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How do we use the TrueWiring® assessment instruments in Rock?

Summary: Your installation of Rock includes five assessment instruments that reveal individuals' hard- and soft-wiring. Understanding how to use these tools will save you time and headaches while helping build better and more impactful ministry teams. We will explore how to use these 5 instruments for maximum church effectiveness and Kingdom impact.

Target Audience would be Executive Team with Technical knowledge level 1

Understanding people through assessments

1. Reason for this session **IS** due to:
 - i. A lot of misinformation circulating around assessments
 - ii. A lot of damage done in the name of assessments
 - iii. Assessors often interpret instruments beyond their knowledge base or expertise
 - iv. Start you on the journey of knowing how to use the TW (or any other assessments)
 1. May desire future training...cover that at the end

Contact your IT specialist/Rock Star to learn how to access TW instruments in Rock

2. Primary Purpose of TW assessment instruments?

- a. *To understand our people*
 - i. *They are for understanding people, not recruiting them*
 - b. *To release our people consistent with their wiring*
 - i. *To help them figure how to use their wiring in ministry*
 - ii. *To empower people to know where and how to start*
3. Overview:
- a. What do we need to know about Assessments?
 - b. What do we need to know about Assessors?
 - c. What do Assessors need to know about using Assessment Instruments?

What do we need to know about Assessments?

1. Assessments are methods that evaluate someone's performance in one venue to predict performance in another venue.
2. We use assessments for approximations to save time, effort, money, and collateral damage.
3. Performance is always the best method to demonstrate success--let someone try. But it's also, the most expensive with the greatest potential for collateral damage. For example, *Judges 6—Gideon. The way men drank water was used to predict which ones were most prepared for battle.*
4. Understanding how to deal differently with **Hardware** and **Software**
 - a. **Hardware** scales
 - i. These traits or tendencies tend to be with an individual for the most of their adult lives.
 1. These are the attributes of your personality that remain fairly stable.
 2. They don't change much over time.
 3. Significant emotional experiences can contribute to effectively re-wiring some of your hardware constructs, Most often there is little you can do about changing these personality traits.
 - ii. We all have certain attributes that are hard-wired into us. For hardware scales, there is not a right or wrong, just a difference.
 - a. I loved starting things, but often lost interest before the project came to completion.
 - b. My mother grabbing me by both of my ear lobes and looking me in the eyes...
 - c. Both of my parents valued completion and execution at a stable and consistent pace whereas I just loved starting things.
 - iii. They saw my hardwiring as deficient, I spent the next twenty years attempting to change my hardware.
 - a. I took courses, read books, had accountability,
 - b. I failed more often than not.
 - c. I felt I lacked discipline or discipleship.
 - iv. In my 30's & 40's, I came to realize that I was hard-wired to be an entrepreneur.
 1. I was great at starting things that needed starting
 2. I would often see things that needed to happen long before others.
 3. My hardware scales were not deficient
 4. Rather, they were part of my hardwiring and I needed to develop and manage them the rest of my life.
 - b. **Software** scales
 - i. Software is how we were scripted or sculpted by others
 1. Culture of origin,
 2. Family of origin,
 3. Where we were raised, and how we were raised.
 - ii. Whether consciously or subconsciously, in our formative years we developed software to deal with:

1. Conflict,
 2. Handling our emotions,
 3. Ways of handling tension,
 4. Ways of relating to others
 5. Ways of influence others.
- iii. All of these software issues that we learned in our family or culture of origin often have a dramatic influence on how we perform later in life. A good example of some software constructs would be those measured on an EQ or Conflict Profile instrument.
- iv. Change of Software comes through:
1. Intentional Focus with monitoring
 2. Coaching with Accountability
5. TW Assessment Instruments
- a. DISC—Behavior in a group to accomplish a task—HARDWARE
 - b. Motivators—Internal drivers in all of life—FIRMWARE
 - c. EQ—How well do they understand and practice their own as well as other's emotions—SOFTWARE
 - d. CP—How do they prefer to handle conflict—SOFTWARE
 - e. SG—Internal motivators inside the church—FIRMWARE
 - i. Contrast with Motivators

What do we need to know about Assessors?

1. Wisdom of the assessor
 - a. Don't take the assessment out of the context for which it was developed.
 - i. Understands the preferred venue of each instrument
 - ii. Understands the limitations of each instrument
 1. Self-Report
 2. Aspirational/Historical/Cultural threats
 - b. Knows more than they share
 - i. Good assessors know the assessments thoroughly but are careful to only share enough to help the individual understand what you see.
 - ii. If you're sharing everything you know about an instrument, you probably don't know enough to share.
 - c. Social Psychology versus Trait Psychology
 - i. Most assessments are based on Trait Psychology, certain traits, abilities, and behaviors in certain environments.
 - ii. Social Psychology says you'll act differently based on the environment
 - iii. Context matters! Don't ignore the social environment when examining the traits of the individual. You may have certain traits, but that doesn't always determine your behavior in every situation.

2. Resist the temptation of labelling an individual by a letter or number.
 - a. Don't refer to someone as merely a DI or 9
 - b. Each person is fearfully and wonderfully made,
 - i. Don't assume a number/letter describes what a person will do
 - ii. They may lean into a type of behavior, but context will greatly influence

Conclusion: Maintain these characteristics of an assessor, bring wisdom into the assessment, and demonstrate grace as you describe individuals.

What do Assessors need to know about using Assessment Instruments?

1. Our current culture seems enamored with taking assessments
 - a. E.G.
 - i. Enneagram
 - ii. MBTI
 - b. How they approach them is very important to error
 - i. Introspective to learn
 - ii. To look good
 1. Socially Desirable Response
 - iii. To look bad
 1. Depressed
 - c. TW provides a multispectral view
 - i. This allows for the trained assessor to look across several scales within an instrument and across a number of instruments to get at some inconsistencies in the way they responded to the perspective
2. Using multiple scales
 - a. DO NOT interpret one scale without looking at the combination of scales on the instrument
 - b. D without where the I, S, C are.
 - i. Lower S makes the D even more pronounced
 - c. EQ, Lower Self Aware but higher Others aware
 - i. Great servant but burnout
 - ii. Opposite!
 - d. All scale scores are normed to a general population
 - i. Therefore, may be different in the respondent doesn't match the general population
3. Using multiple instruments
 - a. EVERY instrument has a margin of error

- i. Therefore, compare scales across instruments
 - ii. High C with Organizing-Motivators, Administration-SG, GPS
 - b. One instrument significantly informs the scales of the other instruments
 - c. High I
 - i. Think more highly of themselves...
 - d. High C
 - i. Self-critical and all scales will be lower
 - e. Low Self Aware will struggle grasping some emotional concepts
 - f. GPS indicates their ability to engage with change process
- 4. Understand the target
 - a. If you're evaluating an athlete for a football team, you would have to know which position you're trying to fill. Your assessment process will be much different for a linebacker than a quarterback. You might use some of the same instruments to evaluate their physical fitness, but the specific skills would be quite different for each.
 - b. Understanding the Role
 - i. Pastor
 1. Lead pastor (and potential church size)
 2. Staff pastor
 3. Campus pastor
 4. Planting pastor
 5. Revitalization pastor
 6. Restart pastor
 - ii. Leader
 1. Team leader
 2. Solo leader
 3. Catalytic
 4. Analytic
 5. Motivational (people or tasks)
 - iii. All these roles require specific attributes we can look for across the TrueWiring suite of instruments.
- 5. Understand the TW Instruments
 - a. DISC, Motivators, and Spiritual Gifts identify specific abilities an individual brings to a role. These abilities are natural, God-given aptitudes that are *not* normally developed in a person through skill acquisition.
 - i. It is important to remember that these generally are not best identified as capabilities that an individual should work on developing.
 - b. The EQ and Conflict Profile instruments identify skills that *can be developed*.
 - i. They require repeated work, focus, and coaching; however, they are skills that anyone can and should develop.

6. Know the difference between matters to be managed and issues to be resolved:
 - a. **Matters to Manage: Hardware.** These are traits or tendencies that are unlikely to change outside of some significant emotional event.
 - b. **Issues to Resolve: Software.** Behaviors that can be modified over time with effective coaching or counseling are considered soft-wired. These behaviors can be changed and are likely exhibited differently depending on the environment in which they are observed.
 - c. The DISC instrument reports **hardware** scales.
 - d. EQ and Conflict Profile are good examples of **software**, that is, issues to resolve.
 - i. You simply can't learn to ride a bike by reading a book or watching a dozen YouTube videos—you must get on the bike and practice.
 - ii. The time it takes to learn can be reduced by having a good coach, but ultimately you must put in the effort.
 - e. Motivators and Spiritual Gifts fall into both categories: hardware and software so we call them **Firmware**. However, Spiritual Gifts are God-given—we do develop gifts.
 - i. The TrueWiring instrument is designed to help identify which gifts are in play. Most of what is practiced in the church are simply motivators in the context of the body.
 - ii. Those who clearly have gifts which they use in and for the body...you know it when you see it.
7. Assessments identify issues, they don't resolve them
 - a. Role of an assessor is to compare what one sees:
 - i. From the instruments and
 - ii. The person...
 - b. to the expectations of the target.
 - c. Your role is to compare and contrast while suspending ultimate judgement.
 - d. Pay particular attention to competencies from assessments and requirements of the role:
 - i. Areas of misalignment
 - ii. Areas of alignment
8. Seldom, very seldom, say you shouldn't plant a church, take this position, become this leader, or fulfill this role.
 - a. Assessors are not infallible, therefore, must be careful to assume you know if a person will be successful in a role.
 - b. Identify Coaching Points to be dealt with long term.
 - i. Coaching Points are specific areas to address based on observed scores as validated during the debrief process.
 - ii. These give the individual a succinct list of work to accomplish to address issues revealed during the assessment process with someone that has a stake in the positive outcome.

Conclusion

God has made each of us as his masterpiece. We are each fearfully and wonderfully made in his image. When we have the privilege of speaking into someone's life, treat the opportunity like Moses before the burning bush – you're standing on holy ground. You should be in awe of the person that sits before. Your role is to speak into that person's life to honor what the good they've done in the past and the potential that lies within them as they go where God has called them.