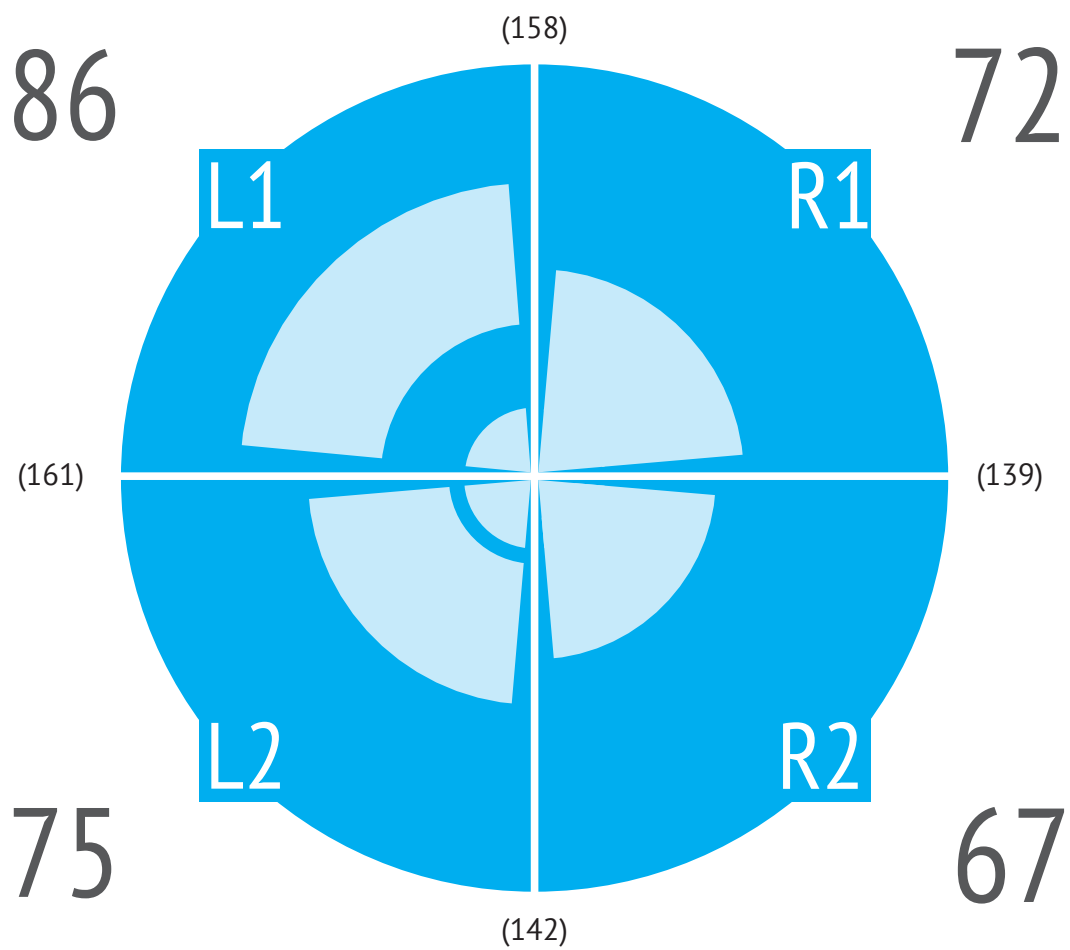


Sample Profile

My 4 quadrant brain profile



Interpreting the results

The NBI Teacher / Trainer 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 Teacher / Trainer 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 Teacher / Trainer 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.

Teaching preferences

The L1 trainer/teacher usually prefers a formal lesson and the use of a textbook or other teaching material. Summaries will be used and encouraged. Logical argument and opportunity to analyse content are usually elements of the lesson. Instructions are given in a precise manner. This trainer tends to do research regarding the content and will encourage this in students. The content will be factually, technically and mathematically correct. This can be an authoritative trainer who likes to be in control of the situation at all times. He/she can tend to be too critical and will not allow emotions to cloud the issue. This trainer will use gestures and facial expressions sparingly.

L2

General preferences

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

Teaching preferences

The L2 trainer/teacher usually prefers a formal lesson and the use of a textbook or other teaching material. The lesson content is usually well planned and presented in a sequential order. Putting content into practice is very important to this teacher and therefore repetition and reinforcement are strong elements of the teaching style. Lesson objectives are normally clearly set out. This is a trainer who would ensure that the syllabus is completed and within the time allocated. Thoroughness is very important and untidy and incomplete work is not tolerated. This trainer could resist new teaching methods and could tend to be inflexible regarding change within the system.

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.

Teaching preferences

The R2 trainer/teacher is usually sensitive to the needs of the learners and will treat them as individuals rather than as a group. Group work is encouraged and movement and play normally form part of the lesson. This trainer/teacher readily uses body language, gestures and facial expression to enhance the lesson. He/she tends to move amongst the learners and encouragement, touch and non-verbal communication are common. Showing emotion as part of the teaching comes natural and is accepted in the learners. Music often plays a part in teaching, as well as role play and stories.

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.

Teaching preferences

The R1 trainer/teacher usually gives a holistic view of the lesson and prefers to link it to other subjects and point out how it applies to 'the real world'. This teacher will encourage spontaneous participation and create opportunities to experiment. Visual aids will form an important part of the lesson. Lessons could be unstructured, with the teacher deciding on different content, etc. on the spur of the moment. Opportunities to speculate, to strategise and discover are often created. A fun element is often part of the lesson. Administrative duties, deadlines and thoroughness can sometimes be lacking.

Candidate specific information

L1 = 86

High preference Quadrant

Sample's brain profile shows that he is very comfortable with factual, logical, rational and critical thinking. Sample prefers an environment governed by clear guidelines and expectations, working with factual, technical or scientific data. He is very likely to be precise and accurate in his approach, strongly focusing on the task at hand. Objective and factual, He is highly analytical and allows little scope for feelings or emotions.

Sample has a strong preference for dealing with concrete information such as quantitative measurements and financial data, and could get frustrated if he does not have all the facts. Realism is very important to him, but he is likely to be critical of anything that does not comply with the high standards that he sets. Sample is performance driven and can sometimes be authoritarian, using external discipline to achieve the desired result. Sample will be comfortable with analytical problem solving, data analysis, statistics, budgets and logical thinking processes.

R1 = 72

Average preference Quadrant

Sample prefers using these processes in support of his more dominant quadrants. Sample is comfortable in situations that require processes such as the search for alternatives, integration, and strategy. He will prefer change to be planned and expected.

Sample will carefully analyse the effect that change will have on his known circumstances before going forward. He will see the big picture and will integrate new ideas with his existing frame of reference.

L2 = 75

Average preference Quadrant

Sample is comfortable with processes that require attention to detail, organisation and a procedural approach. He can be dedicated and disciplined, valuing tradition and 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, diplomacy and communication. He tends to be secure in frequent contact with others, sharing ideas and concepts as well as detailed facts and practical application. Sample can be caring, empathetic and a good listener.

Questions

Where your dominant quadrant was your first choice.

Question 4: I prefer to complete an assignment ... : accurately

Question 6: If I were to be transferred from one place to another, I would... : consider the advantages objectively and without any bias

Question 7: When I travel, I prefer to... : decide between the good and bad of a few places beforehand

Question 10: When I take a walk I like to ... : know exactly how far I am going to walk

Question 12: During a training session, I prefer... : a clearly thought-out lecture

Question 14: When I visit a place where I have not been before, I prefer to ... : make a thorough study of how to get there

Question 20: I prefer ideas to be... : thoroughly thought through

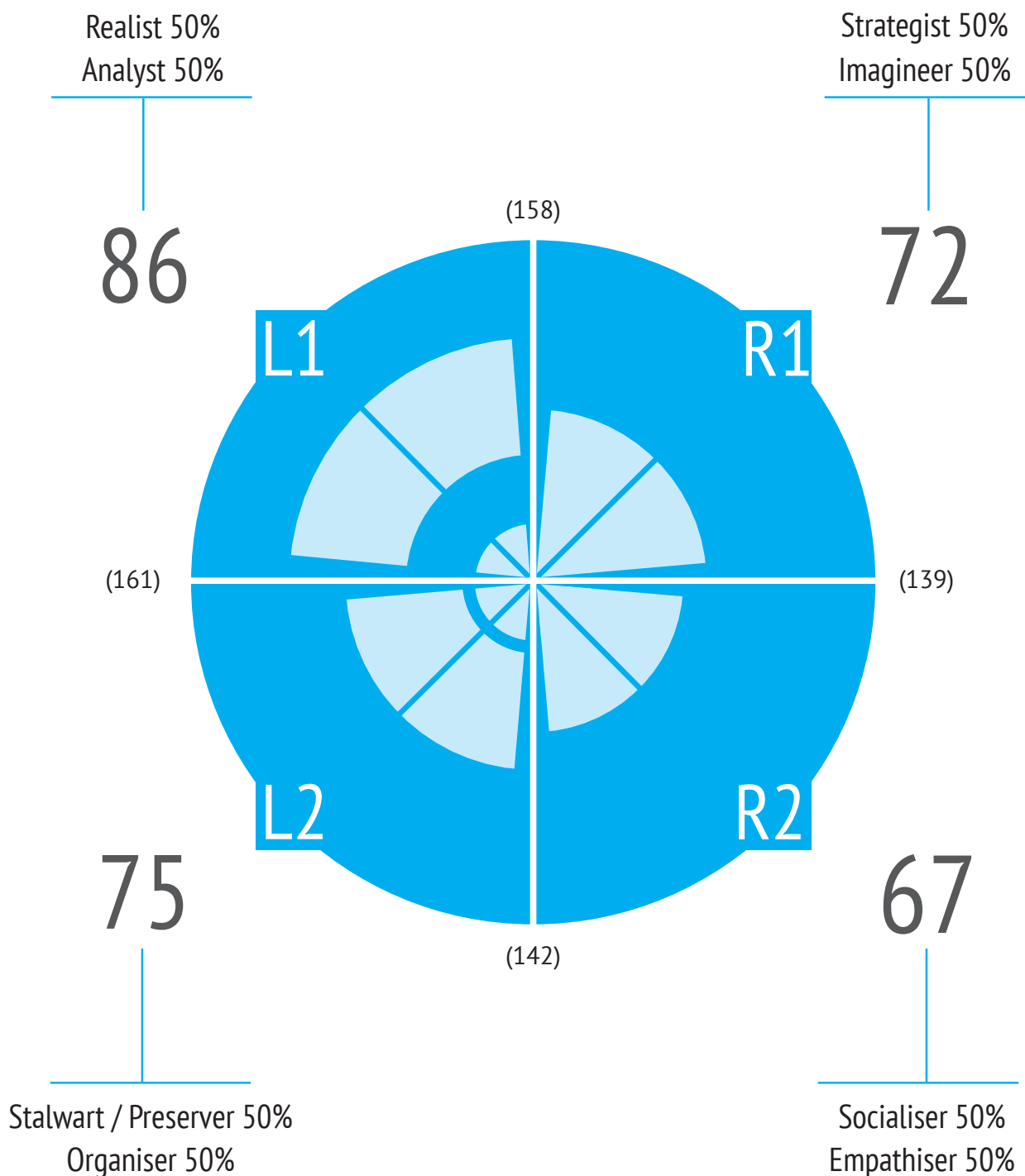
Question 23: As a new employee at a company, I will give preference to... : sound and logical guidelines

Question 25: I prefer to be described as someone who... : never makes mistakes

Question 26: I prefer the following expression... : "Take it apart"

Question 29: I prefer a magazine that... : gives me relevant statistics and figures about the topics I am interested in

My 8 dimension brain profile



The above 8-dimension results indicate your percentage scores in each quadrant. For example: if you move into the L1 mode of thinking, a score of 80 Realist and 20 Analyst means that you prefer realistic thinking 80% of the time and analytical thinking 20% of the time. With this in mind, read the following information regarding the 8 dimensions.

8 Dimension information regarding the different quadrants

L1

Realist

You prefer clarity of thinking and concrete information. You prefer to focus on a specific goal or outcome without distractions. This outcome should be defined clearly, should preferably be achievable, and direction and guidelines towards goal should be clear and without confusion. You prefer to weigh pros and cons and to have a clear understanding of consequences.

Analyst

You prefer to get to the essence of things you are involved with and therefore like to dig deeper to achieve results. You prefer to connect a figure or measurement to things. You prefer certainty and would therefore calculate, probe, research and examine conditions and circumstances before proceeding. You like hard proof and therefore you prefer to query, question and enquire before starting out.

L2

Stalwart/Preserver

You prefer circumstances where traditions and well-proven methods and practices are followed and respected. You also prefer circumstances where rules and regulations are in place and where you can work in a methodical and cautious manner. You prefer an environment that is neat, secure and stable and to work with skilled, loyal and trustworthy people.

Organiser

You prefer to plan, organise and arrange things. Your approach is orderly, detailed and systematic. You are an implementer and like to put things into action and be involved in the action. You also like to work according to a schedule or "to do" list, to administer and to oversee tasks. Perseverance, effectiveness and usefulness are high priorities.

R2

Empathiser

You prefer to assist, help and reach out to others. You prefer to serve others through a caring, sensitive and unobtrusive attitude and by depending on your intuition. You also like to encourage others to achieve. You place a high priority on a positive, hopeful and caring environment. You may not have many friends, but value the companionship of a few friends and family and would tend to place their needs above your own.

Socialiser

You are a people's person and like to work with others in groups or to spend your free time in the company of others. You prefer to be surrounded by people and to be part of gatherings and crowds. You also go out of your way to bring people together, at work or when entertaining. You prefer to share information, to reach consensus and to encourage others to participate in sharing their ideas. You like to network can be outgoing and energetic when in the company of others.

R1

Imagineer

You prefer to think in pictures and to use metaphors and images to describe experiences. You also draw picture, doodle and scribble when listening to someone talking. You often play around with impossible ideas, and like to daydream, fantasise and think beyond the ordinary. You are reflective and meditative, often unsystematic (maybe even chaotic) and would like to do things "your way". You often discover new insights in unexpected ways and like to nurture "strange" ideas.

Strategist

You prefer to connect past and future and to see the vision, even to make forecasts and predictions as far as the future is concerned. While planning and creating your future, you prefer to challenge existing approaches and asking the Why? questions. You find unfamiliar territory, new experiences and uncertainty a challenge. You prefer to consider a variety of possibilities and would not shy away from risk when involved in designing future trends. You like to fill in the gaps between present and future possibilities.