

EASI

PM TEAM DEVELOPMENT AGATHE AUST

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EASI (13/12/2012)

+ Extended Manager Report

ABOUT THIS REPORT

TOOL & REPORT

EASI is a Typology describing typical behavioral and/or motivational styles in an occupational setting. This is further described in this report. The following report is generated only from answers given on the EASI questionnaire and doesn't include information given from any other sources. This report is for your own use and is private and confidential.

PURPOSE: INDIVIDUAL DEVELOPMENT

The purpose of this test is to get a firm point of departure for a constructive personal training. The dialogue with the use of EASI can help to focus on strengths and possible areas needing development. In addition it may provide a good opportunity to discuss the aspects that the test taker especially thrives on at work.

ETHICAL CONSIDERATIONS AND TEST TAKER'S RIGHTS

None of the results are to be considered somehow "right" or "definitive", but should always be assessed on the basis of the tasks to be solved in a specific job. The test taker is entitled to have questions about results answered by EASI certified person. The test taker should be informed of the process of which test results are a part and how the results will be used in the process. The test taker should also be told who will be made privy into whatever insights the test reveals.

ACCURACY OF THE REPORT

The behavior and motivation at work may change over time and are partially dependent on the work circumstances. If it has been a while since the test taker last took the test, you should consider whether the contents of this report still apply. The quality of EASI is particularly well documented and grounded in international standards for test quality.

The accuracy of this report very much depends on how honestly and spontaneously the test taker replied.

Questionnaire Completed: 13/12/2012
Year of Birth: 1966
Educational Level: Academic Master degree
Country of Origin: Austria
Current Employment: Middle management
Employment Experience (years): 17
Business Function: Project Management

NORM GROUP

To get a better understanding of the results, the response is compared to those of a norm group. The norm group consists of a representative sample of a business cohort. This is a compilation that takes age, gender, management level, industry etc. into consideration.

Selected Norm: International Norm

BEHAVIOURAL STYLE

We all have certain patterns of behaviour that we exert more often than others. These behavioural patterns can be divided into four different styles. Below is the score for the four basic behavioural styles presented for Agathe Aust.

ENTHUSIASTS

- Exuberant
- Emotional
- Outgoing
- Influential
- Like to experiment
- Spontaneous

SUPPORTERS

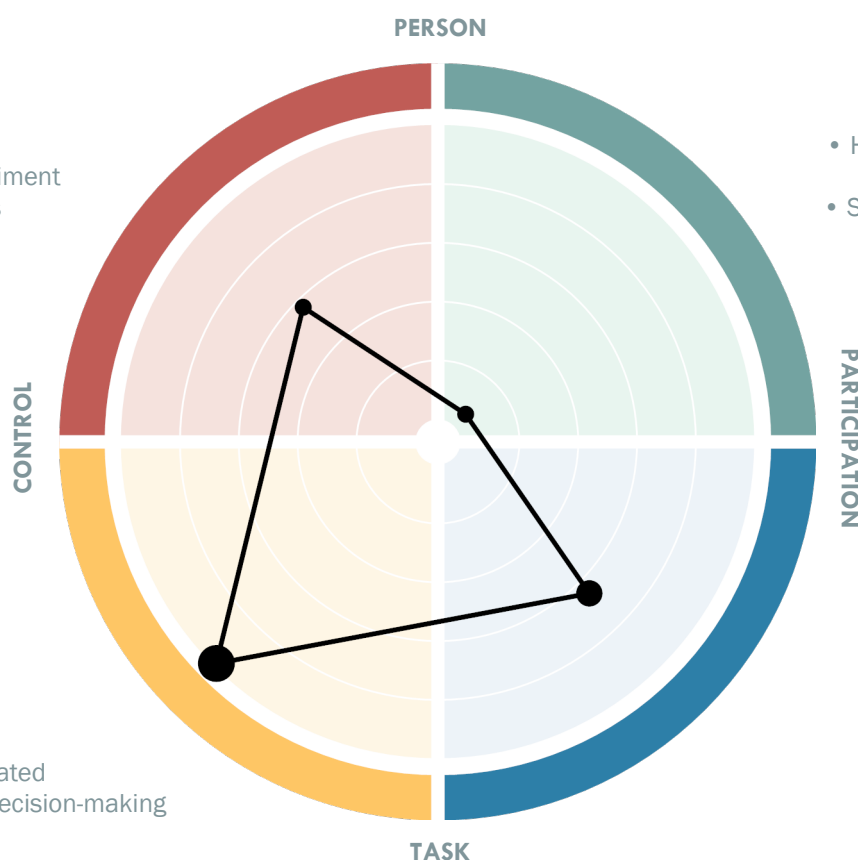
- Sensitive
- Empathetic
- Welcoming
- Harmony-seeking
- Patient
- Seeking cohesion

IMPLEMENTERS

- Controlling
- Result-orientated
- Effective in decision-making
- Pragmatic
- Direct
- Impatient

ANALYSTS

- Deliberate
- Systematic
- Conscientious
- Rational
- Critical
- Formal



PRIMARY AND SECONDARY BEHAVIOURAL STYLE

THE PRIMARY BEHAVIOURAL STYLE OF AGATHE AUST: IMPLEMENTER

Your primary style is the behaviour that you exert most of the time, and what others will often perceive.

OVERVIEW

- Controlling
- Result-orientated
- Effective in decision-making
- Pragmatic
- Direct
- Impatient

IN DETAIL

Implementers want to have control over the situation and often appear dominating and authoritative. Implementers typically present themselves as self-assured and decisive. Because of this, it is easy for them to set the agenda for their surroundings. They do this without necessarily having the acceptance of their surroundings.

Achievement is important for Implementers. This is shown in their high levels of ambition and their clear focus on attaining goals and results without delay. Because Implementers strive for progress and results, other people tend to attribute authority and leadership ability to them.

Implementers are impatient, active and efficient. They are good at creating an atmosphere that focuses on work, efficiency and goals, and where time is rarely spent on small talk. Implementers are known for getting things done and they prefer having an overview rather than getting bogged down in details.

Implementers' relationships with their colleagues are usually of a professional nature. With their focus on the goal and the matter in hand, Implementers may overlook other people's needs. For this reason, they can appear hard-headed and cold. Implementers are often sceptical towards others, and require clear agreements. Others must deliver to win the trust of an Implementer.

Implementers make quick, concise decisions without great consideration of the consequences. There is a short way from decision to action. They are direct and concise and they do not hold back when getting to the point, e.g. when decision processes are about to stall. Implementers readily take on the conflicts that can result from this direct and confrontational approach.

Implementers often appear to have great self-confidence, without necessarily having it. They relate to others by trying to convince them of their own expertise, which means they often try to compete with others.

Because Implementers focus on effectiveness and goals, they often contribute with pragmatic solutions. In this way, they are good at making theories and abstract ideas easy to implement.

Implementers take their starting point primarily from specific facts, logic and well-founded arguments. Even though they can communicate very directly and express their irritation or disappointment, emotions do not concern them much nor influence their behaviour. The task and goals are the most important aspects for Implementers.



CLASSIC MISINTERPRETATION

When you describe and interpret other people's behaviour, it is possible to simplify it to such an extent that it ends in misinterpretation.

A classic misinterpretation of Implementers: They easily lose their temper!

Some people may perceive Implementers as people who easily lose their temper. In actual fact, they are no angrier than anyone else; but their anger, frustration or dissatisfaction appears more explicit because they communicate in a very direct way. At the same time, they focus so clearly on enterprise and targets that they seldom notice the way their form of communication affects others.

SECONDARY BEHAVIOURAL STYLE: ANALYST

Most people also behave in ways that can be explained by their Secondary style. The secondary style is typically not as obvious to others as the Primary style. However, the Secondary style may develop over time and may even become the Primary style as one becomes older and/or the characteristics of work develop.

OVERVIEW

- Deliberate
- Systematic
- Conscientious
- Rational
- Critical
- Formal

DESCRIPTION

Analysts are mostly objective and focus on facts. They only accept logic and facts as valid arguments. They are perceived as emotionally self-controlled, formal and deliberate when they speak – which they usually only do if they have something relevant to say or when making a critical comment. As a rule, they work methodically and calmly in a structured way and apply well-established solutions. They may appear modest and sensible and they possess considerable self-discipline and patience.

MORE ABOUT THE PRIMARY BEHAVIOURAL STYLE

STRENGTHS

Here are some typical strengths associated with Implementers:

- Like to get to the point in a matter-of-fact way, without fearing conflict.
- Decisive and energetic.
- Convert theory into purposeful solutions and implement them.
- Like to work independently.
- Keep a clear focus on objectives, achievement and efficiency.
- Rapidly gain control of new situations; and quickly start to organise and plan new tasks.
- Good at delegating tasks of a routine or detailed nature – and following them up.
- Go to great lengths to win competitions.

PITFALLS

Every strength involves a potential pitfall. The more evident our strength is, the easier it becomes a pitfall. Here are some typical pitfalls associated with Implementers:

- Appear reserved and cynical.
- Fail to make sure that everyone feels committed and involved in their decisions.
- Become restless if they are not immediately able to see a specific purpose to things.
- Do not pay attention to what others are motivated to do.
- Make colleagues who try to live up to their ambitious expectations disheartened and unmotivated.
- Do not make sure that other people understand and accept proposals for solutions.
- Push impatiently to see results, even though the responsibility for task completion has been delegated to someone else.
- When competing with others they often replace the common agenda with their own agenda.

COMMUNICATION STYLES

The four types have different ways of communicating. When someone communicates to us in “our” style we tend to listen up. By knowing a person’s preferred communication style, you may direct your own style of communication accordingly, thereby increasing your impact and the level of understanding in your communication.

WHAT YOU SAY

The four different types are interested in different aspects of what you may want to communicate.

HOW YOU SAY IT

How we say things and the way we use our body language is also important for how others perceive our message.

Below is an illustration summarizing *what* to say and *how* to say it when communicating with the four different types:

<p>ENTHUSIAST</p> <table> <tr> <td><u>What</u></td><td><u>How</u></td></tr> <tr> <td> <ul style="list-style-type: none"> • Possibilities • Exuberance • News value • Excitement • Prestige • Overall view </td><td> <ul style="list-style-type: none"> • Open • Acknowledging • Lively • Animated • Curious • Informal </td></tr> </table>	<u>What</u>	<u>How</u>	<ul style="list-style-type: none"> • Possibilities • Exuberance • News value • Excitement • Prestige • Overall view 	<ul style="list-style-type: none"> • Open • Acknowledging • Lively • Animated • Curious • Informal 	<p>SUPPORTER</p> <table> <tr> <td><u>What</u></td><td><u>How</u></td></tr> <tr> <td> <ul style="list-style-type: none"> • Feelings • Values • Personal experiences • Cohesion • Recognition • Empathy </td><td> <ul style="list-style-type: none"> • Pleasant • Welcoming • Attentive • Patient • Accepting • Calm & present </td></tr> </table>	<u>What</u>	<u>How</u>	<ul style="list-style-type: none"> • Feelings • Values • Personal experiences • Cohesion • Recognition • Empathy 	<ul style="list-style-type: none"> • Pleasant • Welcoming • Attentive • Patient • Accepting • Calm & present
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IMPLEMENTERS' COMMUNICATION STYLE

Each type can be identified by the way they communicate. Typical traits of Implementers' communication style are that they:

- Take control of the direction and content of communication.
- Are very concise and exact when they talk.
- Use communication as a means to an end – not for socialising.
- Communicate in a restless, rapid and impatient manner.
- Are very direct in the way they communicate and provide feedback.

COMMUNICATING WITH IMPLEMENTERS

When you are communicating with Implementers, you should keep in mind that they focus on efficiency, realistic aims and on achieving their goals. Implementers want to get to the point quickly and reach conclusions that explain problems/opportunities or that obstruct/advance a matter, a decision or an objective, etc. They are frequently very independent, dominating and resolute.

WHAT YOU SAY:

In order to get the full attention of Implementers when you communicate with them, you should emphasise:

- **Results:** e.g. "If we can provide faultless delivery, the customer intends to place an order with us for all next year's purchases..."
- **Independence:** e.g. "After the group meeting, you can take charge of how to continue..."
- **Progress:** e.g. "We have already achieved...and the next step will be..."
- **Efficiency:** e.g. "If we use the same colleagues as last time, their experience may allow us to deliver more quickly."
- **No-nonsense:** e.g. "Your sales are down 10 %, so now you need to get better at calling new customers."

HOW YOU SAY IT:

When you communicate with Implementers, it can be a good idea to show resolution and focus with your body language and the way you speak.. Try to appear:

- **Involved:** e.g. Express your agreement or disagreement with what they say clearly and concisely.
- **Focused:** Avoid beating around the bush.
- **Self-confident:** e.g. Good eye contact and a firm handshake.
- **Quick and to the point:** e.g. Avoid unnecessary words and pauses.
- **Direct:** e.g. You can express disagreement by shaking your head.
- **Convincing:** e.g. Emphasise key points by making firm hand gestures and by the determination in your voice.

Remember: Give Implementers space to present their plans; but make it quite clear to them when they have your approval and when they do not.

MOTIVATIONAL STYLE

All jobs involve duties that must be performed with a certain behaviour, even though we may not like doing them. In most jobs, for instance, there will be times when we have to complete routine tasks with a great deal of care, but which we do not necessarily find particularly stimulating. There may be many reasons to explain our behaviour. We may, for example, exhibit one kind of behaviour solely because others expect it, or because it has become a habit. But our behaviour may also be influenced by needs that are less obvious to those around us: our motivation. The next section describes the motivational style of Agathe Aust. The description is based directly on responses to questions about motivation.

PRIMARY MOTIVATIONAL STYLE: IMPLEMENTER

Most people have a particular motivational style which is most evident. This is known as the Primary Motivational Style. Identifying the primary motivational style allows people to work in a more goal-orientated way towards a career that meets their needs. This ensures greater job satisfaction and productivity.

Answers given to the motivational part of the questionnaire, shows a motivational preference for the Implementer Motivational Style.

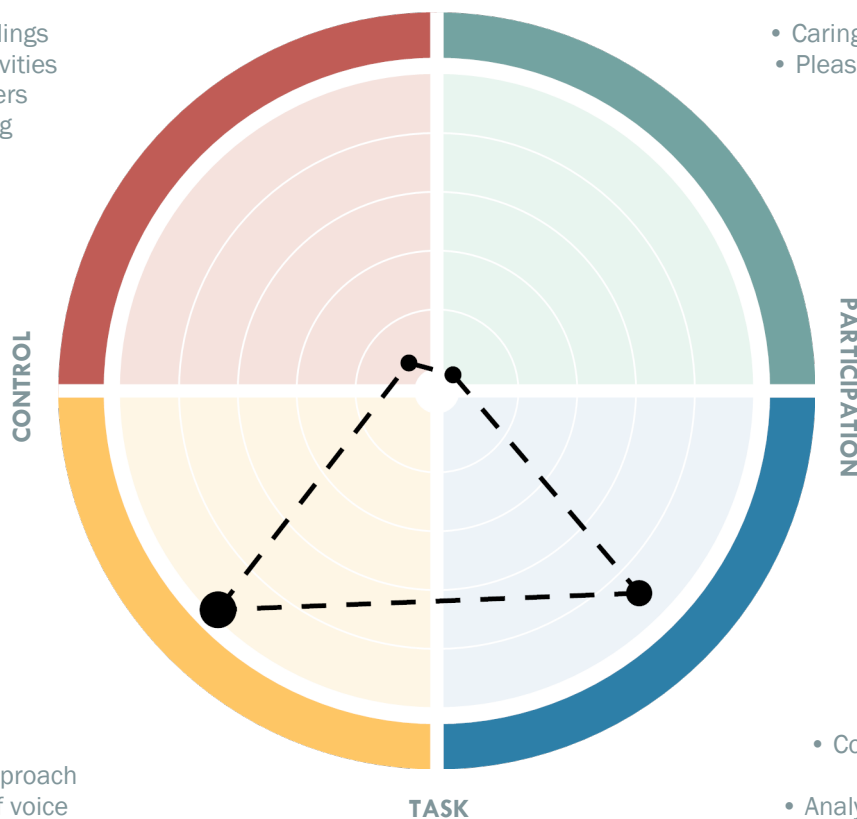
ENTHUSIAST

- Exuberance
- Room for feelings
- Outgoing activities
- Affecting others
- Experimenting
- Spontaneity

PERSON

SUPPORTER

- Sensitivity
- Caring for one another
- Pleasant tone of voice
 - Sympathy
- Acceptance
- Presence



IMPLEMENTER

- Control
- Results
- Efficiency
- Pragmatic approach
- Direct tone of voice
- Short path from idea to action

ANALYST

- Deliberation
- Systematism
- Conscientiousness
 - Objectivity
- Analysis & evaluation
- Accuracy

WHAT MOTIVATES AGATHE AUST

It is essential for Implementers' job satisfaction and productivity that they satisfy their great need:

- To be able to compete with others.
- For things around them to function efficiently.
- To convert ideas and thoughts into action.
- To gain rapid control of new situations.
- To have the prospect of promotion.
- To be able to be direct in their communication with others.
- To pursue influence, power and responsibility.
- Of quick and effective decisions.

HOW TO MOTIVATE AGATHE AUST

When you need to motivate Implementers to act or to complete a task, you should focus on the following:

- Significant, challenging and varied work tasks.
- Give responsibility.
- Provide feedback on the results achieved.
- Set up clear targets.
- Create competition.
- Provide information about what is going on at the organisation's executive level.

PREFERRED JOB CONTEXT

Below is a chart of the kind of work environment that the different types prefer. Consider the preferences of Agathe Aust in relation to the daily job tasks. Consider ways to accommodate these preferences.

ENTHUSIAST

- Decision-making input
- Informal working atmosphere
- Group work/collaboration
- Transverse network
- Opportunity to experiment
- Focus on broad outlines

SUPPORTER

- Warm & comfortable atmosphere
- Collaboration & teamwork
- Mutual trust
- Social & ethical responsibility
- Time for consideration
- Openness & democracy

IMPLEMENTER

- Challenging tasks
- Effective corporate culture
- Incentive structure and clear objectives
- Participation in decision-making & involvement
- Opportunity to work independently
- Opportunity for rapid & tangible results

ANALYST

- Businesslike & professional environment
- Rational decision-making routes
- Order & structure
- Peace & time for quality assurance
- Well established methods
- Opportunity for getting absorbed in ones work

MOTIVATING OTHERS

The four types are motivated by different styles of behaviour and communication, and most often also try to motivate others in the way they prefer to be motivated.

If you want to motivate someone, or help someone to motivate others, you should be aware of the types of the involved parties. Also, keep your own type in mind, as your preferred behaviour may be inadequate if the other person doesn't have the same preference.

ENTHUSIAST

- Acknowledge whatever you can
- Provide outgoing activities
- Awake curiosity
- Encourage an exchange of ideas
- Address feelings and describe experiences
- Play down technical details

SUPPORTER

- Appreciate ability to collaborate
- Opportunity to work with other people
- Show trust and create safe settings
- Opportunity for constructive dialogues
- Give tasks that contribute to a good atmosphere
- Give opportunity to help and advice others

IMPLEMENTER

- Significant, challenging and varied work tasks
- Give responsibility
- Provide feedback on results
- Set up clear targets
- Create competition
- Communicate what is going on at the CEO level

ANALYST

- Be factual when giving praise
- Create peaceful working atmosphere
- Set generous deadlines
- Give roles in which others seek their advice
- Invite to submit analyses and critiques
- Invite to group work where professionalism is appreciated

MOTIVATION TO LEARN

Learning and in the end mastering anything new is a strong motivational factor. When we find that we are able to do things that we previously failed at or simply did not think we could do, we feel energized and ready to take on new challenges. Each of the four types are motivated to learn in different ways.

Below is an illustration of which factors motivate the four types to learn.

ENTHUSIAST

- Inspires
- Is eager to begin quickly
- Prefers to learn in the company of others
- Experiments with practical work
- Is interested in new (unfamiliar) material
- Fills others with enthusiasm

Prefers practical-orientated learning in the company of others, with room for discussions and opportunity to inspire the group.

SUPPORTER

- Observes
- Interested in everyone's perspectives
- Creates unity
- Is open to inspiration
- Puts process before results
- Trusts others

Prefers informal collaboration with open dialogue, where the focus is on inspiration and personal impressions.

IMPLEMENTER

- Converts theory to practical application
- Rapidly sets autonomous goals
- Competes
- Takes the lead
- Makes independent decisions
- Puts results above process

Prefers goal-orientated learning with rapid and specific results, where there is focus on achievement rather than on people.

ANALYST

- Systematic
- Conscientious
- Studies in depth
- Works independently
- Focuses on theory, rather than on people and practical applications
- Sets up logical structures

Prefers instruction/lectures, exploration of analytical models, and time to think things through.

MORE ABOUT IMPLEMENTER'S MOTIVATION TO LEARN

HOW IMPLEMENTERS ARE MOTIVATED TO LEARN:

Implementers learn by converting theory into practice. They are keen to get results – not least to demonstrate their knowledge and ability in comparison to other people. They are interested in learning material that can be used to create these results here and now. They are quick to dismiss learning material and people they do not consider relevant for results. Implementers want technical challenges rather than human interaction. They love to compete, which often gives them a natural energy in learning situations.

Implementers are just as happy to work alone as with other people. The important thing for them is that things get done efficiently in relation to the objective. They naturally take the lead in group work and joint exercises. They learn by quickly and independently making decisions about which goals to pursue and then working efficiently towards those goals. Implementers have a great need to get things done and for other people to accept no-nonsense instructions; on the other hand, they are good at focusing on the big picture and spotting the key learning objectives. Implementers become impatient very quickly and they are not very interested in whether or not everyone else is given the chance to participate in the learning process. Implementers themselves, however, will most likely be ready in time with a good result – at least in their own opinion.

Implementers view learning as something that can be used to create results. Achieving the objective is just as important to them as converting learning into something they can use.

RISKS OF IMPLEMENTERS' LEARNING STYLE:

Implementers are so focused on achieving goals that they seldom give much thought to the process this involves. As a result of this, they seldom give serious consideration to alternative courses of action and have no great interest in documenting the learning process. It may be worthwhile making these considerations and documentation explicit goals in learning aimed at Implementers.

Implementers' focus on specific results also means that they are not interested in alternative ideas and solutions, which is why they fail to identify possibilities for these ideas and solutions in their learning.

Because Implementers think in terms of technical solutions and results, consideration for others ebbs away quickly in their learning process. This can make others feel neglected or ignored by Implementers. In order to create a balance, it may be necessary to cut Implementers down to size for a time: one idea would be to ask them just to listen; another idea would be to ask them to give an account of other people's points of view – even if they do not agree with them.

IMPLEMENTERS' PREFERRED LEARNING ENVIRONMENT:

Result-orientated, focused and direct

EXAMPLES OF LEARNING METHODS THAT IMPLEMENTERS ENJOY:

Achievement-orientated. Could very well include tests/examinations (NB: Objective criteria are important for these). Rapid and clear connection between theory and practice.

HOW IMPLEMENTERS PREFER TO RECEIVE FEEDBACK FROM OTHERS:

Immediate, fact-orientated, no-nonsense and direct. Focus on facts rather than feelings/relations. Give them acknowledgement for getting to the point and meeting deadlines with a good result, when this is warranted.

BEHAVIOUR/MOTIVATION GAP ANALYSIS

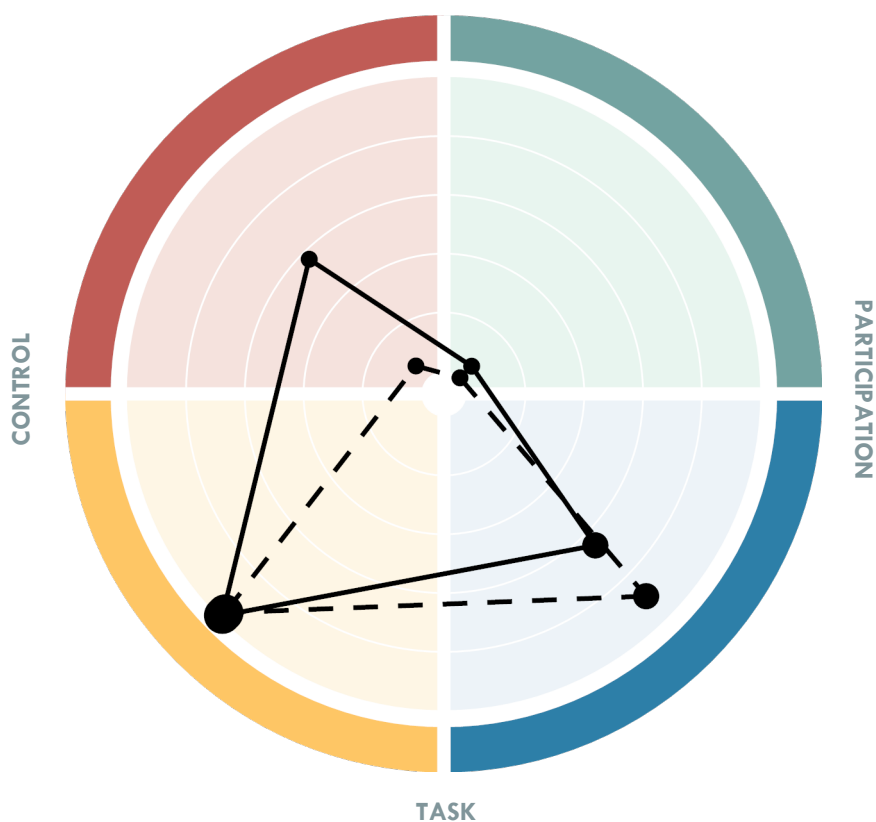
The following graphic representation compares the results for Behavioural Style and Motivational Style.

—— BEHAVIOUR
 ---- MOTIVATION

ENTHUSIAST

PERSON

SUPPORTER



IMPLEMENTER

TASK

ANALYST

CONCURRENT MOTIVATIONAL AND BEHAVIOURAL STYLE

The primary score for behaviour and motivation respectively shows a good conformity between what motivates and the actual behaviour. Consequently, there is every reason to believe that the test taker is motivated for the type of work the test taker currently has, where the test taker has good opportunities to show the behaviour she/he is motivated to have. However, it is not clear what the test taker needs for long-term motivation. It would be a good idea for the test taker to explore this with another person, such as line manager, instructor or coach.

CONSIDERATIONS PRIOR TO THE DIALOGUE

Consider your own relation to Agathe Aust for a moment.

WHAT IS YOUR OWN PRIMARY STYLE?
MY PRIMARY STYLE:

- ☐ **ENTHUSIAST**
- ☐ **SUPPORTER**
- ☐ **ANALYST**
- ☐ **IMPLEMENTER**

Based on what you know about your own and the behavioural and/or motivational style of Agathe Aust, what is important for you to consider in your communication with Agathe Aust?

DEVELOPMENT CATALOGUE

Below are a number of suggestions for development once you know the Primary Style of Agathe Aust. This is a copy of the Development Catalogue that may be generated for Agathe Aust based on the responses to the test. Based on your knowledge of your company's strategy, mark the suggestions you believe Agathe Aust should focus on.

When you discuss these issues with Agathe Aust, consider how individual goals, actions and the strategy may match, keeping the motivation of Agathe Aust in mind. Make sure to *explain* to Agathe Aust why you have selected the development suggestions, and make sure to write down what you agree as a first priority for development.

GENERAL WORK BEHAVIOUR

Suggestions for what can be done to optimise the general work behavior of Agathe Aust:

- ☐ **Appreciate personal values:** Appreciate other people for their personality, rather than just assessing them on the basis of their performance at work. Ask them how they are and acknowledge their experiences, intuition and any worries they may have. Many people become significantly more involved when they feel valued as a person.
- ☐ **Careful decision-making:** Spend more time than you may feel like on checking the details of the decisions you are involved in making. Well-substantiated decisions are often quicker to implement.
- ☐ **Humility:** See what happens when you let others make decisions and have their say. Sometimes effective solutions will emerge that you had not thought of yourself.
- ☐ **Curb your impatience:** Take a deep breath. Count to 10. Sleep on it. Your impatience may help to bring energy and focus to your work; but do not allow it to make flawed solutions and hasty decisions.

COMMUNICATION

Suggestions for what can be done to improve the communicational skills of Agathe Aust:

- ☐ **Active listening:** Learn how to listen intently and expand your understanding of others by asking constructive questions about the things you hear them say. This will allow you to get better at targeting your communication at the people with whom you are communicating.
- ☐ **Acknowledge:** Express your understanding, praise and belief in other people's potential. This increases their self-confidence and involvement in their work, which overall will make you all more effective.
- ☐ **Listen to other people's feelings:** Notice their body language, tone of voice and the way they express themselves to you. Consider the timing of your communication to them in relation to this. When other people feel that you are considerate, they will also very likely be more motivated to work efficiently.
- ☐ **Explain yourself:** Use more of your communication to explain to others your reasons for saying the things you say. Even if you are better at being no-nonsense and straightforward, this will create barriers with some people, who are overwhelmed by your direct manner. This may mean that they have difficulty understanding you or they misunderstand you, which creates inefficiency.

MOTIVATION

Suggestions on how to increase motivation of Agathe Aust:

- ☐ **Slowness:** Use the slower pace to think out new goals instead of becoming restless. When exchanging ideas and opinions is taking up time at meetings, you could introduce a target into the situation, such as: Who can think up the most ideas? To what extent can one idea be expanded and refined? Who can think up the most innovative ideas? Etc.
- ☐ **Sensitivity:** Allow others to talk about their feelings. Even if you are not involved yourself, by allowing your colleagues to discuss their feelings you will often achieve a greater sense of well-being and consequently better results.
- ☐ **Thoroughness:** Obtain the assistance of people who enjoy being meticulous whenever it is important that none of the details are missed. Even if you are not greatly concerned with details, they may conceal important arguments and decision-making data.
- ☐ **Routines:** Move the focus away from boring repetition and look at how the work can be done more intelligently, better, easier, faster, etc. Implementers will probably never enjoy routines; but they can become more efficient at managing routine work.

LEARNING

Suggestions for what can be done to improve the learning process of Agathe Aust

- ☐ **Be patient:** It takes time for everyone to understand the idea; but many more people will benefit from the result.
- ☐ **Acknowledge new ideas:** Acknowledge new and different ideas for learning – even if you do not immediately think they can be used in practice. Eventually, these ideas may turn out to be important in achieving the best result.
- ☐ **Learn from the process:** Focus on the learning process rather than the learning objective. What have you learned en route that may make you more efficient next time?
- ☐ **Show your enthusiasm:** Take the time to let others see your enthusiasm. It is much easier to get others on board if they are already enthusiastic about your plans.
- ☐ **Be thorough:** Study the theory more carefully. You may find a hidden key to your next major achievement.

FOLLOW-UP NOTES

When will you and Agathe Aust review this plan and follow up on it?

We will follow up on: _____

Own notes: