



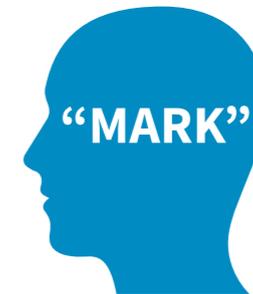
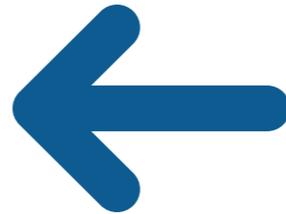
**The world's most effective tool for managing EQ
and developing high-growth relationships
for peak performance.**

How it Works

The Process



INVITER

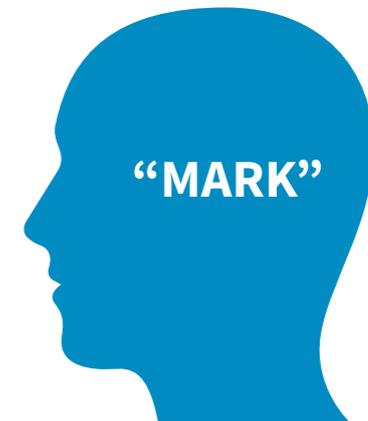
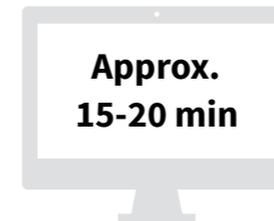


RESPONDENT

Each BehaviorTuner assessment requires **one Inviter** and **one Respondent**.

The Process: Respondent Survey

The Respondent “Mark” completes an online survey with three question types:



Frequency Perception

“How often do you perceive Lisa exhibits this behavior?”

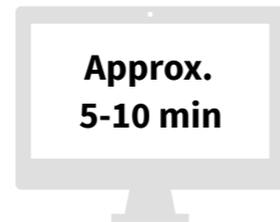
Frequency Change Request

“Would you like Lisa to exhibit this behavior with more frequency, less frequency, or continue with the same frequency?”

5 Priorities

“Which five behaviors, if prioritized by Lisa, would most contribute to the health of your relationship?”

The Process: Inviter Survey



The Inviter “Lisa” also completes an online survey with one question type:

Frequency Perception

“How often do you perceive that you exhibit this behavior when interacting with Mark?”

NOTE: All questions in both Lisa’s and Mark’s surveys are focused on Lisa’s behaviors.

The Data: Powerful Data Viewing Tool

Our PatternFinder tool allows Practitioners and Inviters to reduce guess works and easily analyze the assessment data through layered views.

Ex: Click here to see the five behaviors Mark prioritized for Lisa.

	Five Priorities	Desire More	Desire Same	Desire Less	Frequency Perception Most Different
Describe	I clearly explain the bases for my decisions.	I use well-reasoned arguments to support my proposals.	I use well-reasoned arguments to support my counterproposals.	I use well-reasoned counterarguments when I disagree with Mark.	I openly provide information that might not normally have.
Prescribe	I offer suggestions that get right to the point.	I tell Mark clearly what I want from him.	I offer suggestions that build on Mark's ideas.	I state my needs and expectations reasonably.	I keep Mark's attention focused on issues that are important.
Appreciate	I express my appreciation when Mark does something well.	I express my dissatisfaction when Mark doesn't do something well.	I tell Mark what I like about what he is doing.	I tell Mark what I don't like about what he is doing.	I gracefully accept feedback.
Inspire	I describe possibilities in ways that encourage Mark to share my enthusiasm and commitment.	I use metaphors, analogies and vivid descriptions to heighten Mark's enthusiasm about possibilities.	I stress the importance of pulling together to achieve common goals.	I emphasize the values we have in common.	I talk from the heart about my values and ideals.
Attend	I give Mark the time and attention he needs to get his points across.	I pay careful attention without interrupting when Mark is trying to make a point.	I focus carefully on concerns that Mark expresses.	I back off if the timing is not right.	I face up to important issues.
	I ask Mark for the bases for	I ask Mark for his suggestions.	I ask questions such as,	I ask questions like,	I focus on "What c

The Data: Powerful Data Viewing Tool

Layering Respondent's behavioral priorities with their desire for more, less, or the same frequency enables powerful insights and creates a clear roadmap for constructive follow-up discussion with Respondent.

Ex: Click on the Desire buttons to see how Mark would like Lisa's behaviors to change, or not.

	Five Priorities	Desire More	Desire Same	Desire Less	Frequency Perception Most Different	
Describe	I clearly explain the bases for my decisions.	I use well-reasoned arguments to support my proposals.	I use well-reasoned arguments to support my counterproposals.	I use well-reasoned counterarguments when I disagree with Mark.	I openly provide Mark with information he might not normally have.	I admit my
Prescribe	I offer suggestions that get right to the point.	I tell Mark clearly what I want from him.	I offer suggestions that build on Mark's Ideas.	I state my needs and expectations reasonably.	I keep Mark's attention focused on issues I feel are important.	I offer mutu exchanges
Appreciate	I express my appreciation when Mark does something well.	I express my dissatisfaction when Mark doesn't do something well.	I tell Mark what I like about what he is doing.	I tell Mark what I don't like about what he is doing.	I gracefully accept feedback.	I apologize
Inspire	I describe possibilities in ways that encourage Mark to share my enthusiasm and commitment.	I use metaphors, analogies and vivid descriptions to heighten Mark's enthusiasm about possibilities.	I stress the importance of pulling together to achieve common goals.	I emphasize the values we have in common.	I talk from the heart about my values and ideals.	I encourage more than possible.
Attend	I give Mark the time and attention he needs to get his points across.	I pay careful attention without interrupting when Mark is trying to make a point.	I focus carefully on concerns that Mark expresses.	I back off if the timing is not right.	I face up to important issues.	I remain pa receptive w disagrees w challenges view.
Ask	I ask Mark for the bases for his decisions.	I ask Mark for his suggestions.	I ask questions such as, "Could you give me a few examples to help me understand?"	I ask questions like, "How can I help?" "How can I support you?"	I focus on "What can we learn from this mistake?" not on "Who is to blame?"	I ask Mark c the effects on him.
	I communicate my understanding by	I act as a sounding board to help Mark clarify his thinking.	I summarize areas of agreement or mutual	I try to clarify and explore our points	I communicate my understanding through	I communic understand

The Data: Powerful Data Viewing Tool

Collecting frequency perceptions from both Inviter and Respondent allows for a powerful gap analysis that complements the other assessment data.

	Desire More	Desire Same	Desire Less	Frequency Perception Most Different	
or	I use well-reasoned arguments to support my proposals.	I use well-reasoned arguments to support my counterproposals.	I use well-reasoned counterarguments when I disagree with Mark.	I openly provide Mark with information he might not normally have.	I admit my mistakes.
	I tell Mark clearly what I want from him.	I offer suggestions that build on Mark's ideas.	I state my needs and expectations reasonably.	I keep Mark's attention focused on issues I feel are important.	I offer mutually beneficial exchanges and incentives.
g	I express my dissatisfaction when Mark doesn't do something well.	I tell Mark what I like about what he is doing.	I tell Mark what I don't like about what he is doing.	I gracefully accept feedback.	I apologize for my mistakes.
ays re	I use metaphors, analogies and vivid descriptions to heighten Mark's enthusiasm about possibilities.	I stress the importance of pulling together to achieve common goals.	I emphasize the values we have in common.	I talk from the heart about my values and ideals.	I encourage Mark to do more than he thought was possible.
is	I pay careful attention without interrupting when Mark is trying to make a point.	I focus carefully on concerns that Mark expresses.	I back off if the timing is not right.	I face up to important issues.	I remain patient and receptive when Mark disagrees with or challenges my point of view.
	I ask Mark for his suggestions.	I ask questions such as,	I ask questions like,	I focus on "What can	I ask Mark directly about

Ex: Click here to see the behaviors with the biggest gaps in frequency perceptions.

The Data: Powerful Data Viewing Tool

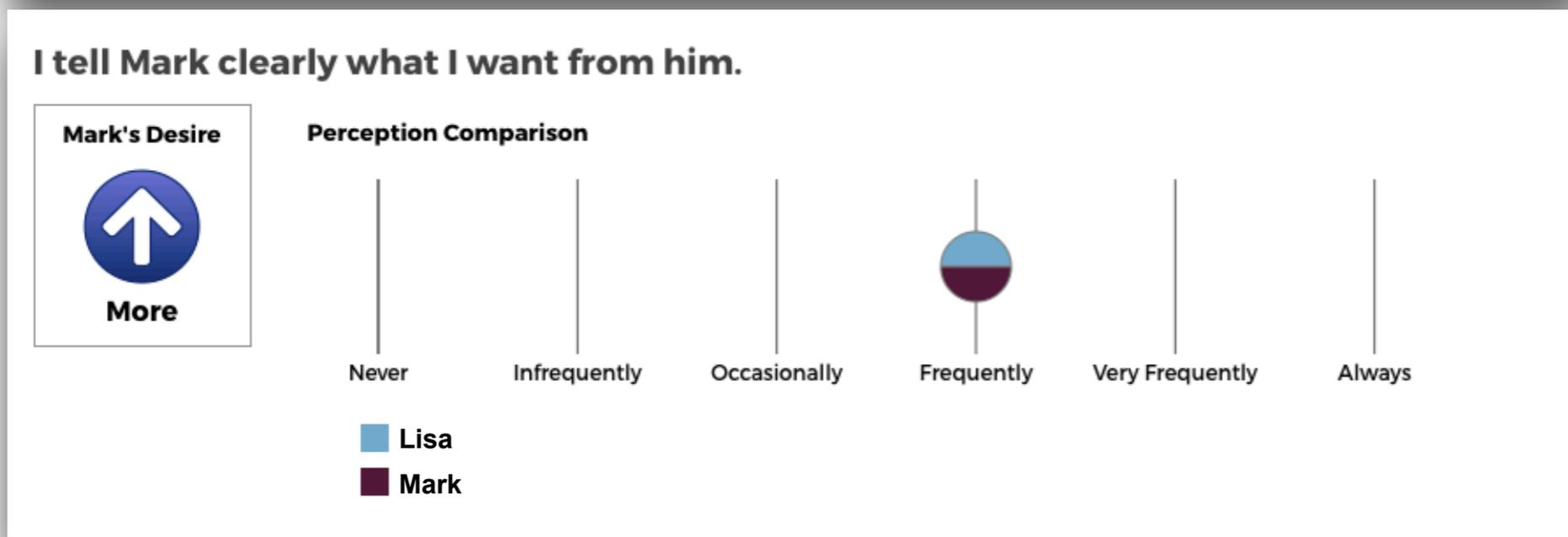
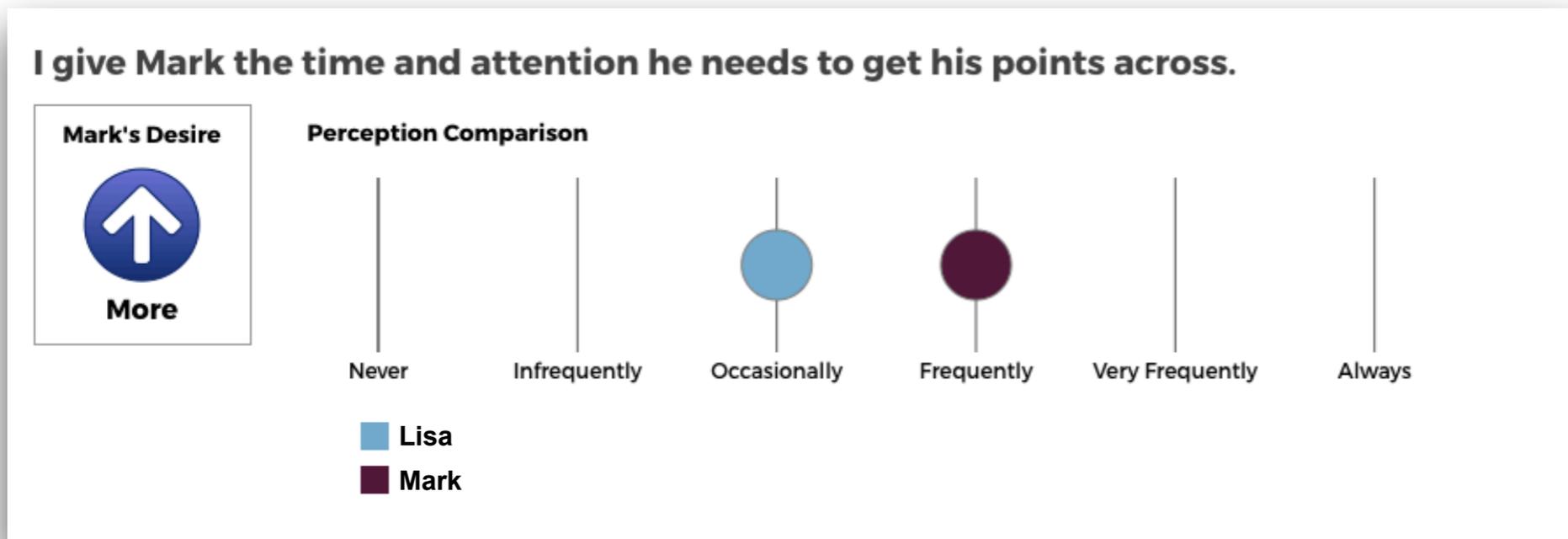
Going even deeper is easy by pinpointing and measuring the gaps in perception.



Ex: Clicking on a behavior shows a comparison of Lisa's and Mark's frequency perceptions

The Data: Downloadable Summary Report

Download or print an easy-to-understand summary of the Five Priority Behaviors, perfect as a guide to the follow-up conversation.



Quickly view frequency perceptions and desires for each priority behavior.

Research-Backed Methodology



All of the BehavioralOS solutions are powered by a behavior model researched and developed by Temenos founder and M.I.T. behavioral scientist, Irv Rubin, PhD.



Universal—Dr. Rubin developed the model with over 10,000 data points from leaders and team members in both public and private institutions, making it culturally-neutral and highly effective in diverse, global organizations.

Full Set—The model represents a complete spectrum of behaviors that leaders indicated were important to cultivating win-win, high-growth relationships.

Tangible—It is a knowable universe of 48 specific, observable, actionable, positive behaviors.

EQ & Relationship Development—These are the foundational, specific, behavioral levers for managing EQ and accelerating relationship development.



Reinvent your leadership.

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