

## PRE-WORKSHOP ASSIGNMENT

### THE HARDY EDUCATIONAL LEARNING PROFILE

Prior to attending the Facilitation Skills for Managers workshop, you are to complete the Hardy Educational Learning Profile (HELP). This is an adult cognitive learning style instrument developed by two professional educators: Christopher Hardy, Ph.D., and Susan Hardy. The HELP is one of the most reliable and valid instruments available. It has undergone in-depth psychometrics and multivariate analysis. This means that the HELP measures what it is intended to measure and that you can have confidence in the accuracy of your profile.

The HELP constructs are derived from the theories of Jung, Osgood, Ashcraft, and Vygotsky and incorporated in a modern, easy to understand, information-processing framework. The profile measures how you prefer to:

- √ Interact or approach a learning situation or source of information using inner or outer focus
- √ Acquire information with a concrete or abstract perception
- √ Process that information with an objective or subjective decision-based function.

Your profile will indicate your general preference for the way you like to learn, understand, and make sense of things based on your total scores.

The HELP is self-administered and self-scored with an average administration time of 7 minutes for the worksheet and 10 minutes to score. It is comprised of a worksheet, score sheets, and a Learning Profile Descriptions sheet. The HELP consists of three sets of 10 paired word choices. You select between word choices according to your preference. There are no right or wrong answers or profiles. Discovering your unique style of learning and understanding the style of others will help you in your role as a facilitator.

Please take a few minutes to fill out and score this instrument. **Make sure to bring this packet of material with you when you attend the Facilitation Skills for Managers workshop.**

## EXERCISE: THE HARDY EDUCATIONAL LEARNING PROFILE (HELP)

**Purpose:** To determine your learning profile.

### Worksheet

Circle the appropriate block between each word pair based on your preference.  
Consider each pair carefully. Think of the meaning (not the sound).

Example:

FAR

a	b	c	d	E	f
---	---	---	---	---	---

CLOSE

(The closer to the word, the greater your preference and vice versa.)

**A) INTERACTION:** Your preferences for words or meanings which best describe your approach to interaction to most situations:

ACTION  
OUTGOING  
CALM  
HASTY  
ALONE  
VERBAL  
DOING  
LISTENING  
OUTWARD  
ACTING

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z	aa	ab	ac	ad
ae	af	ag	ah	ai	aj
ak	al	am	an	ao	ap
aq	ar	as	at	au	av
aw	ax	ay	az	ba	bb
bc	bd	be	bf	bg	bh

REFLECTION  
RESERVED  
ACTIVE  
HESITANT  
CROWD  
NONVERBAL  
REHEARSING  
TALKING  
INWARD  
WATCHING

**B) GATHER INFORMATION:** Your preferences for words or meanings which best describe how you like to gather information or perceive things:

FACTS  
HORIZON  
REAL  
DETAIL  
CONCEPTUAL  
LITERAL  
SPECIFICS  
ESTIMATE  
PRESENT  
ABSTRACT

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z	aa	ab	ac	ad
ae	af	ag	ah	ai	aj
ak	al	am	an	ao	ap
aq	ar	as	at	au	av
aw	ax	ay	az	ba	bb
bc	bd	be	bf	bg	bh

THEORIES  
NEARBY  
IMAGINATION  
GLOBAL  
FACTUAL  
FIGURATIVE  
POSSIBILITIES  
PRECISE  
FUTURE  
CONCRETE

**C) PROCESS INFORMATION:** Your preferences for words or meanings which best describe how you like to process information or make decisions:

LOGIC  
RATIONAL  
SENTIMENT  
ANALYTIC  
PERSONAL  
THOUGHTFUL  
HELPFUL  
EVIDENCE  
REASONS  
BELIEF

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z	aa	ab	ac	ad
ae	af	ag	ah	ai	aj
ak	al	am	an	ao	ap
aq	ar	as	at	au	av
aw	ax	ay	az	ba	bb
bc	bd	be	bf	bg	bh

VALUES  
COMPASSION  
PRAGMATIC  
CONSIDERATE  
IMPERSONAL  
PRACTICAL  
SENSIBLE  
FAITH  
FEELINGS  
PROOF

## EXERCISE: THE HARDY EDUCATIONAL LEARNING PROFILE (HELP), CONTINUED

### Scoring – Four Steps

**Step 1.** On the previous page (worksheet) look at the small letters in the blocks you circled. Then find the corresponding small letters in each of the three columns below, and circle the numbers or values next to these small letters.

**For example:** If you circled the block “a” in the first section A), on the HELP worksheet, you would mark or circle the value “6” next to the “a” in the column “A” below.

a	<b>6</b>	ae	6
b	5		

(Within each column A), B), and C) below, you should finish with 10 values circled.)

A) INTERACTION			
Block #	Value	Block #	Value
a	6	ae	6
b	5	af	5
c	4	ag	4
d	3	ah	3
e	2	ai	2
f	1	aj	1
g	6	ak	6
h	5	al	5
i	4	am	4
j	3	an	3
k	2	ao	2
l	1	ap	1
m	1	aq	1
n	2	ar	2
o	3	as	3
p	4	at	4
q	5	au	5
r	6	av	6
s	6	aw	6
t	5	ax	5
u	4	ay	4
v	3	az	3
w	2	ba	2
x	1	bb	1
y	1	bc	6
z	2	bd	5
aa	3	be	4
ab	4	bf	3
ac	5	bg	2
ad	6	bh	1

B) GATHER INFORMATION			
Block #	Value	Block #	Value
a	6	ae	6
b	5	af	5
c	4	ag	4
d	3	ah	3
e	2	ai	2
f	1	aj	1
g	1	ak	6
h	2	al	5
i	3	am	4
j	4	an	3
k	5	ao	2
l	6	ap	1
m	6	aq	1
n	5	ar	2
o	4	as	3
p	3	at	4
q	2	au	5
r	1	av	6
s	6	aw	6
t	5	ax	5
u	4	ay	4
v	3	az	3
w	2	ba	2
x	1	bb	1
y	1	bc	1
z	2	bd	2
aa	3	be	3
ab	4	bf	4
ac	5	bg	5
ad	6	bh	6

C) PROCESS INFORMATION			
Block #	Value	Block #	Value
a	6	ae	1
b	5	af	2
c	4	ag	3
d	3	ah	4
e	2	ai	5
f	1	aj	6
g	6	ak	1
h	5	al	2
i	4	am	3
j	3	an	4
k	2	ao	5
l	1	ap	6
m	1	aq	6
n	2	ar	5
o	3	as	4
p	4	at	3
q	5	au	2
r	6	av	1
s	6	aw	6
t	5	ax	5
u	4	ay	4
v	3	az	3
w	2	ba	2
x	1	bb	1
y	1	bc	1
z	2	bd	2
aa	3	be	3
ab	4	bf	4
ac	5	bg	5
ad	6	bh	6

**Step 2.** After circling all your associated values, total them as instructed below.

<p>A) Total the 10 circled values above to obtain the “Outer” score.</p> <p align="center"><b>Outer =</b></p> <p>Subtract “Outer” total from 70. (70 – total = “Inner” score)</p> <p align="center"><b>Inner =</b></p>
--

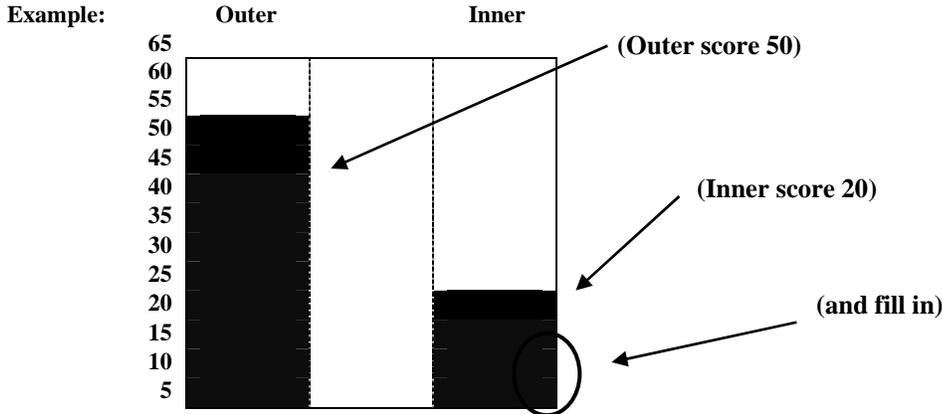
<p>B) Total the 10 circled values above to obtain the “Concrete” score.</p> <p align="center"><b>Concrete =</b></p> <p>Subtract “Concrete” total from 70. (70 – total = “Abstract” score)</p> <p align="center"><b>Abstract =</b></p>
---

<p>C) Total the 10 circled values above to obtain the “Objective” score.</p> <p align="center"><b>Objective =</b></p> <p>Subtract “Objective” total from 70. (70 – total = “Subjective” score)</p> <p align="center"><b>Subjective =</b></p>
--

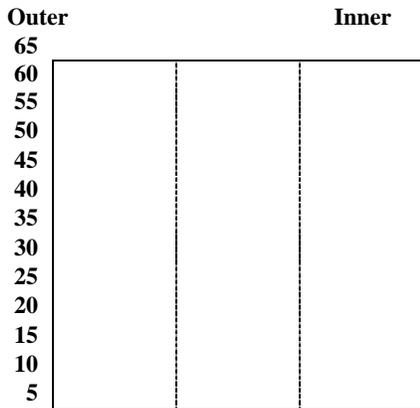
## EXERCISE: THE HARDY EDUCATIONAL LEARNING PROFILE (HELP), CONTINUED

### Scoring – Four Steps (continued)

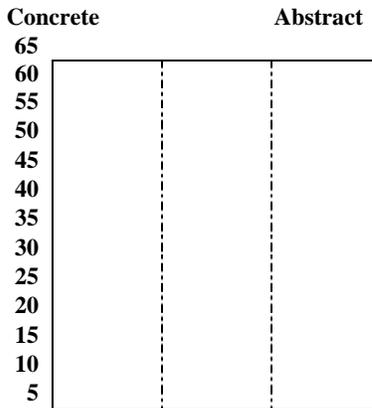
**Step 3.** To determine your Learning Profile, plot the bar graphs in A), B), and C). See example for A) below:



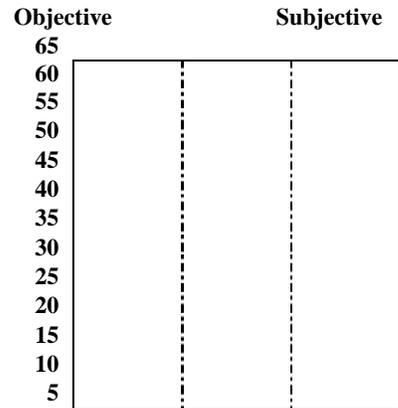
A) INTERACTION



B) GATHER INFORMATION



C) PROCESS INFORMATION



**Step 4.** Next, in the box below, write the word which represents the larger score from each graph.

For example:

A) INTERACTION

B) GATHER INFORMATION

C) PROCESS INFORMATION

WRITE:

*Outer*

*Abstract*

*Objective*

(Or whichever in each pair is larger; for ties write both words.)

A) INTERACTION	B) GATHER INFORMATION	C) PROCESS INFORMATION
_____ / _____	_____	_____

This (above) is your learning profile.

Go to the next page to learn more about it.

**EXERCISE: THE HARDY EDUCATIONAL LEARNING PROFILE (HELP), CONTINUED**

**Learning Profile Descriptions**

**Instructions:** Look at the box with your learning profile from the previous page. Match the word or words from your profile to the profile description in A), B), and C) below. Easy as ABC!

**A) Interaction, approach, or information source for learning**

**Outer:**

- Social and open.
- You are observably outgoing and verbal.
- You like to discuss and debate.
- Action and doing with others describe your learning preferences.

**Inner:**

- Introspective and contemplative.
- You are observably reserved and nonverbal.
- You like to reflect and listen.
- Watching and reflecting describe your learning preferences.

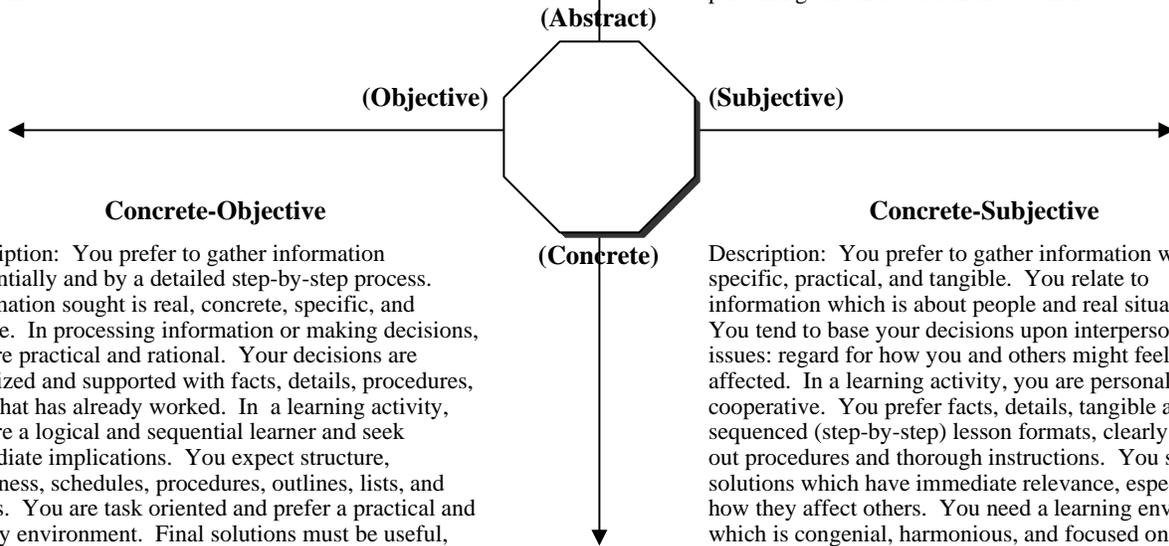
**B) and C) Gathering and processing information during learning activities**

**Abstract-Objective**

Description: You prefer gathering information through seeing the whole picture or conceptual framework; both global and theoretical. You also like to connect information to your conceptual perspective seeing its relationships and possibilities. In processing or making decisions, you seek solutions; in doing so, you are strategic, practical, rational, analytic, and impersonal. Your perspective is generally long-ranged. In a learning activity, you have a need to understand the overall purpose, its relevance to your worldview, and its significance. You are curious and conceptually associative. You prefer reason and logic in explanations and are analytic and deliberate in expressing your final decisions.

**Abstract-Subjective**

Description: You prefer to gather information, seeking possibilities and seeing conceptual aspects and patterns. You relate to information that is figurative, abstract, and interpretable for its future possibilities. Your decisions are based on empathetic insight, compassion, and consideration. Your perspective is conceptual and global. In a learning activity, you require and seek new, potentially rewarding, and exciting information. You prefer helping, coaching, and cooperating. In making important decisions, you are steadfast and committed to your ideas and values in consideration of others and self for the common good. Learning should be in a harmonious setting and be seen as applicable to your personal goals and as a benefit to others.



**Concrete-Objective**

Description: You prefer to gather information sequentially and by a detailed step-by-step process. Information sought is real, concrete, specific, and precise. In processing information or making decisions, you are practical and rational. Your decisions are organized and supported with facts, details, procedures, and what has already worked. In a learning activity, you are a logical and sequential learner and seek immediate implications. You expect structure, timeliness, schedules, procedures, outlines, lists, and details. You are task oriented and prefer a practical and orderly environment. Final solutions must be useful, functional, substantial, definite, and tangible.

**Concrete-Subjective**

Description: You prefer to gather information which is specific, practical, and tangible. You relate to information which is about people and real situations. You tend to base your decisions upon interpersonal issues: regard for how you and others might feel and be affected. In a learning activity, you are personal and cooperative. You prefer facts, details, tangible aids, sequenced (step-by-step) lesson formats, clearly spelled-out procedures and thorough instructions. You seek solutions which have immediate relevance, especially in how they affect others. You need a learning environment which is congenial, harmonious, and focused on clear, present, and personal outcomes.