

# inQ

## PREFERENCES IN WAYS OF ASKING QUESTIONS AND MAKING DECISIONS

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### DIRECTIONS

This questionnaire has no right or wrong answers. It is a tool which can help you identify your preferred modes of thinking, asking questions, and making decisions. To be of maximum value to you, it is important that you respond as accurately as possible in terms of the way you believe you actually behave, not as you think you should.

Each item in this questionnaire is made up of a statement followed by five possible endings. Indicate the order in which you believe each ending applies to you. In the blank box to the right of each ending, fill in the number 5, 4, 3, 2 or 1, indicating the degree to which an ending is most like you (5) or least like you (1). Do not use any number more than once for any group of five endings. Even if two or more endings seem equally like you, rank them anyway. Each ending must be ranked, 5, 4, 3, 2 or 1.

### EXAMPLE

Please fill in this example:

WHEN I READ A NON FICTION BOOK, I AM MOST LIKELY  
TO PAY ATTENTION TO:

1. The quality of the writing in the book ..... ☐
2. The main ideas in the book ..... ☐
3. The way the book is organized ..... ☐
4. The writer's logic and reasoning ..... ☐
5. The inferences to be made from the book ..... ☐

Once you are sure you understand the directions given above,  
please turn the page and proceed.

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- A. WHEN THERE IS CONFLICT BETWEEN PEOPLE OVER IDEAS, I TEND TO FAVOR THE SIDE THAT:
1. Identifies and tries to bring out the conflict. ☐
  2. Best expresses the values and ideals involved. ☐
  3. Best reflects my personal opinions and experience. ☐
  4. Approaches the situation with the most logic and consistency. ☐
  5. Expresses the argument most forcefully and concisely. ☐
- B. WHEN I BEGIN WORK ON A GROUP PROJECT, WHAT IS MOST IMPORTANT TO ME IS:
1. Understanding the purposes and value of the project. ☐
  2. Discovering the goals and values of individuals in the group. ☐
  3. Determining how we are to go about doing the project. ☐
  4. Understanding how the project can be of benefit to the group. ☐
  5. Getting the project organized and under way. ☐
- C. GENERALLY SPEAKING, I ABSORB NEW IDEAS BEST BY:
1. Relating them to current or future activities. ☐
  2. Applying them to concrete situations. ☐
  3. Concentration and careful analysis. ☐
  4. Understanding how they are similar to familiar ideas. ☐
  5. Contrasting them to other ideas. ☐
- D. FOR ME, CHARTS AND GRAPHS IN A BOOK OR ARTICLE ARE USUALLY:
1. More useful than the narrative, if they are accurate. ☐
  2. Useful, if they clearly display the important facts. ☐
  3. Useful, if supported and explained by the narrative. ☐
  4. Useful, if they raise questions about the narrative. ☐
  5. No more and no less useful than other material. ☐
- E. IF I WERE ASKED TO DO A RESEARCH PROJECT, I WOULD PROBABLY START BY:
1. Trying to fit the project into a broad perspective. ☐
  2. Deciding if I can do it alone or will need help. ☐
  3. Speculating about what the possible outcomes might be. ☐
  4. Determining whether or not the project should be done. ☐
  5. Trying to formulate the problem as thoroughly as possible. ☐



F. IF I WERE TO GATHER INFORMATION FROM NEIGHBORS ABOUT A COMMUNITY CONCERN, I WOULD PREFER TO:

1. Meet with them individually and ask specific questions. ☐
2. Hold an open meeting and ask them to air their views. ☐
3. Interview them in small groups and ask general questions. ☐
4. Meet informally with key people to get their ideas. ☐
5. Ask them to bring me all the relevant information that they have. ☐

G. I AM LIKELY TO BELIEVE THAT SOMETHING IS TRUE IF IT:

1. Has held up against opposition. ☐
2. Fits with other things that I believe. ☐
3. Has been shown to hold up in practice. ☐
4. Makes sense logically and scientifically. ☐
5. Can be personally verified by observable facts. ☐

H. WHEN I READ A MAGAZINE ARTICLE IN MY LEISURE TIME, IT IS LIKELY TO BE ABOUT:

1. How someone resolved a personal or social problem. ☐
2. A controversial social or political issue. ☐
3. An account of scientific or historical research. ☐
4. An interesting, humorous person or event. ☐
5. A true account of someone's interesting experience. ☐

I. WHEN I READ A REPORT AT WORK, I AM LIKELY TO PAY THE MOST ATTENTION TO:

1. The relation of the conclusions to my own experience. ☐
2. Whether or not the recommendations can be accomplished. ☐
3. The validity of the findings, backed up by data. ☐
4. The writer's understanding of goals and objectives. ☐
5. The inferences that are drawn from the data. ☐

J. WHEN I HAVE A TASK TO DO, THE FIRST THING I WANT TO KNOW IS:

1. What the best method is for getting the task done. ☐
2. Who wants the task done and when. ☐
3. Why the task is worth doing. ☐
4. What effect it may have on other tasks that have to be done. ☐
5. What the immediate benefit is for doing the task. ☐



- K. I USUALLY LEARN THE MOST ABOUT HOW TO DO SOMETHING NEW BY:
1. Understanding how it is related to other things I know. ☐
  2. Starting in to practice it as soon as possible. ☐
  3. Listening to differing views about how it is done. ☐
  4. Having someone show me how to do it. ☐
  5. Analyzing how to do it the best way. ☐
- L. IF I WERE TO BE TESTED OR EXAMINED, I WOULD PREFER:
1. An objective, problem-oriented set of questions on the subject. ☐
  2. A debate with others who are also being tested. ☐
  3. An oral-visual presentation covering what I know. ☐
  4. An informal report on how I have applied what I have learned. ☐
  5. A written report covering background, theory, and method. ☐
- M. PEOPLE WHOSE ABILITIES I RESPECT THE MOST ARE LIKELY TO BE:
1. Philosophers and statesmen. ☐
  2. Writers and teachers. ☐
  3. Business and government leaders. ☐
  4. Economists and engineers. ☐
  5. Farmers and journalists. ☐
- N. GENERALLY SPEAKING, I FIND A THEORY USEFUL IF IT:
1. Seems related to other theories or ideas that I have learned. ☐
  2. Explains things to me in a new way. ☐
  3. Can systematically explain a number of related situations. ☐
  4. Serves to clarify my own experience and observations. ☐
  5. Has a practical and concrete application. ☐
- O. WHEN I READ AN ARTICLE ON A CONTROVERSIAL SUBJECT, I PREFER THAT IT:
1. Show the benefits to me for choosing a point of view. ☐
  2. Set forth all the facts in the controversy. ☐
  3. Logically outline the issues involved. ☐
  4. Identify the values supported by the writer. ☐
  5. Highlight both sides of the issue and clarify the conflict. ☐



P. IF I READ A BOOK OUTSIDE MY FIELD, I AM MOST LIKELY TO DO SO BECAUSE OF:

1. An interest in improving my professional knowledge. ☐
2. Having been told it would be useful by someone I respect. ☐
3. A desire to extend my general knowledge. ☐
4. A desire to get outside my field for a change. ☐
5. Curiosity to learn more about the specific subject. ☐

Q. WHEN I FIRST APPROACH A TECHNICAL PROBLEM, I AM MOST LIKELY TO:

1. Try to relate it to a broader problem or theory. ☐
2. Look for ways to get the problem solved quickly. ☐
3. Think of a number of opposing ways to solve it. ☐
4. Look for ways that others might have solved it. ☐
5. Try to find the best procedure for solving it. ☐

R. GENERALLY SPEAKING, I AM MOST INCLINED TO:

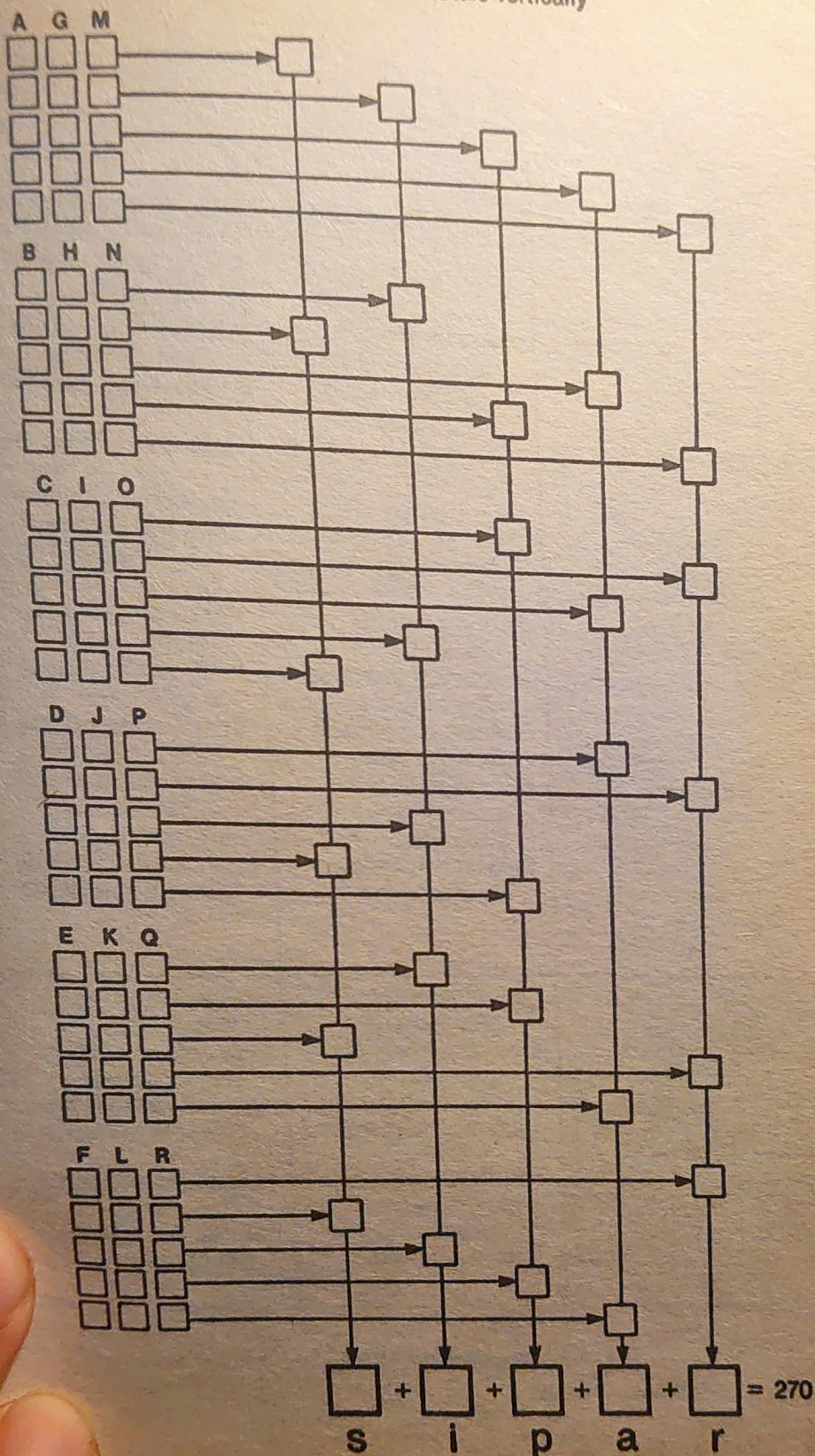
1. Find existing methods that work, and use them as well as possible. ☐
2. Speculate about how dissimilar methods might work together. ☐
3. Discover new and better methods. ☐
4. Find ways to make existing methods work in a new and better way. ☐
5. Figure out how existing methods ought to work. ☐

Please transfer your answers to the corresponding boxes on the next page.



1. Add boxes horizontally

2. Add box totals vertically





Orientation	I SYNTHESIST	II IDEALIST
Characterized by:	Integrative view Sees likeness in apparent unlikes Seeks conflict & synthesis Interested in change  Speculative Data meaningless w/o interpretation	Assimilative or holistic view Broad range of views welcomed Seeks ideal solutions  Interested in values  Receptive Data & theory of equal value
Strengths:	Focus on underlying assumptions Points out abstract conceptual aspects Good at preventing over-agreement Best in controversial, conflict-laden situations Provides debate & creativity	Focus on process, relationships Points out values & aspirations Good at articulating goals Best in unstructured, value-laden situations Provides broad view, goals & standards
Liabilities:	May screen out agreement May seek conflict unnecessarily May try too hard for change & newness  May theorize excessively Can appear uncommitted	May screen out "hard" data May delay from too many choices May try too hard for "perfect" solutions  May overlook details  Can appear overly sentimental

III PRAGMATIST	IV ANALYST	V REALIST
Eclectic view  "Whatever works"  Seeks shortest route to payoff Interested in innovation Adaptive Any data or theory that gets us there	Formal logic & deduction Seeks "one best way"  Seeks models & formulas Interested in "scien- tific" solutions Prescriptive Theory and method over data	Empirical view & induction Relies on "facts" & expert opinion Seeks solutions that meet current needs Interested in concrete results Corrective Data over theory
Focus on payoff  Points out tactics & strategies Good at identifying impacts Best in complex, incremental situations Provides experiment & innovation	Focus on method & plan Points out data & details Good at model- building & planning Best in structured, calculatable situations Provides stability & structure	Focus on facts & results Points out realities & resources Good at simplifying, "cutting through" Best in well- defined, objective situations Provides drive & momentum
May screen out long- range aspects May rush too quickly to payoff May try too hard for expediency  May rely too much on what "sells" Can appear over- compromising	May screen out values & subjectives May over-plan, over-analyze May try too hard for predictability  May be inflexible, overly cautious Can appear tunnel-visioned	May screen out disagreement May rush to over- simplified solutions May try too hard for consensus & immediate response May over-emphasize perceived "facts" Can appear too results-oriented