Sample Profile

NBI Student

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My 4 quadrant brain profile

(156)

84
L1

72
R1

(161)

(139)

77
L2

67
R2

(144)
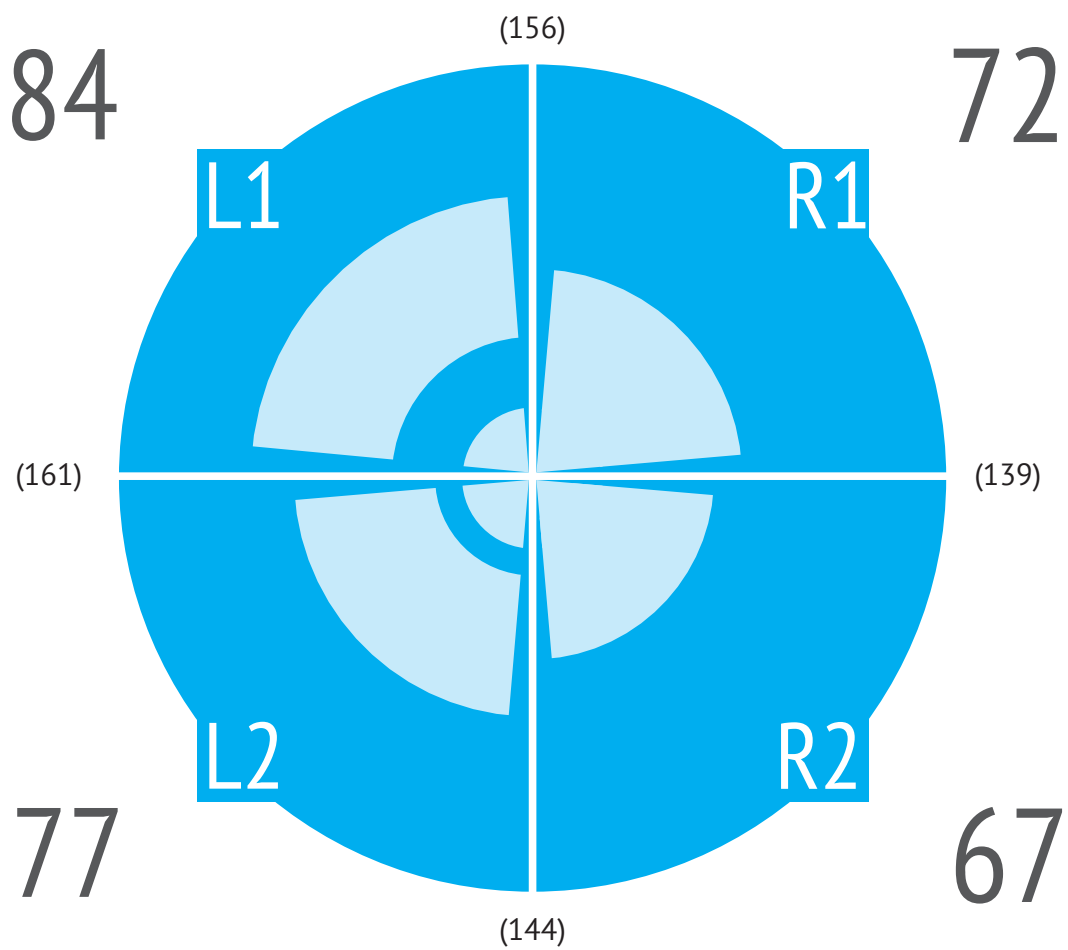
Interpreting the results

The NBI Student profile identifies the thinking preferences of the individual. Gaining insight into the way we prefer to think, makes us more aware of and sensitive to the preferences of others.

Developing better relationships, making more dynamic contributions in the team and making sound and relevant decisions are but a few of the advantages of understanding your own thinking profile. Making more accurate job and career choices or determining the correct subject or study selections, could eventually lead to the individual enjoying a more productive and fulfilled personal and professional life.

Because the focus is on thinking preferences the end result is neither good nor bad or right or wrong. The NBI Student profile is a descriptive, objective analysis of the individual's thinking choices, with no profile being better or worse than another. Instead, the report gives a description of an individual's thought preferences, and makes recommendations based on those.

The NBI Student profile measures thinking preferences, and not the skills or abilities necessary to execute those preferences. It is therefore possible that an individual could have a very strong preference for order, planning and organisation, but has never had the opportunity to develop the skills to plan and organise. The recommendation in this instance would be that since the desire is there, the skills to support that desire should be developed in order to be effective in a given career.

On the other hand, it is possible that a person could have excellent skills to be a banker, but has a very low preference (which could lead to a rejection) of the processes associated with the job. The individual would therefore not be able to sustain the passion and energy to stay happy and productive in the banking environment. Not only does the profile indicate the dominant or high preference areas but the average and low preference quadrants are also indicated and explained.

It is possible to have a high preference in two contrasting quadrants ex. R1 and L2. This will mean that you have strong preferences in the contrasting top-right and bottom-left quadrants. Thus you will alternate between a preference for change and excitement on the one hand and security and tradition on the other. Remember, a strong preference in a quadrant does not always mean that you will have equally strong preferences for all the processes.

It is important to note that the total score for every profile is 300. The scores are categorised as follows:

95+
Very high preference

80-94
High preference

65-79
Average preference

50-64
Low preference

50-
Very low preference

Please note that an individual's profile should always be evaluated in categories and not according to exact scores.

General information regarding the different quadrants

L1

General preferences

Accuracy, Digging deeper into a problem, Precision, Exactness, Focused approach, Factual reasoning, No nonsense approach, Objectivity, Information with no hidden meanings, Critical, Correctness - not to make mistakes, Goal orientated, Real things, Facts and rational information are of fundamental importance, Factual memory tends to get priority.

Learning, subject and career choices

The L1 learner prefers a neat and quiet learning environment. A desk or table with all the necessary supplies should be available. Also research material (encyclopaedias, Internet, etc.). Short (not too detailed) summaries of work content suit this learner best. This learner should try to play Baroque music softly in the background some of the time when studying.

Factual subjects, accounting, algebra, economics, sciences, chemistry, technical areas, areas of Information Technology (programming, trouble shooting), business analysis, some law subjects. Specific engineering programs, medical courses (general practitioners, surgeons, medical research, dentistry) actuary, typists, detectives, market research, systems analysis.

L2

General preferences

Planning, Practical application, Organisation, Promptness, Discipline, Dedication, Step-by-step approach, Details, Operational, Tidiness, Tradition, Procedures, Routine, Rules and regulations, Structure.

Learning, subject and career choices

The L2 student prefers a quiet, neat and organised environment. The environment should offer security and stability. This student works well according to a time-table which should be displayed. He/she makes detailed summaries and prefers to practice subject matter. Repetition is part of the process for the L2 student. This student should try to play Baroque music softly in the background some of the time while studying.

SPAM identifier, Accounting, aspects of secretarial work, administration, teaching and supervision, police and military careers, specific sciences such as biology and veterinary studies, certain medical and paramedical careers, including nursing, therapy. Aspects of management relating to planning, structuring and systems of control.

R2

General preferences

Feeling orientated, Empathy, Social liaison, People-environment, Interaction, People-intuition, Co-operation seeking, Atmosphere of caring, Body language, Touch, Passion, Communication, Listening focus, Ambiance.

Learning, subject and career choices

The R2 student studies best among people. The environment should be comfortable and space for movement is essential. A desk is not always necessary. He/she sometimes talks out loud when memorising content. Becoming emotional about the work, is quite normal for the R2 student. Role-play or dramatising is a good way to remember content. The R2 student should not be expected to study without frequent breaks. Visual aids are very important to this student. Music (especially Baroque) will enhance the learning experience.

Social sciences, psychology, counselling, certain language categories, journalism. People-focused marketing, direct & retail sales, hospitality, teaching & training, consulting. Service careers, social work, nursing, therapy. Management areas relating to people and team-work.

R1

General preferences

Search for alternatives, Prefers the big picture, not the detail, Idea-intuition, Strategy, Synthesis, Integration, Risk, Restless, Becomes bored quickly, Experimenting, Diversity, Comfortable with chaos, Fantasy, Surprise, Association.

Learning, subject and career choices

The R1 student seldom sits at a desk – this is quite normal! Designing "learning games" to study, will enhance retention. Non-linear styles of learning are best for this student (e.g. Mind-maps). Visual aids are very important. Frequent short breaks during studying are important, as the R1 mind tends to wander. Baroque music while studying will enhance the learning experience.

Less structured courses such as design, advertising, multi-dimensional disciplines. Business courses that include scenario creation, strategic planning, management and personal development, entrepreneurship. Direct sales & marketing, pioneering new projects, generating ideas & concepts. Some medical careers such as paediatrics & psychiatry.

Candidate specific information

L1 = 84
High preference Quadrant

Sample's brain profile shows that he is very comfortable with factual, logical, rational and critical thinking. Sample prefers to work with facts, technical, mathematical or scientific information. He would prefer to be clear on what has to be done, would complete a task in a precise and accurate way. Sample would be able to focus on a task for a period of time.

Feelings will not play an important role when coping with problems. He would rather analyse the situation, look at it in a realistic way. He can be critical of others (and self) when certain standards are not met. He is disciplined, wants to perform well and often takes charge of a situation. He prefers to study by making summaries and doing research. Sample will be comfortable with analytical problem solving, data analysis, statistics, budgets and logical thinking.

R1 = 72
Average preference Quadrant

Sample is comfortable in situations that require processes such as the search for alternatives, taking risks and looking at the big picture. He will prefer any change to be carefully analysed, planned and expected. He will first analyse the effect change will have on his circumstances before going forward.

L2 = 77
Average preference Quadrant

Sample is comfortable with processes that require detail, organisation and discipline. He can be dedicated and would be comfortable with routine. Sample will be comfortable in a more structured, controlled and organised environment. When necessary he will handle routine matters and follow instructions. He will see to it that decisions are implemented and the necessary administrative tasks are taken care of.

R2 = 67
Average preference Quadrant

Sample is comfortable in situations that require co-operation and interactions with others. His communications tends to be accurate, providing and exploring information in a factual manner. He will tend to involve others in the planning and implementation of projects. He will enjoy to work as part of a team from time to time and can be caring and helpful.

Questions

Where your dominant quadrant was your first choice.

Question 4: When I have a task to do, I prefer to… : do it accurately and not make any mistakes

Question 6: If I were to move from one place to another, I would… : like to know exactly what is good and what is bad about the new place

Question 7: When I go on holiday, I like to… : get precise information about the place before I leave

Question 10: I want my school to be a place where… : I can learn what I need to know to do well in all my subjects

Question 12: In the classroom, I like… : to listen to a teacher who explains clearly

Question 14: If I have to go to a place where I have not been before, I like to… : make a careful study of how to get there

Question 20: I like to… : think hard about things before I do something

Question 23: As a new learner at a school, I would like… : to be told exactly what I can do and what not

Question 26: I like my teacher to tell me to… : add up and multiply

Question 29: I like a magazine that… : gives me good information about my hobbies