TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

Behaviors
DEBRIEFING GUIDE

"Never mistake activity for achievement."

–John Wooden

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Tri-Feedback
Where Opportunity Meets Talent®

"If I could live my life over again, I'd like to be the person I could have been but never was."

–George Bernard Shaw

Professional Development

Tri-Feedback is a process developed to ensure respondents get the most out of their TTI SI reports. **Using this process to debrief reports, discussion and feedback is focused on three areas:**

1. **Personal growth of the respondent through self discovery**—helping the respondent to better understand him/herself.
2. **Improving relationships through enhanced communication and understanding**—learning to adapt to others more effectively.
3. **Professional development by aligning individuals with their jobs**—understanding how potential strengths and weaknesses affect on-the-job performance.

Potential Conflict

Within these three areas, there is also potential for conflict. **As such, when applicable, the discussion should also address and attempt to resolve the following:**

1. **Me/Me Conflict**—A conflict within oneself whereby the respondent demonstrates two or more traits that have the potential to pull him/her in different directions.

2. **You/Me Conflict**—A conflict between the respondent and others whereby the respondent demonstrates traits which potentially oppose the traits of others causing tension in relationships.

3. **Me/Job Conflict**—A conflict between the respondent and his/her job whereby the respondent demonstrates or lacks traits that can potentially cause performance-related issues.

Help or Hinder?

With these areas of potential conflict in mind in debriefing a report, for each measurement or statement in a report ask the respondent to consider whether this helps or hinders him/her in achieving both personal and professional goals and in relating to others.

True/False/Edit

As a general method for debriefing any TTI SI assessment tools you should use the "True, False or Edit" approach to all written statements in the reports. **Ask the respondent:**

Which of these statements do you feel are most true and most important for others to understand about you? Highlight or underline applicable statements.

Is there anything here you might want to edit? ***(Sometimes a specific word or phrase may not resonate with the respondent and they would prefer to change it to a synonym to make it more personalized for them.)*** After editing the statement, do you now feel it is true?

Is there anything here you feel might be false? If so, please take the statement first to at least two trusted advisors, peers, friends or family who know you well to see if they, too, would also disagree with the statement, as sometimes we are not fully aware of how others view us.

Using the True, False and Edit approach to all written statements will allow you to have deeper and more meaningful conversations with the respondent.

This symbol △ is used throughout the guide to indicate sections of the report in which Tri-Feedback should be given.

1. Ask, "How does this affect you?"

2. Ask, "How does this affect your relationship with________________________________;
how does the other person affect you?"

3. Ask, "How is your job affected? How does your job affect this?"

Triad Debriefing

In addition to one-on-one debriefing with the respondent, debriefing can also be done in a "triad." ***(The term "triad" is used because there are three people taking part in the debriefing, the facilitator and two respondents.)*** In a triad debrief, two respondents are debriefed in tandem, sharing pertinent information from each other's reports. Debrief each respondent individually prior to a triad debrief. Triad debriefs are used commonly between managers and direct reports.

In debriefing any TTI SI instrument, the process should be conversational whereby you ask relevant questions, listen to the answers and show how the assessment results are illustrating and explaining the respondent's natural tendencies. The over arching goal of a debrief is to provide deeper understanding and insight into the content of the report as well as tie the assessment results to the context of the respondent's personal and professional life.

It is also important to consider the purpose and objectives of the respondent in both taking an assessment and partaking in a debrief, as this may change the process substantially.

Checklist Prior to Meeting

1. Use the respondent debriefing form to organize information prior to and during the debriefing. Identify the individual's behaviors, communicating in the respondent's preferred style.

2. Identify information you may have: behaviors, motivators, skills, acumen, EQ, current job key accountabilities etc.

3. Use the focus area section to be aware of how you need to adapt to best communicate with this individual.

4. Provide a copy of his/her report with a pen/pencil so the individual may make notes.

5. Establish a purpose to the debriefing: improved leadership, increased sales, etc.*

6. Proof the debriefing objectives on the final page of this guide.

7. Create an opportunity to follow up by having him/her weigh how much time he/she is willing to invest towards the goals. If buy-in is created, the individual should want to continue in some fashion.

**NOTE: A debrief is most effective when the individual already has established goals and you can highlight how his/her report content can help or hinder his/her progress. However, this may be unknown to you at this point; therefore, use this debrief as an opportunity to find out what is important to the respondent to ensure time is well spent.*

Respondent Overview Form

Date of Scheduled Debriefing: ____________________
Respondent's Name: ____________________
Respondent's Title: ____________________

Brief Description of Responsibilities: ____________________

Behaviors: ____________________
Motivators: ____________________
Emotional Quotient: ____________________
Dimensional Balance: ____________________
Key Accountabilities: ____________________

Focus Areas (as it relates to above):
Example: *High D, be quick and to the point, don't waste time and give opinions. High Individualistic, show the benefit to them and how it will let them rise above the rest.*

Professional/Personal Goals:

1. ____________________

2. ____________________

3. ____________________

Scheduled Follow Up: ____________________

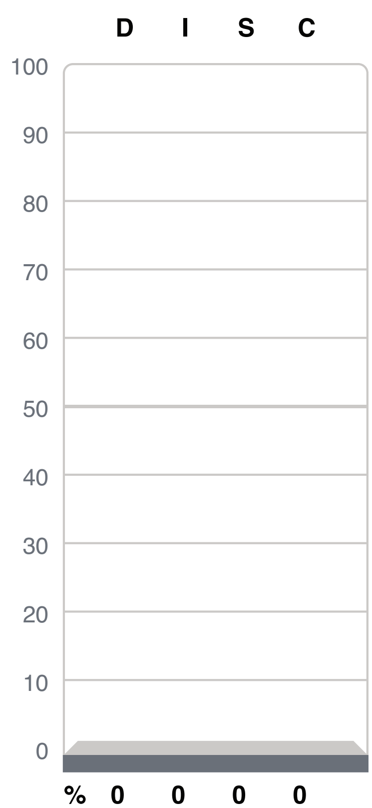
Introduction to Behaviors

"What we've got here is a failure to communicate."

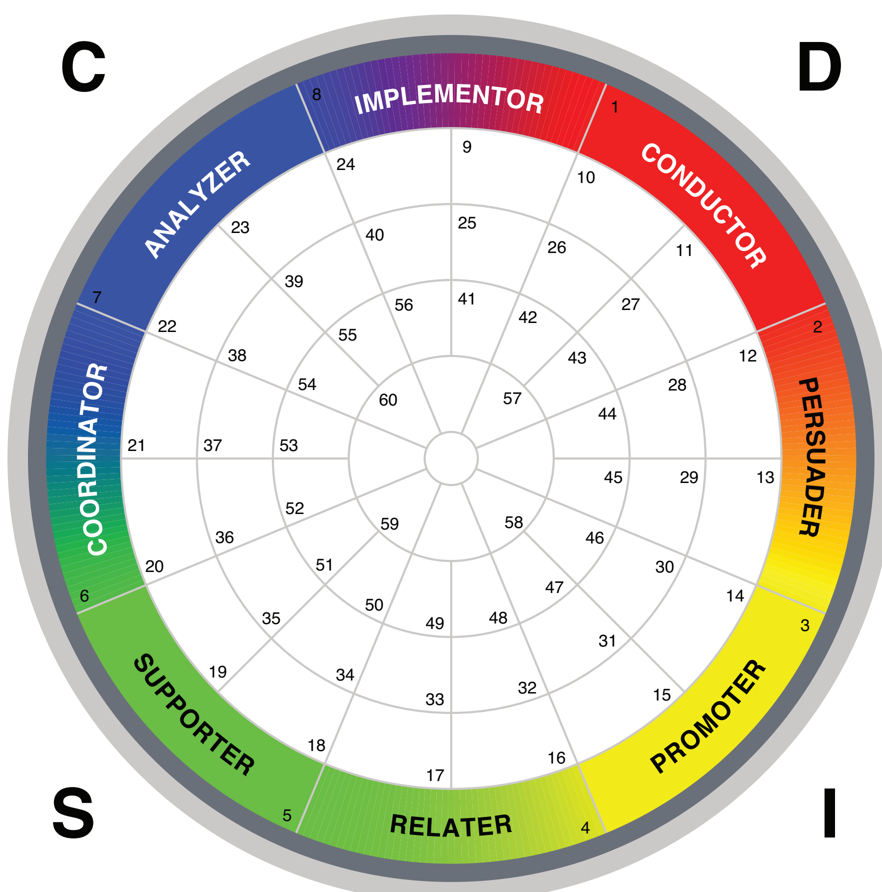
–Cool Hand Luke

In this report we are measuring **D (Dominance)**, **I (Influence)**, **S (Steadiness)**, and **C (Compliance)** or:

- **D** – How you respond to problems and challenges.
- **I** – How you influence people and contacts.
- **S** – How you respond to the pace and consistency.
- **C** – How you respond to procedures and compliance.



Success Insights® Wheel



Please keep in mind BEHAVIORS are how a person prefers to give and receive information. It does NOT tell us how intelligent a person is, their background, experience, etc. With behaviors (DISC), we can make informed assumptions about how a person will behaviorally respond to different situations.

Before we move on, remember there are no good or bad behavioral styles. We all behave differently for different reasons. There are times when certain behaviors are more effective than others. For example, a very detail oriented person who worries about making a mistake will most likely thrive in an environment where being on time is key and being exact is imperative to success.

The three objectives of providing a BEHAVIORS debrief are to assist the respondent to:

1. Identify and appreciate their own behavioral style.
2. Identify and appreciate the behavioral styles of others.
3. Learn to adapt behaviors to create superior performance.

Report Content

Please note that various reports generated from the Style Insights assessment may have different content and sections throughout the report. The behavioral hierarchy and DISC scores are always included no matter which report is used.

Sections will vary throughout reports and may include (additional instructions can be found at the top of each page when available):

- General Characteristics
- Value to Organization
- Checklist for Communicating
- Don’ts on Communicating
- Communications Tips
- Ideal Environment
- Perceptions
- The Absence of a Behavioral Factor
- Descriptors
- Natural & Adapted Style
- Adapted Style
- Keys to Motivating
- Keys to Managing
- Areas for Improvement

OPTION: *If you are experienced with debriefing Behaviors/DISC and/or limited on time, you may skip to the graph pages towards the end of the report to perform an overall debrief of the results.*

Style Insights — The Graphs

Discuss what the two graphs represent. It's a good idea to have the respondent make notes in his/her own report to ensure understanding of DISC. **Start with the Natural Graph.**

Graph II – Natural Graph

1. Explain this graph is who they are **NATURALLY**, a person's basic behavior, the core, the "real you" when in your comfort zone or in high stress situations.

2. Write "Energy Line" next to the 50 on the Natural Graph. Explain scores we consider "high" are above 50 and scores we consider "low" are below 50.

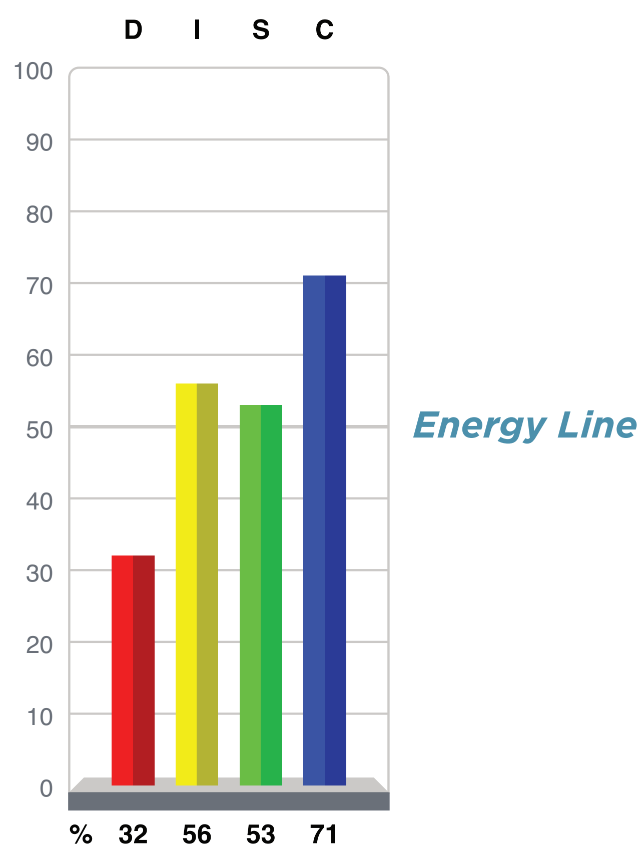
   NOTE: High and low does not mean good or bad.

3. Start with the behavior that is furthest from the Energy Line and explain the emotion, fear, and general characteristics of that behavior.

4. Then explain what their score represents as it relates to that behavior.

5. Repeat steps 3-5 with the next behavior furthest from the line and so on.

When explaining high and low scores, use the following example: *The average height of a person is 5'10", think of that as the 50/ Energy Line. If you see someone walk by who is 5'10", you really don't think they are exceptionally tall or short. However if you see someone who is 7', we tend to take notice of their height; the same could be said of someone who scores 95 "D", it's very noticeable. The opposite also rings true. If you see someone who is 4', we tend to also take notice of their height; the same is said of someone who scores a 10 "D", it's very noticeable. Thus, if someone scores a 75 "D" they are someone who is direct and quick to anger but not as drastic (noticeable) as a 90 "D".*



Graph I – Adapted Graph

1. Explain that this graph is how they are **ADAPTING** when at work, school or a job.

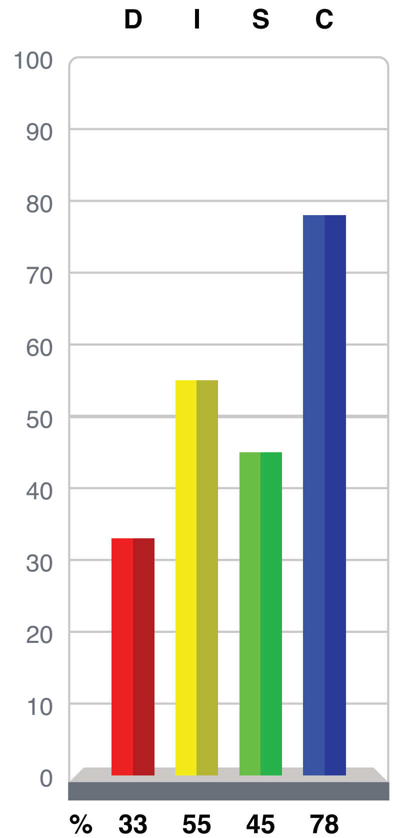
2. Look for the broadest point change(s) from **NATURAL** to **ADAPTED**.

   Example: *The "I" is 80 naturally, but adapts to a 55.*

   Explain **behaviorally** what that represents.

   Example: *80 "I" to a 55 "I" shows that person is still an extrovert who is people focused, but is losing trust and is becoming more skeptical.*

NOTE: Adapting is not always bad and can even be necessary. It's important to establish what's causing the adaptation and if it's getting the best results for the individual. The key to debriefing the graph and report as a whole is to ask open ended questions that require the individual to TELL you what's going on.



The Success Insights Wheel

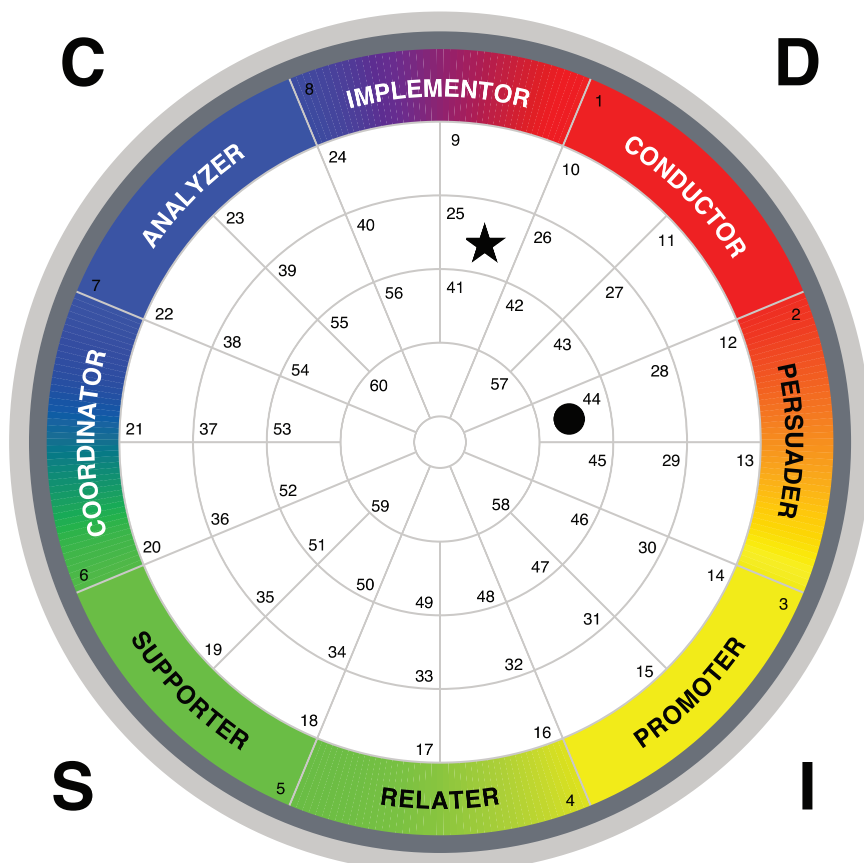
- This is a second representation to view the respondent's D, I, S, and C behaviors in addition to their graphs. The wheel is most effective when viewing multiple people.
- Think of the letters D, I, S, and C as magnets surrounding the wheel. **The higher the score, the stronger the pull.**

Example: *If the individual is naturally 100 "C" and their other natural behaviors are below 50, the natural plot point will pull to the upper left of the wheel towards the letter C, quadrant 7 to be exact. As other behavioral scores rise above 50, the plot point will also be pulled in that direction.*

OPTION: *Run a group wheel to compare the individual to others that have taken a behaviors report. Or ask where they feel their spouse, boss, incumbents, etc might plot. Ask the individual to identify what "weaknesses" these individuals may have; follow up by explaining the strengths of these different behaviors.*

Natural – ●

Adapted – ★



Post Debrief Checklist

1. Did the individual understand/agree with his/her results, strengths and weaknesses?

2. Does the individual understand others and their strengths and weaknesses?

3. Did the individual establish goals or opportunities to improve on their performance? How are you going to assist him/her?

4. Does the individual plan to continue utilizing the information they learned today?
   - If yes, how?
   - If no, why not?

5. Is the individual interested in continuing this development process with this assessment?
   - Another assessment?
   - RX eLearnings?
   - Future one-on-one coaching?
   - Triad debrief with a respected peer?
   - Benchmarking their position?