

This introduction enables you to better understand how to get the most from your Harrison Reports.

## Your Role, Interactions, and Current Issues

Before reviewing your Harrison Reports, reflect on the following and write down some brief answers:

**Your Role:** What are your key responsibilities? (For example: Managing others' performance, formulating strategies, innovating, implementing, or selling).

**Your Interactions:** What types of interactions do you have with others? (For example: brainstorming, holding others' accountable, influencing ideas, making collaborative decisions, providing clarity around objectives or priorities, or responding to others' needs).

**Current Issues:** Which of your responsibilities do you think are going well? What aspects of your job do you find most challenging? What do you want to improve?

The above issues provide a context for better understanding your reports.

## What Harrison Measures

Harrison measures behavioral tendencies, interests, and preferences. We don't put people in boxes with labels like general personality assessments do. The purpose is to help you navigate your career by identifying your key strengths, best roles, and potential derailers.

## Enjoyment Performance Theory - The first of two Harrison Theories



When we enjoy a task or behavior, we tend to do it more often and get better at it.

This elicits positive feedback or a sense of satisfaction, reinforcing our enjoyment and tendency. The cycle repeats.

When we don't enjoy a task or behavior, we tend to avoid it and we don't get better at it.

This elicits negative feedback or a sense of dissatisfaction, reinforcing our dislike to be an avoidance. The cycle repeats.

## Focus on Trait Definitions

Trait names appearing on the reports have a definition next to it. Focus on the definition because the meaning can often be misinterpreted. What is measured is the definition, not the trait name. For example, Harrison's definition for Assertive is "the tendency to put forth one's own wants and needs". It does not mean being pushy or aggressive.

## The Harrison Measurement Scale

Traits are measured on a 2 to 10 scale with your strongest preference and tendency being 10 and your lowest preference and tendency being 2. A score of 6 is the midpoint in which you neither like or dislike that factor. The intensity of the preference/tendency starts from 6 (the midpoint) and accelerates in both directions. A score above 9 indicates an extremely strong preference/tendency and a score below 3 indicates an extremely strong preference not to do it.



## Reliability

Each questionnaire result has a reliability percentage, which is displayed in the upper left on the first page of each report. Eighty percent or greater indicates your answers were truthful, self-aware, and you were paying attention.

## Highlighted Traits Relate to Your Job

On some reports, factors have highlights indicating a specific job was selected when running the report. If the trait has a **green highlight**, a high score (the higher the better) is likely to contribute to job satisfaction and success for that job. If the trait has a **blue highlight**, a lack of that trait (a score of less than 5) could hinder your satisfaction and success for that job.

## Harrison Paradox Theory - The Second of Two Theories

A paradox is two ideas that may appear contradictory but are in fact both true. For example, 'Sometimes less is more' seems contradictory but most people have experienced that fewer words can sometimes communicate more effectively.

This report focuses on 12 pairs of paradoxical traits which may appear to be opposite but are in fact complementary and synergistic. You will have a genuine strength if you are strong on both traits of a paradoxical pair. For example, being both frank and diplomatic is more likely to achieve the goal of getting one's communication across. Conversely, if only one trait of a paradoxical pair is strong, the apparent strength becomes a derailer with likely unintended consequences. For example, frankness without diplomacy is bluntness which is likely to hinder getting one's communication across.

For more information on Harrison Paradox Theory, see the Paradox Report.

**REPORT FOR**

Andrew Jones

**DATE OF COMPLETION**

05/05/2015

**RELIABILITY - 99.2%**Answers were very likely  
accurate and truthful**ORGANIZATION**

Divine Consulting

## Introduction

This report provides training recommendations related to attitudes, tendencies, and behaviors. It does not take into consideration hard skills such as typing or computer skills. You can choose any or all of the development suggestions below for your current position, career development, or personal growth. Some suggestions and exercises for trait development may not be applicable in every case and may need to be modified to suit your particular situation or organization. If you choose to work on more than one trait, it is recommended that you complete one before starting the next.

Changing behavior is much more difficult than learning information. It requires an adjustment of habits or patterns that may have been in place for many years. This type of change generally takes longer and requires regular attention and reinforcement.

Each section of this report contains an explanation of a trait and its relevance to career or personal development. It also includes at least one exercise. The exercises are designed to provide a practical experience and ongoing application that will develop the trait. In most cases, it is not necessary to develop a trait very much. Even a small increase in a trait can create a significant improvement. You can do the exercises by answering the questions and following the instructions, however, it is highly recommended you obtain a coach or partner with whom you can discuss your answers. These developmental exercises can also be done in a classroom with other people. Your coach can support you in making the change, including helping you to give regular attention to the desired change.

This report is generated as a result of your answers to the questionnaire. The traits selected for the report are related to the position selected when running this report. The HA system automatically selects the development traits that are most likely to help you to succeed in this position. However, the system does not necessarily select your traits with the lowest scores. It may select a trait in which you are already fairly strong. If a trait is especially important to the position, you can make greater progress by further developing a fairly strong trait. The suggestions and exercises for trait development may not be applicable in every case and may need to be modified to suit your particular situation or organization. Check with your manager to confirm that the suggested actions are appropriate to your organization.

## Development Area 1: Analytical

You tend to enjoy analyzing problems and decisions.

An analytical approach to solving problems and making decisions enables you to logically examine facts. This results in higher quality decisions and real solutions to problems. If you are not able to ascertain the real cause of a problem, the problem tends to repeat itself (sometimes in a different form). For example, if you have a problem related to a particular employee, you might think that terminating that employee would solve the problem. However, there could be numerous other causes that are more critical or more fundamental such as an inadequate training process, a manager with poor interpersonal skills, an inadequate selection process, or even an inefficient business system. Discovering the real cause(s) gives you the perspective necessary to create an effective solution. Identifying the real cause(s) usually requires careful inquiry and reasoning. In the exercises below you will select a problem. It doesn't have to be something that is going drastically wrong. It could simply be something you would like to improve.

Getting into the habit of taking an analytical approach to problem solving and decision-making will make your work more effective and more efficient. It will also enable you to make better life decisions. If you don't have this natural tendency, you can start by collaborating with someone who does. Getting feedback and suggestions from someone with an analytical tendency will help you to solve the immediate problem as well as learn analytical skills.

### Exercise - Analyzing problems

#### Step 1 - What is the most important current problem you have related to work?

Reflect on and list current work problems and then select the problem you think is most important.

#### Step 2 - What do you think are the root causes of the problem?

Reflect on and list possible causes of the problem. Then reflect on and identify what you think are the root or real causes of the problem. For example, you might at first think that a problem was caused by a person breaking a rule. However, a closer analysis might reveal that the rule was unclear or that there was no system in place to determine if people were following the rule. In that case, the lack of clarity about the rules could be at least one of the root causes of the problem.

**Step 3 - What do you think is the best solution to this problem?**

List all the possible solutions to this problem and select the one you think is the best.

**Step 4 - Why do you think it is the best solution to this problem?**

List the reasons you think it is the most realistic and most genuine solution to the problem.

**Step 5 - Who do you know who has an analytical approach to solving problems that could give supporting insight into this problem?**

Make a list of your co-workers or colleagues who seem to have a natural analytical approach to problem solving. Then select the persons from the list you would like to consult about this problem.

**Step 6 - Consult with your colleagues or co-workers about the problem.**

Show them your analysis of the problem including steps 1-4 to each person. Ask for their comments and suggestions. Listen carefully and explore their ideas.

**Step 7 - After consulting with your colleagues, what do you now think is the root cause of the problem?**

List other possible causes of the problem. Then identify what you think are the root or real causes of the problem.

**Step 8 - After consulting with your colleagues, what do you now think is the best solution to this problem?**

List all the possible solutions to this problem and select the one you think is the best.

**Step 9 - What is the best step-by-step plan to implement the solution to the problem?**

Create a step-by-step plan to solve the problem in a step-by-step fashion.

If the solution involves making a major decision, make sure your analysis is sufficient. (More analysis should be given to larger decisions.)

## Development Area 2: Influencing

You very often engage in persuading and influencing others. Assuming you have the right balance of other interpersonal traits, you are likely to be skillful in expressing your ideas to subordinates and/or clients.

Being able to get your ideas across to others enables you to be more effective in your work. It can also be personally rewarding to express your expertise or knowledge in a way that has a greater impact. If you think about it, there are probably many situations in which you want to influence others. You may have a clear idea about how to approach a certain project that you want to communicate to your coworkers. If you are a manager, you will probably need to influence the behavior of your subordinates. Or, you may simply wish to influence your boss to approach a project a certain way, or even to give you a raise.

To influence others, you first need to build a rapport. Most people fail to influence others because they do not pay sufficient attention to building such rapport. Rapport is developed when the other person believes that you understand and respect them.

Past experiences are one of the primary barriers that keep people from being influenced. For example, if the person has had painful past experience with salespersons, he/she is likely to feel a great deal of resistance to any salesperson. Or, if the person has had disappointing experiences with a similar product, he/she is likely to have a great deal of resistance to your product even though it may be far superior. Your boss may resist your influence as a result of painful past experiences with other employees. Worse yet, the person may have built up mental resistance as a result of past experiences with you! In such cases, it is very difficult to convince someone of anything until you rebuild the rapport. They will continually go back to that past experience and resist. The more you try to influence them, the more you are just reinforcing that past experience and the less likely you will succeed. Even if you should manage to work around it, your influence is unlikely to stick. If you want to influence someone to do a particular thing, you should find out his/her past experiences related to that thing. By empathetically listening, you allow him/her to discharge the past experiences. This will make him/her more available to openly explore your proposal. In addition, by understanding the person's past experiences you can learn what is important to him/her and how to present your proposal.

In order to influence others, you need to determine what they really want. This includes the person's greatest hopes, dreams, or objectives. By eliciting his/her objectives and then listening, you not only continue to build rapport, you become aware of how to fulfill those needs. Knowing the person's hopes, dreams or objectives enables you to provide a compelling reason to change his/her viewpoint or take a specific action.

Once you have built rapport and aligned yourself with the person's objectives, you need to be able to suggest an action. You need to be unambiguous about what you want the person to think or do. Unless you clearly present an action, you are unlikely to have the desired influence.

Influencing is different than manipulation. While they both involve expressing your viewpoint in order to change another's ideas or actions, manipulation involves trying to trick or deceive the person for your own personal gain. If you try to manipulate others, they will most likely resist. They may not even realize it, but their natural reaction is to prove that they have free choice by resisting. Even if you manage to manipulate them in the short term, the influence will probably not last. They will eventually realize the manipulation and feel resentment. This will cause the relationship to deteriorate, making it almost impossible to influence that person in the future.

The steps in the exercises below are tools you can use in the influencing process. You don't have to use them in a rigid manner. You can skip a step, or adjust a step according to the situation as you keep in mind the basic principles.

### Exercise # 1 - Reflecting on Influencing

**Step 1 - What has been your past experience with trying to influence others?**

Reflect on and describe your past experiences when trying to influence others. In what way was it fulfilling or unfulfilling?

**Step 2 - In what ways have you successfully influenced others?**

Reflect on and describe the ways in which you have successfully influenced others. What factors do you think enabled you to be successful?

**Step 3 - In what ways have you been unsuccessful when trying to influence others?**

Reflect on and list the ways you have been unsuccessful in trying to influence others.

**Step 4 - What needs did the person have that you failed to acknowledge or consider?**

In each of the unsuccessful attempts to influence listed in step 3, reflect on and list what needs the person may have had that you failed to acknowledge or consider.

**Step 5 - In what way could you have built a better rapport with the person before trying to influence them?**

For each of the unsuccessful attempts to influence listed in step 3, reflect on and list any ways you could have more effectively built rapport before trying to influence that person.

**Step 6 - In what way could you have expressed what you wanted more clearly?**

For each of the unsuccessful attempts to influence listed in step 3, reflect on and list the ways in which you could have been clearer about what you wanted the person to do or think.

**Exercise # 2 - Building rapport, aligning objectives, and creating influence**

Study carefully all the steps below as you will need to apply them within an interaction with others.

**Step 1 - Whom would you like to influence?**

Reflect on and write down the names of the persons you would most like to influence.

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- 3
- 4
- 5

**Step 2 - What exactly would you like \_\_\_\_\_ to think or do?**

Reflect on and write down exactly what influence you would like to have for each of the persons listed in step 1. Try to be as specific as possible about what you would like the person to think or do. For example, if you want him/her to accept a certain idea or to take a specific action, state clearly what belief or action you want him/her to take. Make sure it is realistic. For example if a person has held a specific belief his/her entire life, it may be quite difficult to try to change that belief. Therefore, it would be best to start with a smaller step.

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**Step 3 - Build rapport by exploring the person's past experience.**

Talk to the person listed in step 1 and find out his/her past experiences related to the subject in which you want to have influence. For example, if you wish to influence the person to consider taking a training course, you might ask 'What has been your past experience with taking courses?' or, 'What has been your past experience with this subject (subject of the training course)?' If the person has had a difficult past experience, avoid the temptation to jump in and say that this one is different. Rather, put yourself in his/her shoes and allow him/her to talk about it. In another example, if you wish to influence your boss to give you a raise, first ask him/her for feedback about your performance. Try to understand his/her point of view. Ask for clarifications, but don't at this point try to challenge or argue with any viewpoints offered. Acknowledge how he/she is personally affected by any points he/she raises. For example, you could say something like: 'I can see where my showing up late occasionally has caused you frustration.'

**Step 4 - Acknowledge Choice**

Avoid the temptation to tell him/her it will be different than the past experience. Acknowledge the resistance rather than trying to fight against it! For example, if the person had a difficult experience with a training course, you might say 'I can see where having had such an experience, you may not want to even hear about another course on that subject'. Then just wait for a response. If the person says 'absolutely not', then it is very unlikely that you will be able to influence him/her to do it no matter what you say. In that case, respect his/her choice and try to influence someone else. However, in most cases, the person will probably say something like 'As long as it didn't do \_\_\_\_\_, I might be open to it'. Using the above process provides the opportunity to unload his/her past experiences which makes it possible for him/her to choose to view a new opportunity from a fresh perspective.

If you are asking for a raise, and your boss has just given you feedback about how you have made something difficult for him/her, you could acknowledge choice by saying something like: 'I can see how given that experience it may be difficult for you to even talk about the subject of a raise.' Again, just wait. At this point, your boss is likely to choose to enter a discussion about a raise and to see that subject from a clearer perspective in which the minor annoyances have been expressed (and discharged). Thus, a fresh examination of the facts can begin.

The above process allows you to build rapport by listening, acknowledging, and most importantly, not trying to force the person to your point of view. Acknowledging the person's choice shows respect for the individual's freedom which will gain a better response.

## **Step 5 - What does \_\_\_\_\_ truly want or need?**

Find out the person's needs, goals or even dreams. For example, if the person is your boss, you might ask what his/her vision is for this department. How would he/she really like it to be? Just listen and acknowledge his/her aim. If the person is your subordinate, you might ask about his/her career aims. After listening to the goals and dreams, restate what you have understood to confirm and acknowledge your understanding.

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## **Step 6 - How could you fit your objective into theirs?**

Reflect on and list the ways in which your objectives and their objectives could be fulfilled at the same time. For example, if you want to ask for a raise, tell your boss how you can help him/her to fulfill that vision. Or, if you are trying to influence a subordinate to take a course, you could explain how this course would help him/her to fulfill career objectives.

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**Step 7 - What is the next course of action in order to fulfill your mutual needs?**

After clearly understanding the person's objectives, discuss with the person the next course of action that would begin to fulfill both of your needs. Set specific action items that you and/or the person need to do to start the process in motion. Do this for each person listed in step 1.

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**Step 8 - Write down your experience when you attempted to apply the above steps for each person.**

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