“Leadership: The art of getting someone else to do something you want done because he wants to do it.”

–Dwight D. Eisenhower
TTI 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

TTI Tri-Feedback is a process developed to ensure respondents get the most out of their TTI 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.

True/False/Edit

As a general method for debriefing any TTI 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.

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.
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 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 overarching 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 Motivators

“There’s always the motivation of wanting to win. Everybody has that. But a champion needs, in their attitude, a motivation above and beyond winning.”

– Pat Riley

In this report, we are measuring six motivators:

- **Theoretical** – Seeks knowledge and information.
- **Utilitarian** – Seeks to maximize time and resources.
- **Aesthetic** – Seeks balance and harmony.
- **Social** – Seeks to help people and causes.
- **Individualistic** – Seeks to obtain authority and power.
- **Traditional** – Seeks a system of living.
Please keep in mind MOTIVATORS are what drives a person and conversely, motivators scores can also indicate drivers to which a person may be indifferent. It does not tell us how intelligent a person is, their background, experience, etc. With motivators, we can make informed assumptions about what a person wants to spend their time and energy on.

Remember with a person’s Motivators, there is no good or bad. We all value things differently. However, if an individual is placed in an environment that satisfies their top two or three motivators, the chance for success greatly increases.

The three objectives of debriefing a MOTIVATORS report are to assist the respondent to:

1. Identify and appreciate what motivates the individual.

2. Identify and appreciate motivators the individual is indifferent to.

3. Establish how the individual’s goals coincide with their motivators.

Report Content

The order of the report content appears in the same order the motivators rank on the individual’s graph. In other words the highest motivator score will appear first, followed by the second, and so on.

Please note various reports containing motivators will change in content of the report. The motivator scores will always be available no matter which report you use.

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

- General Characteristics
- Value to Organization
- Keys to Motivating
- Training, Professional Development and Learning Insights
- Continuous Quality Improvements
- Norms & Comparisons

**OPTION:** If you are experienced with motivators and/or limited on time you may skip to the Graph page toward the end of the report to perform an overall debrief of the results.
The TTI Motivation Insights® Graph

Discuss what the graph represents.
It’s a good idea to have the client make notes in their own report to ensure understanding of motivators. The national means and standard deviations are displayed throughout this report so that you can humanize the respondent’s results with the average person.

1. Explain that this graph shows their six motivators. Ask them to give a personal example of someone they know for each motivator and explain why.

2. ▲ Explain the highest two scores (or three if the they are close in score) are the Motivators they value most and that drive them to action. Refer to the goals on the Respondent Overview Form. Are their goals in line with their motivators?

3. ▲ Explain the lowest two scores are the motivators they will be indifferent to. Ask them to share how they feel about others who score high in these areas. Highlight how these indifferent motivators could be useful to the individual.

OPTION: You may explain motivators with a shopping analogy. Everyone has different habits and buying style; we could divide them into the six motivators.

- Some people buy after thorough research (THE).
- Some people buy to maximize their spending/saving (UTI).
- Some people buy because they enjoy the look or feel (AES).
- Some people buy because it will help others (SOC).
- Some people buy because it will improve their status (IND).
- Some people buy because they’ve always bought the same way (TRA).

We may do things that sound like one motivator; but if you dig deeper and ask WHY the person does something, you would see the connection to another motivator.

Example: Some people who consider themselves stylish dressers actually have low aesthetic scores. Aesthetic is a motivator that demonstrates value to the way things look/feel. However, the stylish dress could be explained because the person scores high in individualistic and dresses to impress rather than for the look/feel.
TTI Motivation Insights Graph

Score Rank | THE. 27 6th | UTI. 43 3rd | AES. 65 1st | SOC. 51 2nd | IND. 30 5th | TRA. 36 4th

national mean Norm 2009
TTI Motivators Wheel™

- This is a second representation to view the respondent’s motivators. The wheel is most effective when viewing multiple people.
- The higher the score, the more color in the slice.

OPTION: Run a Group Wheel to compare the individual to others that have taken a motivators report, or ask where they feel their spouse, boss, incumbents, etc. would appear. Ask the individual to identify issues with the people with who they have conflict.

NOTE: Identifying motivators is different than behaviors. Behaviors you can see within seconds of meeting someone. Motivators are different in that they are not as easily identified. In many cases people are only guessing at what motivates a person. This is a good opportunity to suggest that friends, family and associates take the assessment, too.
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 superior 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?