Steps for Better Thinking Performance Patterns

←Less Complex Performance Patterns			More Complex Performance Patterns→	
"Confused Fact-Finder" Performance Pattern 0 Step 1, 2, 3, and 4 skills weak	**"Biased Jumper"** Performance Pattern 1 Step 2, 3, and 4 skills weak	**"Perpetual Analyzer"** Performance Pattern 2 Step 3 and 4 skills weak	**"Pragmatic Performer"** Performance Pattern 3 Step 4 skills weak	**"Strategic Revisioner"** Performance Pattern 4 Strategically Integrates Step 1, 2, and 3 skills
Overall Problem Approach: Proceeds as if goal is to find the single, "correct" answer	**Overall Problem Approach:** Proceeds as if goal is to stack up evidence and information to support conclusion	**Overall Problem Approach:** Proceeds as if goal is to establish a detached, balanced view of evidence and information from different points of view	**Overall Problem Approach:** Proceeds as if goal is to come to a well-founded conclusion based on objective comparisons of viable alternatives	**Overall Problem Approach:** Proceeds as if goal is to construct knowledge, to move toward better conclusions or greater confidence in conclusions as the problem is addressed over time
Common Weaknesses: • Fails to realistically perceive uncertainties/ambiguities • Does not seem to "get it"; recasts open-ended problem to one having a single "correct" answer • Insists that professors, textbooks, or other experts should provide "correct" answer • Expresses confusion or futility • Uses illogical/contradictory arguments • Cannot evaluate or appropriately apply evidence • Inappropriately cites textbook, "facts," or definitions • Concludes based on unexamined authorities' views or what "feels right"	**Major Improvements Over Performance Pattern 0:** • Acknowledges existence of enduring uncertainties and the viability of multiple perspectives • Begins to use evidence logically to support conclusions **Common Weaknesses:** • Jumps to conclusions • Stacks up evidence quantitatively to support own view and ignores contrary information • Equates unsupported personal opinion with other forms of evidence • Inept at breaking problem down and understanding multiple perspectives • Insists that all opinions are equally valid, but ignores or discounts other opinions • Views experts as being opinionated or as trying to subject others to their personal beliefs	**Major Improvements Over Performance Pattern 1:** • Presents coherent and balanced description of a problem and the larger context in which it is found • Identifies issues, assumptions, and biases associated with multiple perspectives • Attempts to control own biases • Logically and qualitatively evaluates evidence from different viewpoints **Common Weaknesses:** • Unable to establish priorities for judging across alternatives • Reluctant to select and defend a single overall solution as most viable, or provides inadequate support for solution • Writes overly long paper in attempt to demonstrate all aspects of analysis (problems with prioritizing) • Jeopardizes class discussions by getting stuck on issues such as definitions	**Major Improvements Over Performance Pattern 2:** • After thorough exploration, consciously prioritizes issues and information • Articulates well-founded support for choosing one solution while objectively considering other viable options • Conclusion based on qualitative evaluation of experts' positions or situational pragmatics • Effectively incorporates others in the decision process and/or implementation **Common Weaknesses:** • Conclusion doesn't give sufficient attention to long-term, strategic issues • Inadequately identifies and addresses solution limitations and "next steps"	**Major Improvements Over Performance Pattern 3:** • Prioritizes and addresses limitations effectively • Interprets and re-interprets bodies of information systematically over time as new information becomes available • Exhibits a strategic, long-term vision • Spontaneously considers possible ways to generate new information about the problem **Common Weaknesses:** • Not applicable