



Feedback Report

## Relational Health Audit

Denise Debutante



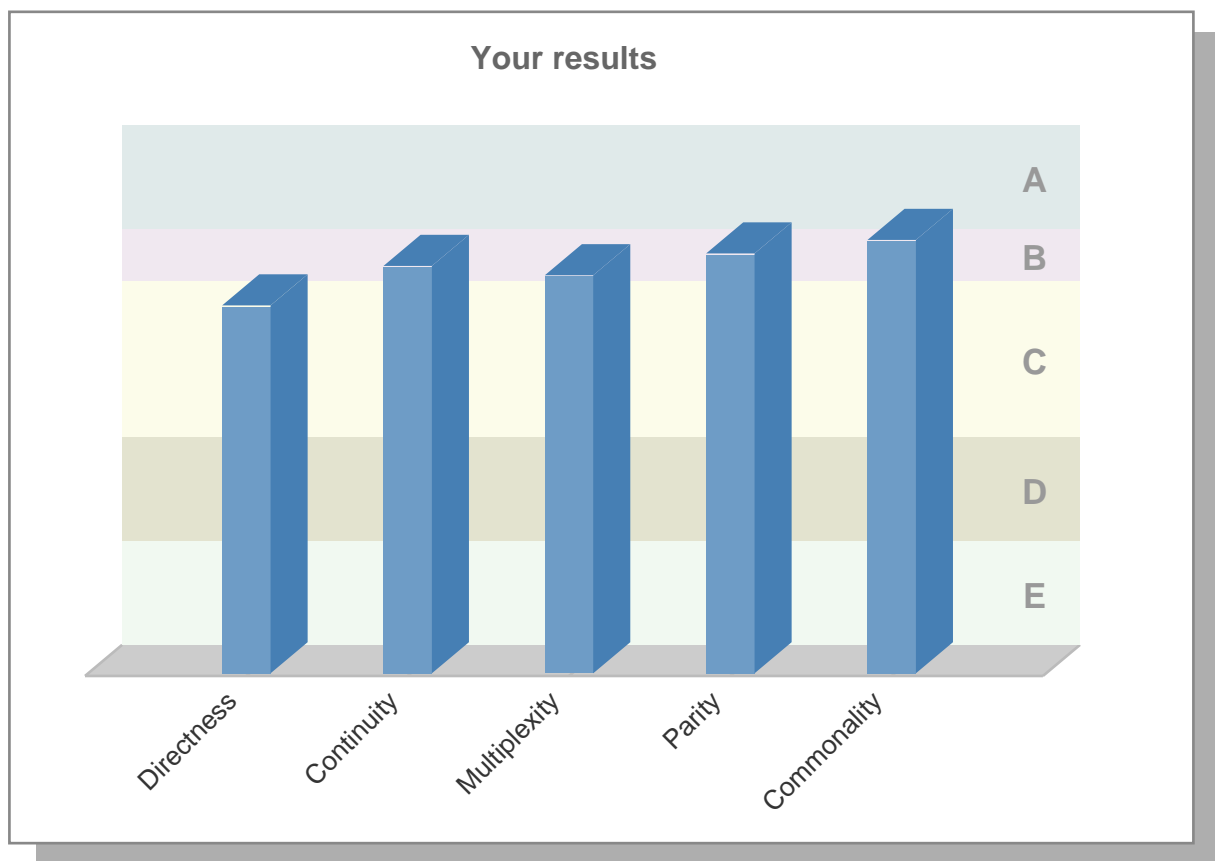
# Feedback Report

## Relational Health Audit: Version A

### Denise Debutante

This report is based on the answers you gave to the RHA questionnaire where you were considering your relationship with Helen Harrison. Below is a graphical representation of the results grouped into five major areas. Each area is described in the following pages together with a more detailed breakdown of your results.

To understand the scores in each area, remember that the scale used to answer the items was 1-6 and the summary scores below have averaged these so that the results are also on the scale 1-6. Scores above 4 suggest a broadly positive view of the relationship. Scores below 4 suggest an area where some improvement would benefit the relationship.



You will see that, for ease of interpretation, the scores in the graph above have been graded from A to E as shown by the coloured bands. The grades can be interpreted as follows:

- A: a very positive strength in the relationship (scores above 5)
- B: a strength in the relationship (scores between 4 and 5)
- C: an area that is generally working well in the relationship (scores between 3.0 and 3.9)
- D: an area to strengthen in the relationship (scores between 2.0 and 2.9)
- E: an area that is not working well in the relationship (scores below 2)

## Descriptions of the five domains

The five relationship areas are described in detail below.

### Directness

This area describes how we encounter (contact, communicate and connect with) others, whether they be individuals, groups or organisations. An encounter allows different levels of exchange and the nature of that encounter influences the depth of the connection and the quality of communication processes. Circumstances and choice influence the different kinds of encounter we experience and these have an impact on the connection that develops in the relationship.

We can think of contact into two ways - 'unmediated contact' (when all the verbal and non-verbal communication channels are open, such as when meeting face-to-face) and 'mediated contact' (where some element of filtering is involved such as when using a translator or when using technology such as phone or email). Getting the right kinds of contact in the right proportions is important for building a strong relationship.

Directness is subdivided into 3 main areas:

- Quantity of contact (the balance between unmediated and mediated contact and whether the forms of contact are appropriate and suited to the nature of the relationship).
- Quality of communication (the clarity and effectiveness of communication and whether it is open and transparent)
- The consequences and impact (the degree of intellectual and / or emotional connection)

### Continuity

This area describes how encounters become relationships. A relationship requires time together over a period of time in order to build a shared storyline. This allows the present to be understood in the light of the relationship's past and in expectation of its future. A relationship that has built a sense of continuity has something which endures from one encounter to another, creating a thread between them - people, information, places, purposes, memories, expectations, and so on - which is significant and shared between the participants in the relationship.

Continuity is subdivided into 3 main areas:

- Foundations and history (one's perceptions concerning the length of time spent together plus the challenges caused by gaps and interruptions)
- Anticipations of the future (the expectation of continuation and stability and of the resilience and sustainability of the relationship)
- Consequences and impact (the similarity and significance of a shared story plus the sense loyalty and roots)

### Multiplexity

This area describes how much we know of another person across a breadth of different situations and challenges. Our knowledge of the other person will always be imperfect and incomplete, but strong relationships are based on good understanding (and appreciation) of the true and authentic 'self'. Gaps in our knowledge of others create the potential for missed opportunities and misunderstanding. We may not know what the other could contribute or we might make false assumptions about their capacity.

Broader-based knowledge also helps us to 'read' the person - to understand the reasons for their reactions or to predict their responses - as well as helping us to be confident that our views of the

person are accurate. By accessing varied sources of information in different contexts (for example, work, home or leisure) it is more likely that mutual knowledge in a relationship will be authentic, complete and verified.

The sense of being known and accepted can be an important experience of relationships: to be known only in part is to be present only in part. Different levels of multiplexity are appropriate in different circumstances but the strongest relationships are those in which multiplexity is high.

Multiplexity is subdivided into 3 main areas:

- Breadth of understanding (the extent to which knowledge of the other is based on a wide variety of situations, whether it is first-hand or second-hand and whether it incorporates also an understanding of the other person's culture, values and reactions to pressure).
- Depth of understanding (how well people know each other and whether their knowledge of each other allows explanation and prediction and awareness of each other's full range of skills and talents).
- Acceptance and appreciation across all areas (and whether the appreciation is two-way - i.e. both "I appreciate you" and "you appreciate me").

## Parity

This area describes how power and influence are exercised in the relationship. Power, which can take many forms, enables one person or organisation to make another act in a certain way. The distribution and use of power in a relationship influences the ability and willingness of both parties to engage in and contribute to shared activities and the building of the relationship. It also influences the distribution of risks and rewards in a relationship as well as the extent to which a relationship is experienced as fair. A sense of fairness in the relationship is based on the development of mutual respect and this is based upon a positive valuing of each other's contributions. Disengagement, abuse of power, and negative or defensive reactions are the possible consequences of an absence of respect.

Parity is subdivided into 3 main areas:

- The degree of participation (the ability to act without fear or recrimination, the confidence that one will be consulted and listened to)
- The evaluation of fairness (a sense of fairness in terms both of effort and influence and in terms of risks which are taken and rewards received)
- The development of respect (for the person, for what they stand for and for what they contribute)

## Commonality

This area describes 'purpose' in the relationship and the extent to which it is shared by the two parties. A common purpose influences how we view others in the relationship and is the reason for action and, in many cases, for the further development of the relationship. Commonality defines a bottom line since the extent to which a purpose is shared (in terms of depth, breadth and degree of alignment) influences both the rationale for being in the relationship and also the conduct of that relationship.

Commonality of purpose does not preclude the differences and diversity that enrich a relationship. If such differences are valued, this will lead to better decision making (in contrast to the 'groupthink' approach where all are encouraged to hold the same view). High commonality increases the energy and commitment to shared goals whilst at the same time not allowing these to be undermined by competing and divergent interests or obligations.

Commonality of purpose leads to a sense of synergy in which there is the feeling that more can be achieved than by either party alone. It also leads to a sense of unity: the feeling that both are 'on the same side'. The partners in a relationship feel that their purposes are aligned and that challenges and differences can be better managed and their relationship thus strengthened.

Commonality is subdivided into 3 main areas:

- Common goals (in terms of the short-term and long-term focus and considering also both the alignment and the potential divergence of goals)
- Overlap and commitment (clarity concerning goals and how they fit within the broader set of priorities plus the energy and commitment that is shown in reaching the goal)
- Synergy and Unity (the energy that is created for both the task and the relationship plus the unity that is felt by a convergence of values and spirit)

In the following sections of the report, your scores for each of these five areas are shown in more detail. For each area, the graph shows your detailed scores for each of 6 relationship dimensions within that area. The text following the graph then interprets these scores in terms of your own perception of the relationship.

## Directness

Directness describes the nature of your encounter (contact, communication and connection) with Helen. Your overall rating of this dimension of the relationship was 4.54.

Sub-area	Dimension	Score	
Quantity	Contact	A	5.50
	Access	C	3.25
Quality	Functionality	B	4.75
	Style and tone	A	6.00
Connection	Intellectual	C	3.75
	Emotional	B	4.00

**QUANTITY:** This area looks at the amount of contact between Helen and yourself and whether this is appropriate for the relationship. Do you feel there could be more or less of certain kinds of contact and do you feel you have access to Helen when you need it? Are you able to make contact sufficiently quickly when it is important to do so, or are there unnecessary difficulties in the way?

The level of face-to-face contact between Helen and myself meets our needs and is appropriate. I find that we generally have enough time to cover what is important and that we do so in person rather than indirectly. Furthermore, the level of mediated contact (email, text, phone, third parties etc.) between Helen and myself meets our needs and is appropriate. Such indirect communications still allows us to cover what is necessary and important.

I appreciate the ease of access I have to Helen and her time. I find it easy to meet her face-to-face when I feel it is important to do so and I do not experience any avoidance or find that unnecessary difficulties are put in the way. Nevertheless, as regards non-face-to-face communication, I experience considerable difficulty in getting in touch with Helen. There are often times when I find her unnecessarily slow in getting back to me. It makes me feel that unnecessary difficulties are put in the way

**QUALITY:** This area looks at the effectiveness of your communication with Helen. Are conversations and messages sufficiently clear and understood? Do you talk at cross purposes? How well do you use the time? Are there hidden agendas or are important things left unsaid?

When we communicate we tend know what each other is saying or means. Our messages are clear and we rarely talk at cross-purposes. Furthermore, we use the time we have well and our communications are generally effective, focussed and to the point.

Our communications are clear and transparent. We have few hidden agendas and there is an atmosphere of openness and honesty. Furthermore, in this relationship there is a genuine attempt to listen and understand which goes beyond the words and we tend to read each other's thoughts and feelings as well.


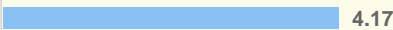
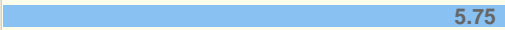


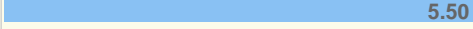
**CONNECTION:** This area looks at the degree of connection created by the contact you have with Helen. How much do you feel stimulated by the contact you have with Helen? Does this remain at an intellectual level or is there an emotional empathy and connection as well?

The discussions we have are intellectually stimulating. I find that we bounce around ideas in a way that feels exciting and rewarding. In addition, the contact we have can sometimes stimulate new and creative thoughts. When we are together there is sometimes a sense of curiosity and exploration of new ideas.

I feel a real sense of being on the same wavelength as Helen. This goes beyond intellectual understanding and agreement and involves a deeper sense of emotional connection. However, although the contact we have is sometimes quite supportive, there could be a greater sense of being acknowledged and significant in this relationship.

## Continuity

Continuity describes how the time spent in the relationship with Helen (past, present or anticipated for the future) becomes a relationship with a shared storyline. Your overall rating of this dimension of the relationship was 4.92.

Sub-area	Dimension	Score	
Foundations	Duration	A	 5.25
	Interruptions	B	 4.17
Anticipations	Stability	A	 5.75
	Sustainability	A	 5.25
Belonging	Shared story	B	 4.00
	Roots	A	 5.50

**FOUNDATIONS:** This area looks at your history and sense of continuity in the relationship between Helen and yourself. Do you regard the relationship as having existed over a significant period of time? Do you feel it is continuing to develop even if there have been gaps and interruptions - and how well do you manage the gaps?

We have known each other over a significant period during which we have shared important experiences thus creating a sense of continuity and history. Furthermore, the contact we have is continually evolving and progressing as we continue to get to know each other better.

Our relationship has involved significant periods when we have not been in close contact although it is unclear whether this is due to circumstances or simple neglect. However, our relationship is not yet at the stage where we can connect quickly even after periods of minimal contact.

**ANTICIPATIONS:** This area looks at your anticipated future together. Do you feel there is sufficient stability in your relationship with Helen such that you expect it to continue - in spite of potential changes in jobs, roles or geography? Do you feel optimistic that you will be able to overcome difficulties, survive disagreements and continue growing together?

My expectation is that this relationship has a long future which will continue beyond our immediate circumstances and roles. Furthermore, I feel Helen is a consistent personality. Even after a break, I am clear about who I am about to meet and this helps the continuity and development of this relationship.

Our relationship has a strong foundation which gives me confidence in its ability to survive difficult times and disagreements. I do not believe it will be easily shaken by circumstances and pressures. Furthermore, I anticipate that our relationship will continue to evolve and grow over time.

**BELONGING:** This area looks at how much you feel that you share a common perception of your relationship and its importance to each of you together with the contribution it makes to any feeling of roots that you may have. Would you both describe the relationship in similar ways? To what extent is there a sense of loyalty and belonging between you?

I am unsure about how much we share a common view of how our relationship has grown and what it means to each of us. It could be interesting to check the overlap in the story we tell about it. However, my relationship with Helen is a significant part of my life and my life story would be seriously incomplete without describing her part in it.

My relationship with Helen contributes significantly to creating my sense of belonging. It is part of what gives me a sense of continuity and roots. Furthermore, my relationship with Helen has developed in such a way that I feel a deep sense of commitment and loyalty towards her.

## Multiplexity

Multiplexity describes the range of different situations and experiences that have so far been part of your relationship with Helen and have influenced your understanding and appreciation of each other. Your overall rating of this dimension of the relationship was 4.83.

Sub-area	Dimension	Score	
Breadth	Variety of situations	C	3.25
	Variety of demands	A	5.75
Depth	Predicting	A	6.00
	Accessing	B	4.75
Appreciation	Knowing and appreciating	B	4.50
	Being known and appreciated	B	4.75

**BREADTH:** This area looks at the range of knowledge between Helen and yourself. Have you seen Helen behave in many varied situations facing different kinds of challenges? Is what you know confirmed by others who know Helen well? Are you knowledgeable about Helen's cultural background and deeper sets of values?

My knowledge of Helen is based on observing her in a number of different circumstances but I have not yet had the opportunity to get to know her across a broad range of different contexts. However, I have had some opportunity to get to know Helen through the eyes of other people who know her well. I therefore feel I have a partial knowledge of who Helen is and what she does in the various parts of her life.

I have had the opportunity to see Helen facing a variety of pressures and challenges and feel that I have a good knowledge of her range of styles and reaction. Furthermore, I have had the opportunity to get to know a fair deal about Helen's background and culture. This has given me a good insight into her wider interests and values.

**DEPTH:** This area looks at whether the knowledge you have about Helen leads to a good understanding of why she does what she does. Can you predict how Helen will react to a wide range of circumstances? Could you accurately identify the full range of skills and talents Helen has to contribute?

The knowledge I have gathered about Helen in different circumstances has given me a good understanding of why she behaves and reacts as she does. Furthermore, I have gained a good deal of insight about Helen in different circumstances which allows me to predict fairly accurately how she will behave and react in different circumstances.

I have been able to learn a lot about Helen's wider range of skills and talents other than those she uses in our immediate circumstances. This makes me confident that I could describe the kinds of contributions she could make in different circumstances. Furthermore, I believe Helen recognises some of my wider range of skills and talents other than those I use in our immediate circumstances. This makes me confident that she could begin to describe the kinds of contributions I could make in different circumstances but not to adequately represent my full capabilities.

**APPRECIATION:** This area looks at the degree to which each party feels known and appreciated. Are there areas that remain a bit of a mystery? Is a part of each other's character unappreciated or criticised? Is there an element of caution or mistrust?

From the contact we have had I am confident that I know a lot about who Helen is and what she stands for. Furthermore, I believe I know enough of the true and authentic Helen whom I have learnt to trust and appreciate for who she really is.

Our contact together gives me some confidence that Helen is getting to know the true and authentic me. Furthermore, I believe Helen trusts and appreciates me for who I really am.

# Parity

Parity describes how the use of power and influence has created a sense of fairness and respect in your relationship with Helen. Your overall rating of this dimension of the relationship was 5.04.

Sub-area	Dimension	Score	
Participation	Freedom to choose	B	4.75
	Involvement	A	5.25
Fairness	Fairness of contribution	A	5.25
	Fairness of return	B	4.25
Respect	Respecting yourself	B	5.00
	Being respected	A	5.75

**PARTICIPATION:** This area looks at the degree of control, autonomy and support that exists in the relationship. Do you feel that you can take initiative without fear of recrimination? Are you involved and consulted appropriately? Is your voice listened to and do you feel you can have an influence where appropriate? Do you feel heard?

In Helen's company, I feel some level of freedom to take initiatives and to do what I consider to be useful and important. However, at times I feel a little over-controlled by her needs, comments or expectations. On the other hand though, I do not expect her to be critical and so do not anticipate disapproval, recrimination or blame from her.

Helen keeps me well-informed about decisions and activities that affect me and I rarely feel left in the dark. Furthermore, when I express my opinions, I feel that they are listened to, valued and that I do influence both direction and actions.

**FAIRNESS:** This area looks at the underlying sense of fairness in the relationship. Do you feel that contributions in terms of activity and effort are appropriate and fair? Does either party exercise excessive power and influence? Who gets the credit? Are the risks and rewards fairly attributed or allocated?

The things we do are fairly shared out and we both put in our fair share of the work and effort. Furthermore, in our dealings with each other I feel Helen uses her power and influence both appropriately and fairly.

In our dealings with each other, I feel that we share some of the risks involved - whatever they might be - but there are times when these could be shared a little more fairly. However, we both take our own fair share of the rewards involved - whether they are material, financial or more personal.

**RESPECT:** This area looks at how much respect there is for each other's contributions and talents. Do you value and respect what Helen has to offer? Do you think she values what you have to offer? At a deeper level do you respect what each other stands for?

In our dealings with each other, I feel a great deal of respect for what Helen does and what she contributes. Furthermore, I have developed a genuine respect for Helen as a person and what she stands for.

From our dealings with each other, I believe that Helen values my contribution and feels that it is valuable and worthwhile. Furthermore, I believe that Helen has a genuine respect for me as a person and what I stand for.

## Commonality

Commonality describes the degree to which you and Denise share common goals and purposes that help bind you together and strengthen your relationship. Your overall rating of this dimension of the relationship was 5.17.

Sub-area	Dimension	Score	
Common Goals	Short-term	A	5.75
	Long-term	B	4.50
Overlap and depth	Overlap	B	4.50
	Depth	A	6.00
Unity	Synergy	B	4.75
	Unity	A	5.50

**COMMON GOALS:** This area looks at the goals you share, how well they are aligned and what could get in the way of achieving them. Are your shared goals a short-term convenience or a long-term alliance? Do you both focus on them appropriately or is there an imbalance? Are there enough common purposes to overcome difficulties and obstacles?

There are immediate goals that we share which bring us together and require us to collaborate at least in the short-term. Furthermore, we are both able to focus on immediate shared goals without too much risk of other priorities getting in the way.

There is some overlap in our longer-term goals and I believe we can focus on them. However, there is some risk that we will be distracted by other priorities. On the other hand, where overlap in our goals does exist, I believe our commitment to them is sufficiently strong for me to be confident we will continue to work and co-operate together, even through difficult times and disagreements.

**OVERLAP AND DEPTH:** This area looks at the significance of your shared goals. Are they the main priority for both of you or are there other priorities that get in the way? Is there sufficient clarity about what you are trying to do? Are you both strongly committed? Is there a difference concerning the level of energy you each put in?

Our goals and purposes represent a highly significant proportion of our overall focus and energies. Furthermore, we are very clear about those goals and purposes we have in common which makes it easy to focus on what needs to be done and act coherently.

Helen shows lots of energy and effort in trying to achieve our common goals and purposes. Furthermore, she shows such a high level of commitment that I do not believe she will give up or lose direction unless there are dire circumstances or clear reasons.

**UNITY:** This area looks at whether the connection between you goes beyond achieving specific goals. Is the energy created with both of you greater than the sum of the parts? Is the relationship more important than the task? Is there a convergence of values and spirit that almost doesn't need a goal?

The alignment we have in terms of goals and purposes creates a level of energy when doing things together that is very rewarding. Furthermore, we have a very high commitment to each other and so finding common ground between us extends beyond achieving goals and involves the building of the relationship itself.

I believe that, at a fundamental level, our values converge and that this unites us beyond the achievement of our current common goals. Furthermore, I believe we see, value and experience things in such a way that we are kindred spirits with a sense of unity and connection beyond any immediate causes or circumstances.

## How this relationship can be improved

This section of the report details the specific areas you considered important to improve.

*You think that it is VERY important for the health of this relationship that . . .*

- we are better able to predict how each other would feel and behave in different situations and circumstances

*You think that it is fairly important for the health of this relationship that . . .*

- we have better or more immediate access to each other
- we share more experiences over a longer period than is currently the case
- we have more regular contact and avoid long periods of no contact
- Helen is more approving and less restricting so that I feel more able to act freely as I think appropriate
- I develop greater respect for what Helen contributes and stands for

# Perceived quality of the relationship versus perceived need for improvement

The following diagram look at the relationship between your perceptions of the quality of each of the five major areas of the relationship and your view of how necessary it is to make improvements in each area. The colours used in the diagram indicate the following:

- Pink: Areas of the relationship which you consider definitely in need of improvement
- Yellow: Areas of the relationship which you consider to be in need of slight attention
- Green: Areas of the relationship which you do not think need to be improved.

Those areas of the relationship that fall towards the left of the diagram are those which you think are of low quality. However, because you see them as being of low quality, this does not necessarily mean that they need to be improved. Some areas might not actually be important for this particular relationship and maybe the relationship can thrive quite well without them.

Any areas which fall in the first cell of the top row of the tables ("Weaknesses to be addressed") will probably be the most important for you personally to address as these are areas which you see as being both of poor quality and in particular need of improvement.

	Weaknesses to be addressed	Areas which need improvement	Strengths which need to be even better
4-6	NONE	NONE	NONE
Need for improvement	Weaknesses which need slight attention	Needs slight attention	Strengths which need slight attention
	3.0 - 3.9	NONE	NONE
<3	Areas of little concern	Areas that do not need attention	Strengths that do not need attention.
	NONE	NONE	Directness Continuity Multiplexity Parity Commonality
	<3	3.0 - 3.9	4-6
	Perceived quality of relationship		

Finally, it is important to bear in mind that the key to improving relationships is 'understanding'. This report will provide you with a basis for understanding not only your own view of the strengths and weaknesses of the relationship but also that of your partner. Understanding the differences between your respective views can be a first step in the process of improving and strengthening the relationship between you.

Date tested: 30/4/2010

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