EASI

PM Team Development

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EASI (13/12/2012)

+ Extended Manager Report

master ™
VALUE PEOPLE

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.

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Questionnaire Completed: **13/12/2012**

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 Allen Albertson.

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

PERSON

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

CONTROL

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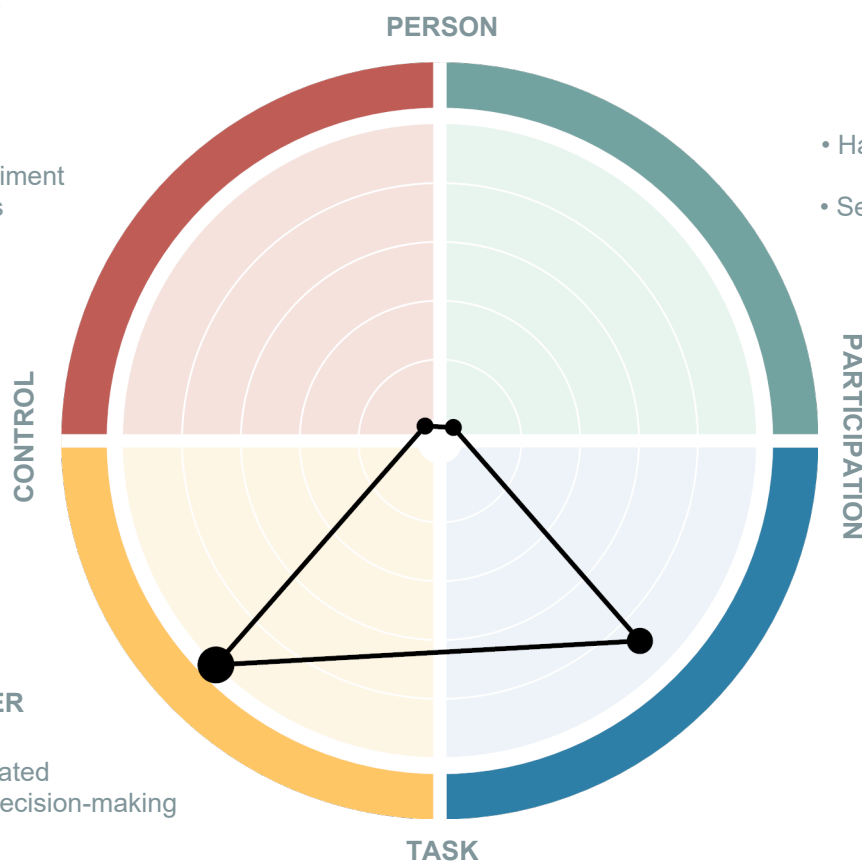
IMPLEMENTER
- Controlling
- Result-orientated
- Effective in decision-making
- Pragmatic
- Direct
- Impatient

TASK

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

PRIMARY AND SECONDARY BEHAVIOURAL STYLE

THE PRIMARY BEHAVIOURAL STYLE OF ALLEN ALBERTSON: 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 objective and focus on facts. They only accept logic and facts as valid arguments. They are perceived as emotionally very self-controlled, formal and deliberate when they speak – which they often only do in a professional context or when making a critical comment. They work methodically and calmly in a structured way and apply well-established solutions. They appear modest and sensible and they possess great self-discipline and great 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:

ENTHUSIAST		SUPPORTER	
What	How	What	How
• Possibilities	• Open	• Feelings	• Pleasant
• Exuberance	• Acknowledging	• Values	• Welcoming
• News value	• Lively	• Personal experiences	• Attentive
• Excitement	• Animated	• Cohesion	• Patient
• Prestige	• Curious	• Recognition	• Accepting
• Overall view	• Informal	• Empathy	• Calm & present
IMPLEMENTER		**ANALYST**	
What	How	What	How
• Results	• Involved	• Quality	• Low-key
• Independence	• Focused	• Safety	• Formal
• Success	• Shows self-confidence	• Plan	• Well-prepared
• Efficiency		• Structure	• Interested
• No-nonsense	• Quick & exact	• Logic	• Calm
	• Direct	• Facts	
	• Persuasive		

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 Allen Albertson. The description is based directly on responses to questions about motivation.

PRIMARY MOTIVATIONAL STYLE: ANALYST

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 Analyst 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

CONTROL

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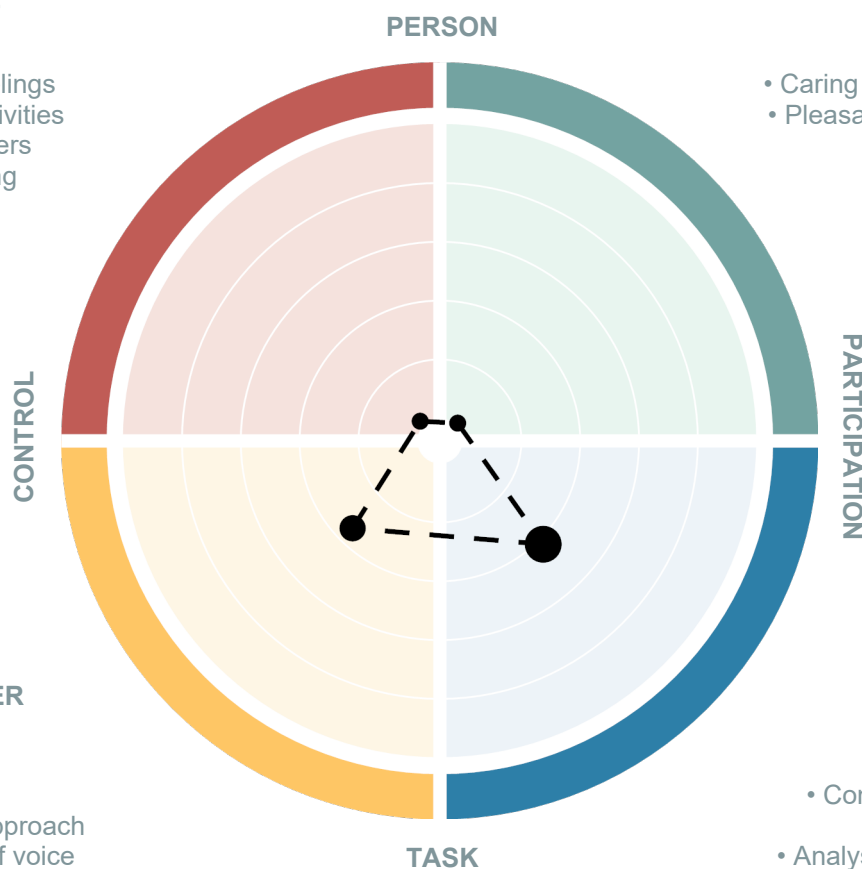
IMPLEMENTER
- Control
- Results
- Efficiency
- Pragmatic approach
- Direct tone of voice
- Short path from idea to action

TASK

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

WHAT MOTIVATES ALLEN ALBERTSON

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

• For safety and quality in decisions and performance.
• For a high level of professional expertise.
• To understand and discover factual and logical connections.
• To analyse and thoroughly consider potential ways to complete tasks.
• To make sure the details are in order.
• To refine and re-use successful methods and solutions.
• To make plans and carefully comply with them.
• To be recognised for their work – not their personality.

HOW TO MOTIVATE ALLEN ALBERTSON

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

• Be factual when giving praise (and preferably give praise in private).
• Create the necessary peaceful working atmosphere.
• Set generous deadlines for task completion.
• Give Analysts roles in which it is natural for others to seek their advice.
• Invite Analysts to submit analyses, assessments and critiques.
• Allow them to work in social and group situations where professionalism is appreciated.

PREFERRED JOB CONTEXT

Below is a chart of the kind of work environment that the different types prefer. Consider the preferences of Allen Albertson 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 ANALYST'S MOTIVATION TO LEARN

HOW ANALYSTS ARE MOTIVATED TO LEARN:

Analysts often prefer to learn by assimilating theoretical knowledge and summarising it in an accurate and logical format. They know that this approach takes time if it is to be done properly – and usually Analysts think that it should. Consequently, they are often prepared to work conscientiously and systematically on learning. They take things one step at a time and typically want assurances that what they will learn is well-thought out and thoroughly tested. Analysts make it a point of honour to immerse themselves in theoretical material, and it may bother them if they feel that they do not have enough time to get to grips with all the details.

Analysts are often good at working systematically and independently. They prefer that they themselves decide when and how much contact they have with others. They are gratified to possess quite detailed knowledge. In learning situations involving other people, they initially show healthy scepticism. Ifothers ask about their factual knowledge, or openly say something factually incorrect, Analysts will readily respond with well-researched and in-depth information.

Analysts typically want learning to be an ordered and logical process. They are frequently more interested in abstract theories than in other people. Consequently, it is usually more important to them that the theory is flawless than what other people think of it – or what they think of the Analyst.

RISKS OF ANALYSTS' LEARNING STYLE:

By getting caught up in the details, Analysts may eventually lose sight of overall learning priorities. It helps to remind them of the necessity of dropping some learning topics sooner than they would like, in return for studying other more important subjects.

Analysts often focus on logic and accuracy. The theory's cohesion is frequently more important to them than its practical application. This may at times be frustrating for more pragmatic people.

If Analysts feel that there are factual inaccuracies or inconsistencies in the information provided, they will frequently in a calm but insistent way let the appropriate person know. As Analysts consider facts to be more important than people, they may appear stubborn and unaware of other people's needs.

In the light of this, it may be worthwhile to ask Analysts explicitly to think about to whom they will be communicating their knowledge and how they might address this target group concisely and correctly in a learning situation.

ANALYST'S PREFERRED LEARNING ENVIRONMENT:

Formal, serious, thoughtful.

EXAMPLES OF LEARNING METHODS THAT ANALYSTS ENJOY:

Individual studies, structured analysis, opportunity to closely study details, adequate time to prepare.

HOW ANALYSTS PREFER TO RECEIVE FEEDBACK FROM OTHERS:

Structured and preferably in writing. Focus on facts in their performance. Acknowledge their extensive knowledge in the area, if this is warranted (preferably in private).

BEHAVIOUR/MOTIVATION GAP ANALYSIS

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

—————— **BEHAVIOUR**
– – – – – **MOTIVATION**
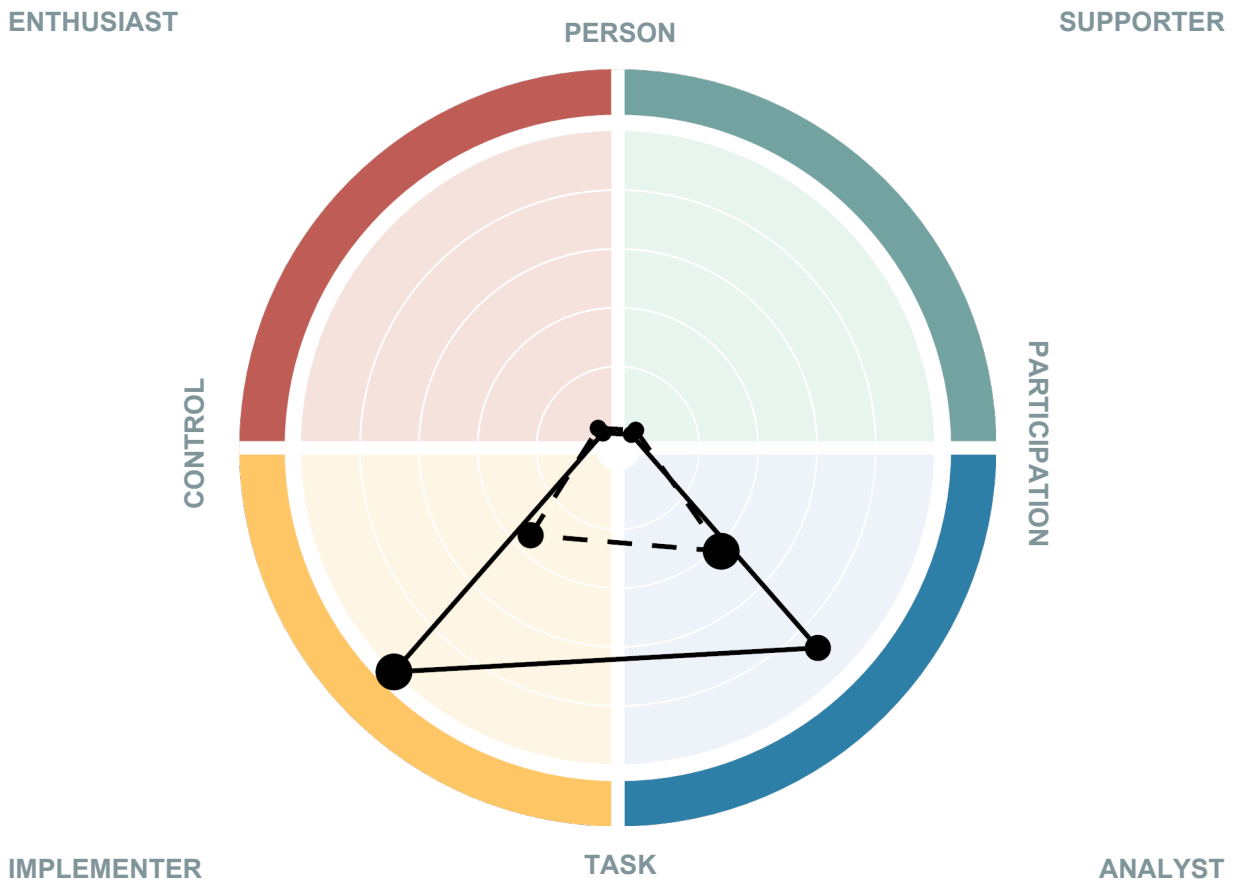
MOTIVATIONAL STYLE DIFFERS FROM BEHAVIOURAL STYLE

The primary score for behaviour and motivation respectively shows that the test taker is motivated for a different behaviour than the test taker mainly exhibits at present. When reading about the Primary Behavioural and Motivational Style, test taker should be aware of the difference between the actual behaviour and how the test taker is motivated to act. This may give ideas of what to focus on in the development plan. It is a good idea to involve the test taker's superior in these discussions, aimed at adapting work to test taker's motivation and developing skills and behaviour.

CONSIDERATIONS PRIOR TO THE DIALOGUE

Consider your own relation to Allen Albertson 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 Allen Albertson, what is important for you to consider in your communication with Allen Albertson?

_____

_____

_____

_____

_____

_____

DEVELOPMENT CATALOGUE

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

When you discuss these issues with Allen Albertson, consider how individual goals, actions and the strategy may match, keeping the motivation of Allen Albertson in mind. Make sure to *explain* to Allen Albertson 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 Allen Albertson:

☐ **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 Allen Albertson:

☐ **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 Allen Albertson:

☐ **Uncertainty and ambiguity:** Use your curious questions and knowledge to establish what is needed and how you can plan to move forward. Bear in mind that new tasks and projects almost inevitably begin with a period when the tasks, and expectations of your efforts, are not clearly defined. It is confusing and frustrating for most people, and may easily discourage Analysts; but it is also a natural part of renewal.

☐ **Feelings:** Feelings are more important than facts and analyses for some people in certain situations. Accept this as a fact! Notice and think about the feelings that other people express and factor it into your analyses of a problem or situation. Are many people positive towards a particular proposal? Negative? What is the explanation? How could this be utilised? Feelings may seem unpredictable and unmanageable, but they also contain a lot of energy that can be used constructively for work purposes.

☐ **Lack of structure:** Do not insist that others always work in the structured way that you do. Some people do not enjoy working with everything in rigid structures. Try to create a common overall structure and plan, and leave more detailed planning and structures up to the person in question. Consider what they might achieve by working with another structure, or without any structure. Are there any tasks they are better at dealing with than you are?

☐ **Risks:** Accept that there will always be risks associated with action. Use your analytical abilities to undertake calculated risks. Always evaluate the cost of preventing risks in relation to what the costs might be if a risk becomes a reality.

LEARNING

Suggestions for what can be done to improve the learning process of Allen Albertson

☐ **Never mind the theory:** try to see what works in practice instead. Practical experience helps to identify the limitations of the theory.

☐ **New approaches:** Consider the advantages involved in new approaches, such as open discussions, competitions, practical exercises, working in groups, individual work, etc.

☐ **Importance:** Focus on what other people think it is important to know, in preference to what you yourself know or would like to know. There is no point explaining your own knowledge if others do not understand why what you are saying is worth knowing.

☐ **Experiment** with something new rather than something established – even if there is a risk that things do not go as planned. Knowing where something went wrong is an important source of comprehensive and accurate knowledge.

☐ **Create trust:** Focus on being good company rather than pointing out right and wrong. When others do not feel rebuked by you, they will show you greater trust and share more of their knowledge with you.

FOLLOW-UP NOTES

When will you and Allen Albertson review this plan and follow up on it?

We will follow up on: _____

_____

_____

_____

_____

_____

_____

_____

Own notes:

_____

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_____