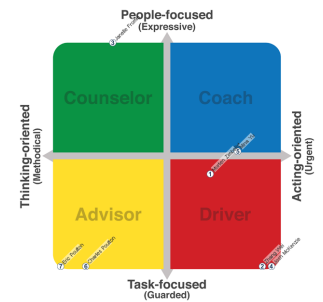
Be very deliberate and intentional in working through each learning outcome. Avoid rushing through or altering the flow of the content once outlined. Allow for scrutiny and detailed questions to be addressed.

Connection:

Advisors will connect with you best when you encourage their methodical approach and allow ample opportunity for individualized problem solving.

Planning Your Delivery

- Don't rush the training. Provide them with a learning experience that is sequential, allowing the opportunity to analyze and reflect on each 'step' as they complete the learning.
- For each concept, start with a detailed background (facts, examples, logic and case studies) and then build upon the layers of knowledge to promote understanding. Advisors will require ambiguity and risk to be minimized before adopting new concepts or practices.
- Allow Advisors the time to review materials, contemplate applications and scrutinize alternatives before simply moving on to the next topic.
- Provide factual examples and case studies that show how the learning will improve specific competencies relevant to their work.



Advisors (continued)

The Thinking-oriented, Task-focused Learner

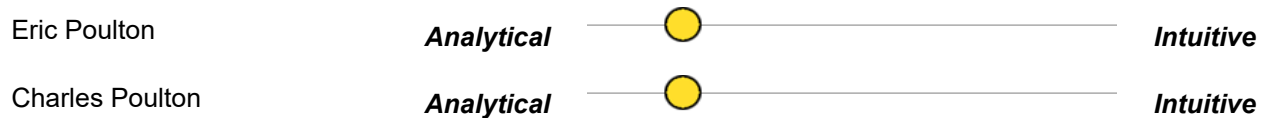
Learning Dimension: Intensity

While most participants will learn at a more balanced pace (somewhere between measured and intense), Advisors will generally prefer when the training proceeds at a more measured pace – that is, methodically proceeding at a pace that allows for questions and follow-up (“dotting the I’s and crossing the T’s”). There can be exceptions, so it is important to look at how the Advisor participants score on the measured versus intense spectrum.



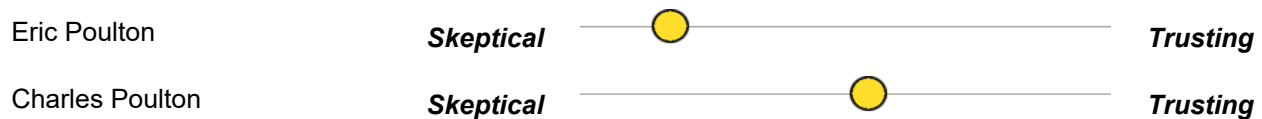
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Learning Dimension: Self-protection

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Part 2: Facilitation Tips

Having recognized the participants' styles, and learned the markers of all four profiles, the following recommendations will equip you to facilitate learning most effectively. Whether building rapport with new learners or discussing a challenging topic with a participant, communication can be enhanced when you learn to adapt to or mirror the four profiles. Although difficult early on, practice can make the interactions feel more natural – allowing you to recognize, train and coach participants from all four profiles with ease.

The Counselor

Try to

- Focus on building rapport
- Emphasize relationships
- Recognize personal interests

Avoid

- Rushing the conversation
- Using an impersonal tone
- Overlooking emotional impact

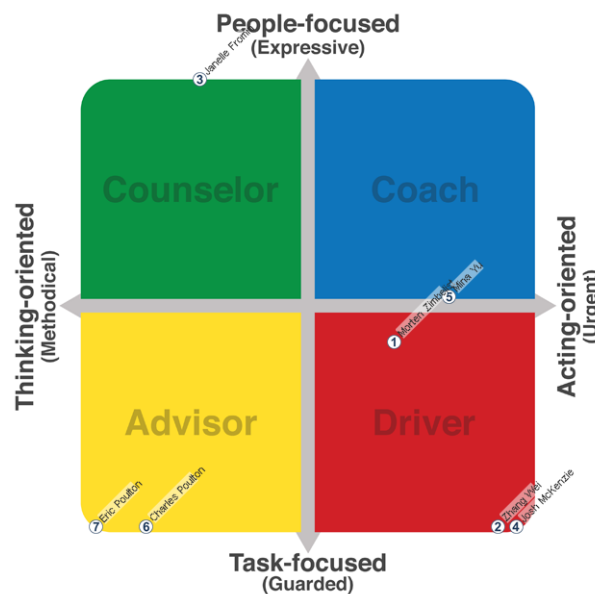
The Coach

Try to

- Focus on the big picture
- Emphasize impact on people
- Encourage brainstorming

Avoid

- Sharing unnecessary details
- Limiting their feedback
- Using an impersonal tone



The Advisor Profile

Try to

- Focus on the details
- Emphasize logic and rationale
- Draw out specific concerns

Avoid

- Using emotional arguments
- Offering vague expectations
- Pushing for a conclusion

The Driver

Try to

- Focus on the bottom line
- Emphasize results
- Be clear and specific

Avoid

- Forcing personal small talk
- Controlling the conversation
- Challenging their position

Facilitation Tips (continued)

There can be moments in a course where participation has dropped, or you need to 'auto-volunteer' a participant to provide the contribution or energy that regains momentum.

Tip 1: Who do I ask to kick off the conversation?

If you are at the early stages of a concept – go to a global learner – A Driver or a Coach on the right side of the grid.

Coaches: *Mina Yu*

Drivers: *Morten Zimbelist, Zhang Wei, Josh McKenzie*

If this is a conversation toward a wrap-up of a topic, you'll often get new insights from Counselors and Advisors on the left side of the grid.

Counselors: *Janelle Fromm*

Advisors: *Charles Poulton, Eric Poulton*

Tip 2: Who do I pick to give a balancing point of view?

Select one or two participants from differing corners of the grid.

Coaches: *Mina Yu*

Drivers: *Morten Zimbelist, Zhang Wei, Josh McKenzie*

Counselors: *Janelle Fromm*

Advisors: *Charles Poulton, Eric Poulton*

If this is a new topic, you'll most likely get a better response from the global learners on the right side of the grid.

Coaches: *Mina Yu*

Drivers: *Morten Zimbelist, Zhang Wei, Josh McKenzie*

If this is further along in the development of a topic, reflective learners have had a chance to absorb, analyze and reflect, so you'll often get a great response from them.

Counselors: *Janelle Fromm*

Advisors: *Charles Poulton, Eric Poulton*

Tip 3: Who do I ask to review a concept after a break or at the conclusion of an activity?

This is often where the reflective learners shine and are more likely to contribute.

Counselors: *Janelle Fromm*

Advisors: *Charles Poulton, Eric Poulton*

Tip 4: Who do I pick for role plays and to lead discussion?

Active learners are more frequently happy to do role plays, and therefore the class may gain more material for the reflective learners to use for analysis and discussion.

Coaches: *Mina Yu*

Drivers: *Morten Zimbelist, Zhang Wei, Josh McKenzie*

Tip 5: Who do I ask for an opinion straight up?

Coaches: *Mina Yu*

Drivers: *Morten Zimbelist, Zhang Wei, Josh McKenzie*

Tip 6: Who do I need to monitor for engagement, to make sure they get a chance to contribute?

Counselors: *Janelle Fromm*

Advisors: *Charles Poulton, Eric Poulton*

Tip 7: Who do I need to manage as a facilitator (to moderate their contribution to give others a chance)?

Most commonly the Drivers and Coaches will have the most to say. So make sure you manage them to moderate their input.

Coaches: *Mina Yu*

Drivers: *Morten Zimbelist, Zhang Wei, Josh McKenzie*

Conversely, be sure you solicit input from the Counselors and Advisors, especially once they have had a chance to reflect on the content (people will often be surprised at their insights).

Counselors: *Janelle Fromm*

Advisors: *Charles Poulton, Eric Poulton*

Contact Information

For more information regarding the REACH suite of products and services available to help you develop and coach high performers, please contact your REACH Partner:



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Important Note

The information contained herein describes certain behavioral preferences and tendencies derived from the participants' self-reporting. While such patterns of behavior tend to be consistent over time, these can change based on circumstances beyond the scope of what has been measured by this survey. Therefore, this information does not represent a comprehensive measure of psychological traits, nor does it claim to represent a prediction of future behavior. No part of this information is intended to convey a psychological, medical, or psychiatric evaluation, and in no way is this information intended to convey an evaluation of employability. This information is intended to provide insight that is useful in coaching, team-building, and other aspects of professional development and training. No employment decision should be made based, in whole or in part, on the results contained herein, and no indication of suitability for employment should be inferred or implied based on the REACH Culture Survey.