

IT Attribute Index™

Innermetrix, Inc.
Innermetrix Talent Profile of John Doe

Patterns Overview

Over fifty years of scientific research has revealed that there are three distinct styles of decision-making. Each of us can make decisions in these three ways, but we tend to develop a preference for one more than the other two. This preference becomes a subconscious force, affecting the decisions we make on a daily basis and shaping how we perceive the world around us and ourselves.

The three decisional styles are the personal, the practical, and the analytical. These dimensions can be examined in the form of patterns due to the work of Dr. David Mefford and his characterology research on axiology and personality types (Mefford, et.al, 1980). Dr. Mefford worked out a system of patterns based on two distinct factors unique to axiology. His research focused on the clarity patterns, which we have expanded upon.

The Personal Style: People with a preference for this style of making decisions tend to see the world from a personal point of view, or with concern for the individuals involved. They see people in a unique, individual light and are more concerned about others than the results and theory. This involves a personal involvement with, concentration on, or investment in people. To this style, the world is filled with people needing to be understood.

The Practical Style: People with a preference for this style of making decisions tend to see things in very practical, no nonsense, real-world, task oriented manner. They are more concerned with results than others and theory. They see people in comparative ways as they relate to others. To this style, the world is an objective waiting to be achieved.

The Analytical Style: People with a preference for this style of making decisions tend to see the world from a theoretical perspective, more in an abstract way than a concrete one. They see people as part of a system and tend to think in very black and white terms. They are more concerned with thinking about things, and analysis than actual results or personal concerns of others. To this style, the world is a problem to be explored and solved.

To some extent we are all capable of making all three kinds of decisions, but our preference tends to be for one more than the other two. Here's a simple example of the three in contrast to each other. One of each style are sitting around a table trying to figure out what to do. While the Personal style is focused on the needs of the workers involved and how best to utilize their talents, the Practical doesn't really care as much about the personal needs, or if it is done right, he just wants to get it done. Finally there is the Analytical who sees no reason to worry about the people involved or even getting it done if it isn't going to be done correctly.

We all have different balances of these three styles; that's what makes our decisions and actions different from each other's. These ways of making decisions, and how we use them, are at the core of who we are. They are behind our preferences, our strengths, and our weaknesses. In the following pages you will find a list of capacities which are the result of your unique combination of these three decisional styles. It is this understanding of your individual strengths and weaknesses that will enable you to affect change in your life and achieve greater personal success. It is only by first understanding something that we are then able to change it.

Societal I=E>S (S)

External Decision Making Pattern Summary

The "(split)" in a Pattern title signifies extreme separation between a person's Maximizers and minimizers. The difference between the two can be extreme and very noticeable.

You prefer to interpret situations in terms of people and their social and work relationships first, and then the relationship to the larger system or structure within which these people and the society exist. Social behavior and productive application of human resources take much precedence over system and organization, or compliance with the set structure or set of rules. You have very good to excellent ability for empathetic and pragmatic thinking with low Systems dimension appreciation or ability. This means that you are someone who values people and their needs as very important and balance this importance with business objectives in a very good way. Your significantly lower valuation of the Systems dimension reveals that you have a strong dislike for highly structured environments, preferring instead to work freely without lots of controls. You are much more concerned with people and getting things done to be constrained by such things like blind rules that "don't understand the real time needs". Your overall development levels in the People and Systems dimensions are equal and high, while the Tasks dimension is moderate, but under developed in comparison. Level of development speaks to your ability to "see" a specific dimension. The more clearly we see a dimension of thought, the more able we are to use it; therefore the better we are at it.

Maximizers

Teamwork or any group effort
Interpersonal communication
Empathy
Practical thinking
Understanding others
Planning and organizing
Balancing performance and people needs with goal demands

Minimizers

Appreciation for authority, rules and regulations
Strong preference for production deadlines or personnel needs in favor of rules, structure or systemic guidelines
Systemic thought
Proactive thinking
Results orientation

Motivators

Financial security
Status and recognition
Personal relationships

Needs for Growth

Develop better two-way communication with authority figures, and greater appreciation for set rules, parameters, order or structure.

Targets for Reinforcement (R) and Development (D)

Results orientation (D)
Problem Solving (D)
Systems judgment (D)

Preferred Environment

Decision-sharing; cooperative, teamwork atmosphere under higher-level leadership. Less structure.

Performer E>I=S (L)

Internal Decision Making Pattern Summary

You primarily value or appreciate yourself through your work or primary social roles (business and personal). You place most of the emphasis for your self worth on actually doing or performing the work or these primary roles. You have some significant questions about the way in which you are to accomplish your goal, however. This can often be caused by new technology, or a new way in which you fulfill your job or role. You also have a lower sense of self worth and this can cause people greater stress and rob you of productivity in many areas. Your overall level of development in the Tasks dimension is highest of the three, but only moderately. You have an equal, but low, level of development in the people and Systems dimensions. Level of development speaks to your ability to "see" a specific dimension. The more clearly we see a dimension of thought, the more able we are to use it; therefore the better we are at it.

Maximizers

Identification of self with primary social or professional role
Understanding what you want to do
Highly committed to your endeavors
"Keep at it" attitude

Minimizers

Self esteem vulnerability due to loss of social or professional role
Internal sense of direction or mission statement to follow
Goal focus

Motivators

Professional or role challenges or demands
Material possessions

Needs for Growth

To improve your self value apart from professional or role successes.

Targets for Reinforcement (R) and Development (D)

Personal commitment (D)
Self discipline/sense of duty (D)
Self assessment (D)

IT Attribute Index Summary

Report Summary

This graph summarizes the 8 categories that comprise this Innermetrix Talent Profile. A description and mean score for each category is on the following page.

Report Component Graphs

Collaborative Relationships



Communication Skills



Decision Making



Developing Talent



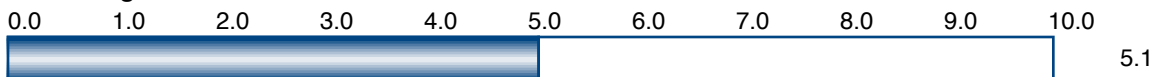
Planning and Organizing



Problem Solving Capacity



Self Management



Strategic planning



John Doe

Category Overviews

Collaborative Relationships (8.1)

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Communication Skills (7.3)

"Can John communicate effectively with a variety of other people?" This measures John's ability to relate to others and to understand them accurately. This category is composed of the following capacities: Freedom From Prejudices, Handling Rejection, Evaluating What Is Said, Sense of Timing, and Understanding Attitude.

Decision Making (6.1)

"Is John an effective planning and organizer?" This category measures John's conceptual abilities and how he applies them to organizing and setting direction. These include: long-range planning ability, concrete organizing, proactive thinking and being able to see the big picture.

Developing Talent (8.5)

"How well does John develop the skills and careers of others?" This measures John's ability to accurately understand the needs of his employees and to develop a training program that assesses those needs.

Planning and Organizing (6.7)

"Is John an effective planner and organizer?" This category measures John's conceptual abilities and how he applies them to organizing and setting direction. These include: long-range planning ability, concrete organizing, proactive thinking and being able to see the big picture.

Problem Solving Capacity (6.4)

The ability to see and understand the crucial issues in a problem situation and to then identify workable solutions.

Self Management (5.1)

"Is John an effective manager of John?" This category takes a look at how John manages himself, and the capacities he possesses to allow him to develop himself.

Strategic planning (7.4)

This is John's ability to view the "Big Picture" as a whole. How well does he conceptualize the entire situation, identify problems, and utilize the complete spectrum of resources available to decide upon a solution.

Collaborative Relationships

Category Description

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Category Component Graphs

Attitude Toward Others



Evaluating What Is Said



Human Awareness



Surrendering Control



Category Component Descriptions

Attitude Toward Others (9.3)

evaluates John's ability to maintain a positive, open and objective attitude towards others.

Evaluating What Is Said (6.9)

evaluates John's openness toward other people and his willingness to hear what others are saying, rather than what he thinks they should say or they are going to say.

Human Awareness (9.3)

evaluates John's ability to be conscious of the feelings and opinions of others; and to value others as people instead of just as their organizational role or value.

Surrendering Control (6.9)

evaluates John's ability to surrender control of a given situation or outcome to another person or a group of people.

John Doe

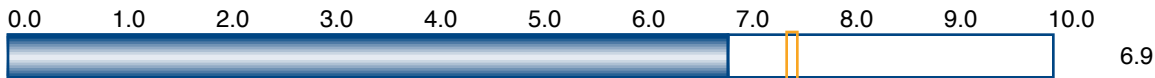
Communication Skills

Category Description

"Can John communicate effectively with a variety of other people?" This measures John's ability to relate to others and to understand them accurately. This category is composed of the following capacities: Freedom From Prejudices, Handling Rejection, Evaluating What Is Said, Sense of Timing, and Understanding Attitude.

Category Component Graphs

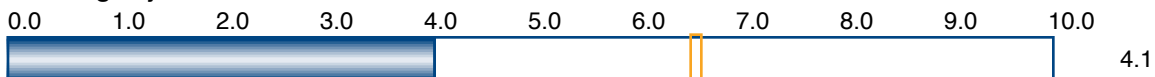
Evaluating What Is Said



Freedom From Prejudices



Handling Rejection



Sense of Timing



Understanding Attitude



John Doe

Category Component Descriptions

Evaluating What Is Said (6.9)

evaluates John's openness toward other people and his willingness to hear what others are saying, rather than what he thinks they should say or they are going to say.

Freedom From Prejudices (9.0)

evaluates John's ability to prevent prejudices from entering into and affecting an interpersonal relationship.

Handling Rejection (4.1)

evaluates John's ability to avoid taking rejection or criticism in an overly personal manner.

Sense of Timing (7.4)

evaluates John's ability to evaluate a situation in such a way that statements, decisions, and actions are the most effective, accurate, and timely.

Understanding Attitude (9.3)

evaluates John's ability to read between the lines and to understand body language, reticence, stress, and emotions.

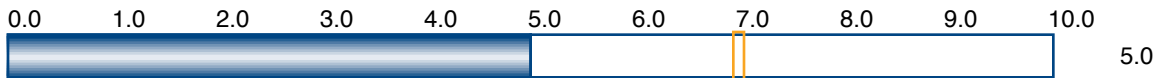
Decision Making

Category Description

"Is John an effective planning and organizer?" This category measures John's conceptual abilities and how he applies them to organizing and setting direction. These include: long-range planning ability, concrete organizing, proactive thinking and being able to see the big picture.

Category Component Graphs

Balanced Decision Making



Conceptual Thinking



Role Confidence



Theoretical Problem Solving



Category Component Descriptions

Balanced Decision Making (5.0)

evaluates John's ability to be objective and to evaluate fairly the different aspects (people and other) of a situation; and his ability to make an ethical decision that takes into account all aspects and components.

Conceptual Thinking (5.5)

evaluates John's ability to see the big picture and then to determine which direction to take, and how resources should be used to attain future goals.

Role Confidence (6.2)

evaluates John's ability to develop and to maintain an inner strength based on the belief that he will succeed.

Theoretical Problem Solving (7.6)

evaluates John's ability to envision a situation and to then apply his Problem Solving Ability.

John Doe

Developing Talent

Category Description

"How well does John develop the skills and careers of others?" This measures John's ability to accurately understand the needs of his employees and to develop a training program that assesses those needs.

Category Component Graphs

Developing Others



Gaining Commitment



Realistic Goal Setting For Others



Understanding Motivational Needs



Category Component Descriptions

Developing Others (9.0)

evaluates John's ability to understand the needs, interests, strengths and weaknesses of others, and to use effectively this information for the purposes of developing others.

Gaining Commitment (6.7)

evaluates John's ability to develop and invoke a self motivating attitude in his employees or coworkers in their pursuit of their goals.

Realistic Goal Setting For Others (9.3)

evaluates John's ability to set goals for others that can be achieved by using the available resources and operating within a projected timeframe.

Understanding Motivational Needs (9.0)

evaluates John's ability to understand the needs and desires of employees and to use this knowledge to motivate them to succeed.

John Doe

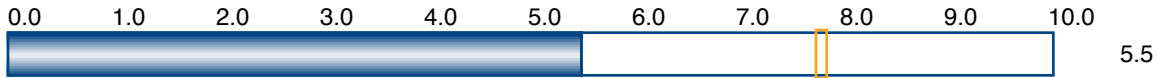
Planning and Organizing

Category Description

"Is John an effective planner and organizer?" This category measures John's conceptual abilities and how he applies them to organizing and setting direction. These include: long-range planning ability, concrete organizing, proactive thinking and being able to see the big picture.

Category Component Graphs

Conceptual Thinking



Concrete Organization



Long Range Planning



Proactive Thinking



Category Component Descriptions

Conceptual Thinking (5.5)

evaluates John's ability to see the big picture and then to determine which direction to take, and how resources should be used to attain future goals.

Concrete Organization (8.8)

evaluates John's understanding of the immediate, concrete needs of a situation and to establish an effective plan of action for meeting those needs.

Long Range Planning (5.8)

evaluates John's ability to identify and to evaluate resources and to plan for their utilization throughout the execution of comprehensive, long-range projects.

Proactive Thinking (6.8)

evaluates John's ability to determine the future implications of current decisions and actions.

John Doe

Problem Solving Capacity

Category Description

The ability to see and understand the crucial issues in a problem situation and to then identify workable solutions.

Category Component Graphs

Attention To Detail



Integrative Ability



Intuitive Decision Making



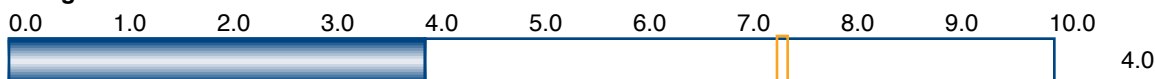
Problem and Situation Analysis



Problem Solving



Using Common Sense



Category Component Descriptions

Attention To Detail (7.1)

evaluates John's ability to see and to pay attention to details.

Integrative Ability (7.6)

evaluates John's ability to identify the elements of a problem situation, to understand which components are critical, and to decide what to do.

Intuitive Decision Making (6.9)

evaluates John's ability to accurately compile intuitive perceptions about a situation into a decision or action.

Problem and Situation Analysis (6.3)

evaluates John's ability to identify the elements of a problematic situation and to understand which components are critical.

Problem Solving (6.4)

evaluates John's ability to identify alternative solutions to a problem and to select the best option.

Using Common Sense (4.0)

evaluates John's ability to focus on practical thinking, to see the world clearly, and to make common sense decisions.

John Doe

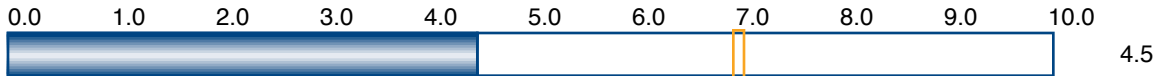
Self Management

Category Description

"Is John an effective manager of John?" This category takes a look at how John manages himself, and the capacities he possesses to allow him to develop himself.

Category Component Graphs

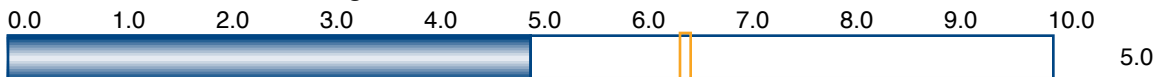
Handling Stress



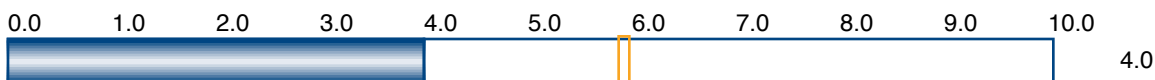
Personal Accountability



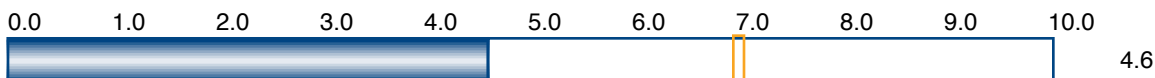
Realistic Personal Goal Setting



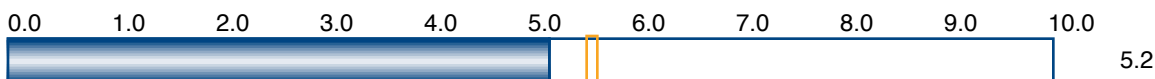
Self Assessment



Self Confidence



Self Control



Self Discipline and Sense of Duty



Category Component Descriptions

Handling Stress (4.5)

evaluates John's ability to balance and to defuse inner tensions and stresses, which if allowed to build up, might interfere with his ability to perform up to his potential.

Personal Accountability (7.0)

evaluates John's ability to be responsible for the consequences of his own decisions and actions, and not shift the focus or blame for poor performance to somewhere else or on others.

Realistic Personal Goal Setting (5.0)

evaluates John's ability to set goals for himself that can be achieved using available resources and operating within a projected timeframe.

Self Assessment (4.0)

evaluates John's ability to identify his personal management strengths and weaknesses practically and objectively.

Self Confidence (4.6)

evaluates John's ability to develop and to maintain inner strength based on the desire to succeed and on his belief that he possesses the capabilities to succeed.

Self Control (5.2)

evaluates John's ability to remain rational and objective when faced with a stressful and emotional situation.

Self Discipline and Sense of Duty (5.5)

evaluates how strongly John feels the need to be consistent and true to himself in his actions.

John Doe

Strategic planning

Category Description

This is John's ability to view the "Big Picture" as a whole. How well does he conceptualize the entire situation, identify problems, and utilize the complete spectrum of resources available to decide upon a solution.

Category Component Graphs

Concrete Organization



Long Range Planning



Practical Thinking



Project Scheduling



Systems Judgment



Category Component Descriptions

Concrete Organization (8.8)

evaluates John's understanding of the immediate, concrete needs of a situation and to establish an effective plan of action for meeting those needs.

Long Range Planning (5.8)

evaluates John's ability to identify and to evaluate resources and to plan for their utilization throughout the execution of comprehensive, long-range projects.

Practical Thinking (8.8)

evaluates John's ability to realistically identify problems and solutions in practical terms, rather than in theoretical or conceptual terms.

Project Scheduling (7.9)

evaluates John's ability to understand the proper allocation of resources for the purpose of getting things done within a defined timeframe.

Systems Judgment (5.5)

evaluates John's schematic thinking ability to accomplish within the external system of people where he works.

John Doe

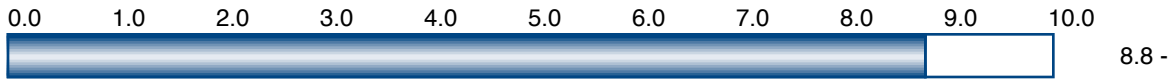
Dimensional Balance

External

Empathy



Practical Thinking

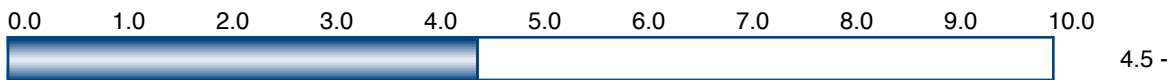


Systems Judgement



Internal

Self Esteem



Role Awareness



Self Direction



John Doe