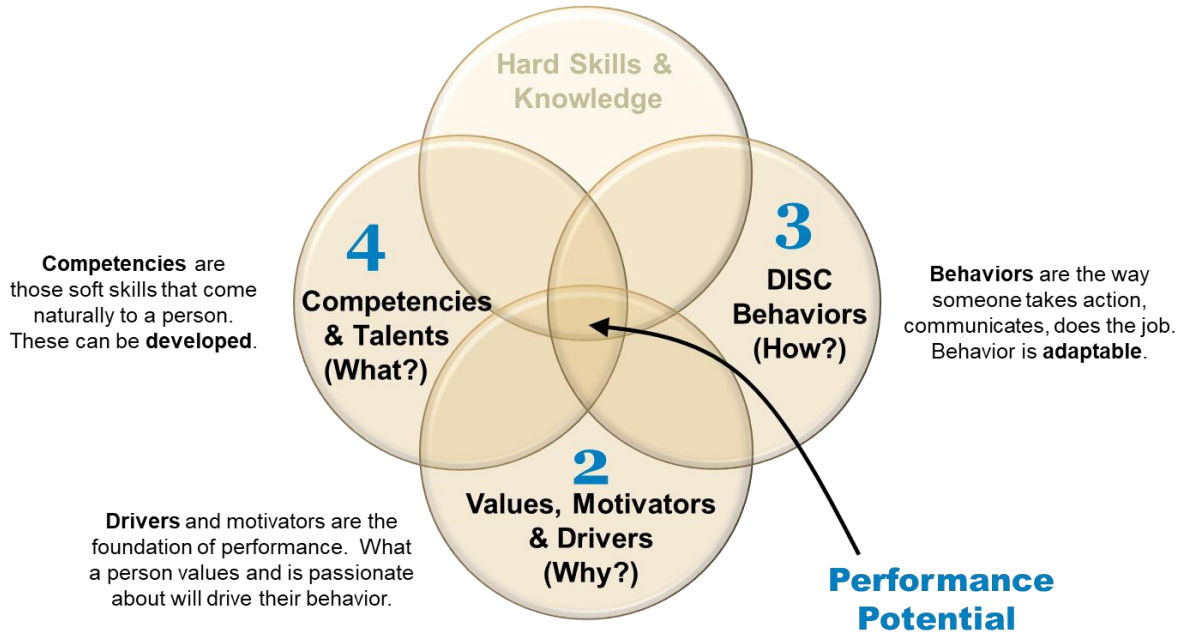


TRIMETRIX-HD™ DEBRIEFING GUIDE

The first thing to give your participant is a context for understanding the four assessments they completed. This Performance and Hiring Model helps explain the difference.

Hard Skills are the least likely to guarantee performance. They are important but they are also **easily taught** if the drive, behavior and talent is already in place.



1

Acumen (Can?)

Acumen measures a person's capacity to think clearly. What they think about is above, how they think about what they think about is found here.

1. **Acumen (Can?)** measures a person's capacity to think clearly in the outside world (External World View) and inside world (Internal Self View).
2. **Values, Motivators & Drivers (Why?)** are the foundation of performance. What a person values and is passionate about will motivate them and drive their behavior. Although these may change over-time through significant, emotional events, they are **not adaptable**.
3. **DISC Behaviors (How?)** are the way someone takes action, communicates, and does the job. Behavior is **flexible and adaptable**.
4. **Competencies (What?)** are those soft skills that either come naturally to a person or are learned through their life/work experience. These can be **developed** through training and coaching.
5. **Hard Skills and Knowledge** are the least likely to guarantee performance. They are important but they are also **easily learned** if the motivation and behavior is already in place.

In order to easily debrief the results of the four assessments, direct the participant to the **Multigraph page** on the last page of the assessment. You can open with something like this:

"Thank you for taking the time to complete this TriMetrix Assessment. So you can get the most out of your results, we will debrief the report at a high-level and you can ask any questions you may have.

If you read through your report on your own, you may see things that sound a bit contradictory. ("How can I be ambitious and laid back at the same time?") This is because you actually completed four unique assessments that measure different aspects of performance that all work together.

To better understand the four assessments, let's look at the last page of your report and discuss what each one measures."

At this point you can write: How, Why, What and Can on the graphs to distinguish and explain what each graph measures.



Depending on who you are debriefing and for what purpose, you may change the order of your debriefing (which graph you start with).

- **If you are debriefing someone with High Acumen scores** (above 80% average World View, 70% average Self View), you can begin with the Acumen and follow the graphs counter-clockwise (1 Acumen, 2 Motivators, 3 Behaviors, then 4 Competencies) which correlates to the Performance & Hiring Model's order.
- **If you are debriefing someone with Low Acumen scores**, or you're not as comfortable explaining the Acumen graph, or you're with someone who may be a bit skeptical about assessment tools or this process, begin with DISC! (Even though the Acumen and Values/Motivators assessments are the foundation of performance and ultimately more important than the Behaviors, DISC is easier to learn, easier to teach and most people buy-in to DISC easily.) The move to Motivators, Competencies, and end with Acumen.

1. Review Objectives

- A. Discuss what the participant would like to get out of the debriefing process.
- B. Tailor the session to the participant's objectives.
- C. Tailor the session to the participant's style (i.e. High C's like a lot of details, High D's like the bottom-line.)
- D. Tailor the session to the participant's Motivators (i.e. High Theoretical likes knowledge, High Utilitarian wants ROI.)
- E. Remind the participant that they can disagree with any part of the analysis.

2. DISC ASSESSMENT - Refer to the DISC Graphs (upper left)

- A. Write "Most Changeable" next to Adapted Graph (changes with environment)
- B. Write "Least Changeable" next to Natural Graph (changes only with a Significant Emotional Event)
- C. Review the **Natural Graph**
 - i. Unconscious behavior
 - ii. You - "The Real You" - under stress - at home
 - iii. Core Behavioral Design
- D. Review the **Adapted Graph**
 - i. Conscious behavior
 - ii. "My Mask at Work"
 - iii. Adapted
- E. Review **D-I-S-C** (You may want to use the DISC Descriptors page to review the factors)
 - i. D: Dominance
 - ii. I: Influence
 - iii. S: Steadiness
 - iv. C: Compliance
- F. Determine **Core Style** and circle it (highest percentage point on Natural Graph II)
 - i. Compare Adapted Graph I and Natural Graph II
 - ii. Highlight differences of 20% or more
 1. Look at each factor
 2. Bottom of graph is 0%, midline 50%, top is 100%
 3. Discuss differences
- G. Review emotions of each of the four factors above and below the Energy Line
 - i. D factor: Anger - Quick to/Slow to
 - ii. I factor: Trust/Distrust
 - iii. S factor: Non-emotional/Emotional
 - iv. C factor: Fear-pessimism/Trust and Optimism

3. MOTIVATORS ASSESSMENT – Refer to the Motivators Graph (upper right)

- A. The horizontal axis lists each of the six Motivators:
- | | | |
|--------------------------|------------------------------|--------------------------|
| The = Theoretical | Uti = Utilitarian | Aes = Aesthetic |
| Soc = Social | Ind = Individualistic | Tra = Traditional |
- B. Explain the six Motivators in order of how they ranked for the participant.
- The top two are their **Passionate** motivators and will compel them to action
 - The middle two are **Situational** motivators and may or may not be driving their actions currently
 - The bottom two are **Indifferent** and may even repel them
- C. The blue bar line (—) in the graph indicates the National Mean for that particular Motivator. (Note the National Mean varies for each of the six Motivators.) By comparing the individual with the National Mean, information is gained in two areas:
- How the individual will perceive others.
 - How others will perceive the individual.

4. COMPETENCIES ASSESSMENT – Refer to the Personal Skills Ranking Graph (bottom left)

- A. Explain that this graph measures 25 soft skills that they have developed throughout their life and career. Their ranking in this graph is based on where the person scores compared to the mainstream – not their actual score (that can be found further up in the assessment).
- B. The shaded area that contains the numbers 1-25 measures:
- Dark shading** – Well Developed skills
 - Medium shading** – Developed skills
 - Light shading** – Somewhat Developed skills
 - No shading** – Not Developed skills
- C. When reviewing their skills, begin with those that they've Well Developed and Developed and ask them if they agree. Then review their Somewhat Developed and Not Developed Skills and ask if they agree. If they disagree with any Skills placement, go to where the skills are listed and read the definition of that competency. Ask them if they are currently exhibiting that skillset and examples of it.
- D. Keep in mind:
- Most people will have a **mix** of all four development categories
 - Most people will have about 5 to 7 **Well-Developed Skills**
 - Most will have 14 to 16 skills that fall in the **Well-Developed and Developed** range
 - Most people will have at least a few **Not Developed** skills
 - If **17 of the 25** are at or above the mean (Well-Developed or Developed), it typically indicates a top performer or possibly an inflated sense of self.
 - If **less than 12** are at or above the mean (Well-Developed or Developed), it can indicate they are lacking in their skillset, newer to the workforce, have well developed hard skills, may have under-rated themselves due to humility or being a "hard-grader" (never give themselves a 5 out of 5).

5. **ACUMEN ASSESSMENT – Refer to the Acumen Graph (bottom right)**

- A. Explain that this graph measures 3 different dimensions (Intrinsic, Extrinsic, Systemic) in 2 different worlds (World View and Self View). It measures the way we think and the way we value in the World around us and within ourselves.
- B. The **Clarity Score** measures how clearly the participant **SEES** that particular dimension.
 - i. High (80 to 100)
 - ii. Medium (60 to 80)
 - iii. Low (40 to 60)
- C. The **Bias** measures how someone **FEELS** about that particular dimension. Positive (over-valued, drawn towards, attraction, optimism), Negative (under-valued, repelled from, avoidance, pessimism), or Neutral (balanced).
- D. Share with the Participant their **scores and biases** and allow them to share where or how these dimensions show up in their lives. (Use the “**Understanding The External/Internal Dimensions/Bias**” pages from Module 10: Introduction to Acumen)
- E. To keep is simple, reference the chart below:

| | WORLD VIEW | | | SELF VIEW | | |
|------------------------|----------------------|--------------------|------------------|---------------|----------------|----------------|
| Top label: | People | Tasks | Systems | Me | Roles | Future |
| Dimension: | Intrinsic | Extrinsic | Systemic | Intrinsic | Extrinsic | Systemic |
| Focus: | Feelings | Doing | Thinking | Being | Doing | Becoming |
| Concerned with: | WHO (Others) | HOW | WHY | WHO (Myself) | HOW | WHY |
| Bottom label: | Understanding Others | Practical Thinking | Systems Judgment | Sense of Self | Role Awareness | Self-Direction |

BENEFITS

- On a blank page, have the participant write down the benefits and value received from this process.
- Ask the participant what actions they may take as a result of this debriefing process (what will they Start, Stop, or Continue?).
- You may want to ask the participant what support or accountability they need in making the changes they've chosen. If support is needed, discuss the next steps available to them.