



Performance Assessment Instrument

Objectives

1. Learners will be able to map influence networks.
2. Learners will pivot on their problem statement(s).

Type of performance Assessment and Rationale

| Type of Assessment | Rationale |
|---|---|
| <input checked="" type="checkbox"/> Product Assessment <input type="checkbox"/> Process Assessment | Triadic mapping process is complex, yet multi-faceted. While there are systematic steps that can be followed, the process can vary widely from user to user. To ensure mastery of the triadic mapping process is gained by the learners a product assessment of the learner's output will be conducted at the next workshop following the triadic mapping workshop where triadic mapping was learned. |

Instructor Directions

Assessment Set Up

- One Assessment Checklist will be needed for each participant
- Provide physical and/or virtual space for learners to practice
- Provide materials for learners including:
 - Paper
 - Pencils/Pens
 - Computers with Microsoft PowerPoint or equivalent software access for virtual mapping.

Instructions to Learners

[Read aloud to the learners] In the last workshop you learned about triadic mapping, please turn in your maps now for them to be assessed. Following the workshop today, you'll receive feedback along with your returned maps that is unique to you. You'll undergo a second assessment in the next workshop of your continuing map growth.



Determining Mastery

Mastery will be determined by the learner’s ability to map their triadic influencers as relating to their business innovation, product, or problem they are solving.

| Meets Criteria | |
|--|---|
| If the learner: | Then: |
| Scores 16 or higher on the Assessment Checklist. | ✓ They passed! - provide specific feedback to the learner on what they did well and what can be improved. |
| Scores 15 or below on the Assessment Checklist. | Provide remediation (below). |

Providing Remediation

Learners will be able to schedule additional one-on-one coaching and practice time after the conclusion of the workshop. During their coaching time, learners will be able to reassess their progress. If they once again fail, they will be required to attend additional workshop(s).

| Provide Remediation | |
|---|--|
| If the learner: | Then: |
| Scores 15 or below on Assessment Checklist, | Determine where the gap lies and provide specific feedback to the learner. |
| Needs more practice and/or understanding of triadic mapping, but understand their AVB, PNB, and are strong COPIS mappers, | Re-schedule them for the next Triadic Map Workshop or Provide 1:1 coaching. |
| Needs more practice and/or understanding of their AVB, PNB, Problem Set, and/or COPIS maps, | Re-schedule them for the next round of initial Workshops (week 1) or Provide 1:1 coaching. |
| Needs to reassess their problem statement in relation to their Triadic Map, | Schedule time to talk with influencers on their map for fact-finding interviews (focus on empathy) to re-discover and re-assess their problem, innovation, or product in the eyes of someone else. |



Assessment Checklist

| Did the learner...? | Trial 1 | Trial 2 | Comments |
|--|---|---|--|
| <i>Prepare</i> | | | |
| Use their completed PNB | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <i>*the learner understands how to update their PNB if an influencer indicates so.</i> |
| Use their completed COPIS | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <i>*the learner understands how to update their COPIS map as they co-create with their influencers</i> |
| <i>Create Map</i> | | | |
| List possible influencers | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Draw a circle in the middle with the product | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Draw a circle for each influencer | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Draw an arrow to/from each circle and the product to indicate influence | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Draw an arrow to/from each circle to indicate influence between influencers | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Identify a Social Creative that is aware of the nuances of the tribe (map) needs | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Identify a Critical Thinker that can help create a plan | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Identify an Action Storyteller that can help connect areas of the tribe together | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| <i>Host Conversations</i> | | | |



| Did the learner...? | Trial 1 | Trial 2 | Comments |
|---|---|---|---|
| Set up a conversation with at least one person on the map | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Ask for two referrals during conversation | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Set up a conversation with at least one referral | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| <i>Update Map</i> | | | |
| Add each referral given to their map | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Add 25 influencers to their map | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Edit their map with new information gained (if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| <i>Update Problem Statement</i> | | | |
| Change their problem statement with new information gained from their triad | <input type="checkbox"/> Yes x4 <input type="checkbox"/> No x4 | <input type="checkbox"/> Yes x4 <input type="checkbox"/> No x4 | <i>*This item accounts for 4 points as it is critical.</i> |
| <i>Total the responses in yes / no =</i> | | | |
| <i>Did the learner get 16 points or more?</i> | Yes, 16 or more = Mastery (80%) No, 15 or less = No Mastery. Provide Remediation (<80%) | | |

Operating Assumptions

- All prerequisites will be completed ahead of the workshop, including the initial draft of the COPIS Model and AVB.
- Business owners and innovators are flexible and willing to adapt their processes.
- The learner has the capacity to move through the map to the completion of their strategy.
- The learning environment supports a job aid and infographic to support the learning experience, however, an expert facilitator is needed to ensure learners are on-track and have contextual knowledge, examples, and best practices for completing the Triadic Influence Map.