



Disruptive Personalities Worksheet

Directions: Complete the worksheet below by identifying additional potential reasons for the behaviors exhibited by the personality types listed on the left. Some reasons may apply to more than one personality type. Also, think of additional disruptive personalities not listed and add them to the end of the worksheet.

Personality	Possible Reasons for Behavior
Expert/Know-it-All	<ul style="list-style-type: none"> • Is well-informed and enthusiastic about sharing information • May feel that the instructor is not properly covering the subject matter • May feel superior to the instructor in knowledge and/or experience • Honestly wants to help the class learn the content • May feel frustrated with peers who are not as knowledgeable
Challenger/Skeptic	<ul style="list-style-type: none"> • May feel they have to prove something • May not believe the training is useful or necessary • May feel superior to the instructor in knowledge and/or experience • May be naturally confrontational • Personal experiences may be contradictory to content
"Lost" Student (overwhelmed)	<ul style="list-style-type: none"> • May lack confidence in his/her ability • Possibly distracted by internal or external factors that prevent understanding • May lack the background knowledge necessary for success with the course • May feel pace of course is too fast and he/she cannot keep up • Missed a critical piece of information that prevents later understanding
Non-Participating Student	<ul style="list-style-type: none"> • Is naturally shy • Uncomfortable in the learning environment • Afraid to speak in public • Does not know the material • Lack of confidence in self or content
Socializer	<ul style="list-style-type: none"> • May not think the training is useful • Honestly might be trying to help neighbors understand content • Might be clarifying points from instruction for neighbors • Might be reconnecting with a previous co-worker and not realize the disruption • Could be flirting
Class Clown	<ul style="list-style-type: none"> • Is humorous by nature • Is not engaged in training • Naturally seeks attention from others • Might compensate for lack of knowledge with humor • May feel superior to the instructor in knowledge and/or experience
Sleeper	<ul style="list-style-type: none"> • May feel the pace is too slow • May be ill • Might have a newborn at home • Could have taken the course previously • May normally work another shift

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Side Conversationalist	<ul style="list-style-type: none"> • May be confused or providing explanations about the material • Honestly wants to help the class learn the content • May have expertise in the content • Might be reconnecting with a previous co-worker and not realize the disruption • May be lost in the content
Tardy Student	<ul style="list-style-type: none"> • May have been up ill all night • May be taking care of sick family member or newborn child • May have had car trouble • May not think training is important • May not have known that he/she needed to be in the training
Multi-tasker	<ul style="list-style-type: none"> • May need to keep themselves occupied with other things in order to focus • May feel the pace is too slow • Possibly was not relieved of normal duties to attend the class • Might be socializing • Could have a deadline that was not moved and expected to be met despite class
	<ul style="list-style-type: none"> • • • • •
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Save this worksheet in your portfolio for future reference as to the potential motivations behind these disruptive behaviors.

Remember, identifying and addressing the reason behind the behavior will help maintain a constructive learning environment for all students.

