Genetic Brain Organisation Profile

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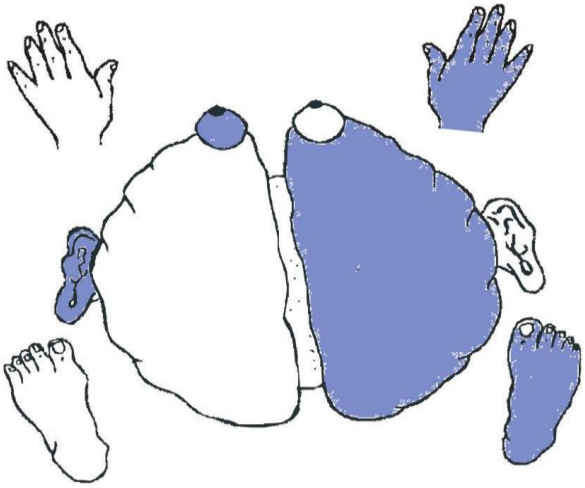
1. Genetic Brain Organisation Profile

Visually the *Genetic Brain Organisation Profile* presents as follows:

PROFILE I: Linear / Mixed

L **R**



2. Dominance checks

The dominance patterns were observed with the intention of eliciting the individual's genetic profile. The profile indicates the preferred cognitive and operational functioning under normal circumstances and the predicted compensations during stress. The I Profile has right brain hemisphere dominance. The modalities controlled by the dominant hemisphere are the receptive eye and ear. The expressive hand and foot function from the non-dominant left hemisphere.

MODALITY	LEFT	RIGHT
Brain Hemisphere		●
Eye	●	
Ear	●	
Hand		●
Foot		●

2.1 Brain hemisphere dominance

The dominant brain hemisphere was determined by predominant deltoid resistance indicated by muscle checking. Dominance was identified in the right hemisphere of the brain.

- Unconscious actions
- Instinctive
- Impulsive
- Simultaneous
- Gestalt
- Auditory synthetic
- Visio – spatial
- Feeling

2.2 Eye dominance

The eye dominance was determined via the Straight-Arm eye test; and was confirmed by predominant deltoid resistance indicated by muscle checking. Dominance was identified in the left eye.

- Tracks from right to left
- Gross motor movements
- Sees the 'big picture'
- Spatial
- Shape
- Colour
- Distance
- Hindsight
- Sensitive to visual movement

2.3 Ear dominance

The ear dominance was determined through predominant deltoid resistance indicated by muscle checking. Dominance was identified in the left ear. This implies:

- Figurative language
- Rhythm
- Echo effect
- Gestalt / Tonal
- Sensitive ear
- Sympathetic ear
- Hears emotional intonation
- Builds sounds into words

2.4 Hand dominance

The dominant hand was identified by predominant deltoid resistance established via muscle checking. The right hand was indicated as dominant over the lesser deltoid resistance of the left hand. This implies:

- Structured verbal communication
- Structured written communication
- You tend to be articulate
- You tend to be organised
- You are able to delegate effectively
- Fine motor co-ordination
- You are likely to consistently process tasks using the same method or procedure

Dominance in the right hand also implies a natural ability for sports which require structured hand techniques. These sports include among others: tennis, golf and cricket. The combination of the right eye / right hand can provide skills for aim-related activities such as archery, shooting in netball or basketball and darts.

2.5 Foot dominance

The foot dominance was identified by predominant deltoid resistance established via muscle checking. The right foot was identified as being dominant. This implies:

- You have a structured approach to problem solving
- You are likely to consistently approach problems from the same angle
- You willl tend to use tried-and-tested methods or procedures to solve problems
- You tend to meet conflict or confrontation head-on

Dominance in the right foot also implies natural ability for sports which require straight-line foot technique. Examples of these sports are: athletics, swimming, cycling gymnastics (bar and horse work) and equestrian sports.

Although genetically dominant traits have been established, it is the combination and interrelatedness of the dominant modalities which determine the uniqueness of the profile.

3. Dominance profile

Individuals represented by the I Profile tend to exhibit the following traits:

- Understands people
- Enjoys new projects
- Open minded
- Communicative
- Curious and interested
- Likes variety and action
- Intuitive thinker
- Analytical
- Enjoys a challenge
- Enthusiastic and energetic

4. Overview

The I Profile's major characteristics are those of Gestalt functioning, logic and communication, although under stress your expressive modalities are blocked.

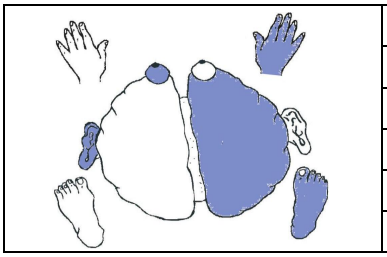
You are highly verbal and enjoy both talking and writing, although you can experience difficulty in hearing or seeing details. Because of the physiological tracking of the left eye (right to left), you may experience letter or number reversals and tiredness when you are forced to read for long periods or to handle detailed documents.

You understand and internalise new information best by talking it through.

5. Normal functioning

Under normal conditions, the inherent strengths, weaknesses or sensitivities and personality traits are exhibited in the way the individual functions. This is based on the premise that no synaptic stress has occurred, and the individual still has full access to both hemispheres of the brain.

The I Profile's *Genetic Brain Organisation Profile* is shown here again for ease of reference:



MODALITY	DOMINANCE
Brain hemisphere	Right
Eye	Left
Ear	Left
Hand	Right
Foot	Right

I Profiles process visual and auditory information in the dominant right hemisphere, while both the expressive modalities function from the left hemisphere. Processing therefore naturally occurs in both hemispheres. You receive information sensitively yet express yourself logically.

Your success in receiving visual and auditory information is directly influenced by the tone of voice, facial expression and body language of others. When others either look or sound upset or angry, it causes you to analyse the emotional undertone which results in you missing the actual detail of what was seen or heard. It is also possible that you may incorrectly assume responsibility for their emotion.

Your dominant left eye physically tracks from right to left. This may lead to letter and number reversals and tiredness when reading large volumes of text. However, this creative eye has exquisite intelligence to visualise and conceptualise (especially so with your right brain dominance) which should definitely be considered in terms of career choice.

The left eye needs to “see love”, meaning that other people’s body language directly influences your level of relaxation and comfort. Visual recognition such as flowers, emails, notes or cards affect you deeply. However, the sensitive left ear also enjoys verbal compliments and encouragement.

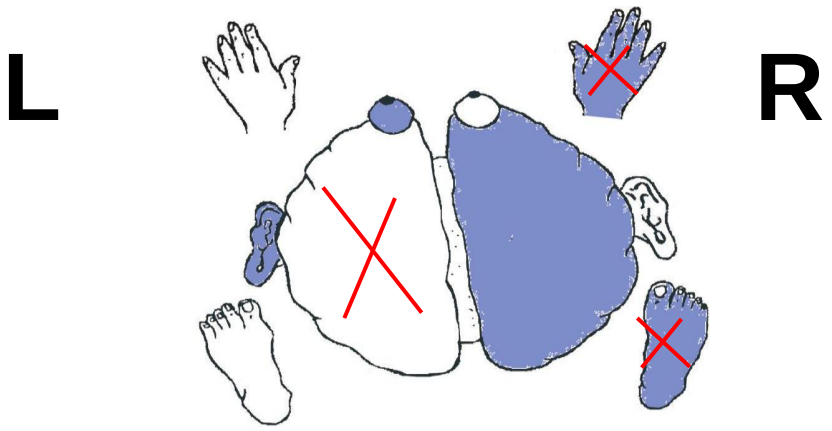
To assist the creative / sensitive eye and ear in not becoming distracted, the work environment should be plain and uncluttered with no visual or auditory distractions. This implies that having your own, private office area will be more beneficial to your level of focus and therefore productivity than an open-office environment. Try note-taking as a trick to focus your attention.

The expressive hand and foot modalities function from the structured left hemisphere implying excellent ability to plan, organise and structure information and processes quickly and easily, while problem solving will always be approached in a routine and familiar way. Be careful that the structure of the expressive modalities does not undermine the creativity of both the receptive modalities and the brain!

6. Stress functioning

Under stressful conditions, access to the non-dominant left brain hemisphere is affected first. The result is that all other dominant modalities controlled by the non-dominant brain hemisphere will also be inhibited. In the case of the I Profile, both receptive modalities (eye and ear) are controlled by the dominant right hemisphere, which implies that their functioning remain intact. However, the expressive hand and foot are affected by stress.

The stress profile is visually represented as follows:



Under stress, I Profiles lose access to their hand and foot modalities. This results in you behaving in a more emotional manner. In addition, your reflexes, the time taken to make decisions and to start or finish work will be much slower. The functioning of the eye and ear, while not affected by stress, becomes more emotional. This may result in you either *hearing* what you thought you *saw* (sensitivity to facial expression and body language) or *seeing* what you thought you *heard* (sensitivity to tone of voice).

It is important that you do not incorrectly assume responsibility for other people's negative body language, facial expression and tone of voice. This could lead to you easily being manipulated or intimidated. Make people aware of how they look so you can learn what behaviour is normal and what is not.

Due to the blockage of both expressive modalities under stress, you need a lot of emotional support and to manage your reactions in order not to become a victim of only interpreting from an emotional point of view. Exercise is critical for your profile in order to release stress and to re-energise the non-dominant left hemisphere.

7. Barriers

- Hearing and seeing others upset causes you to stress
- Being the cause of people looking or sounding upset causes you to stress
- Unstructured work environment and experiences
- An inability to see detail without assistance
- Impatience from others
- Unfair labeling and treatment
- Visual and auditory distractions at work
- No visual or auditory rewards

8. Implications

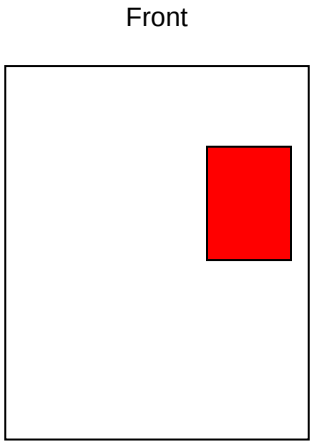
- The tactile, verbal (expressive) and kinaesthetic modalities are inhibited under stress
- The visual and auditory (receptive) modalities always available
- You are always sensitive to noise, body language, tone of voice and facial expressions
- These sensitivities make you vulnerable to manipulation and intimidation by others
- The bigger the group or meeting, the more easily you will become distracted
- You always subtly stress – you need to see and hear people before you can relax
- You understand and process information best by visual and manual experiences, discussion and writing
- You may need to touch, see, speak and/or write new information in order to internalise and remember it
- When experiencing difficulty following directions, you may benefit from total body movement
- When not stressed, you easily access image, rhythm and emotion
- You tend to use emotive language
- You may experience difficulty or tiredness when reading, and potential letter/number reversals, especially when dealing with detailed text such as financial documents and data-capturing
- Under stress you prefer not to see or hear others, you require time out to assess the situation and to plan your response
- You tend to think before moving physically and making decisions

- The exacerbated sensitivity of the eye and ear under stress may drastically affect your processing time and level of accuracy

9. Recommendations

- When dealing with visual information you prefer to consider the big picture before trying to structure it into logical and sequential steps or processes
- When accessing auditory information, you tend to analyse the emotional undertones rather than the specifics of the conversation. You may benefit from taking notes at these times in order to remain focused and record the details
- You will benefit from physical movement and exercise in order to alleviate stress
- It is important that you constantly make others aware of how they look or sound in order to ascertain what is emotional behaviour and what isn't
- Due to the inhibition of the non-dominant left hemisphere under stress, you may battle to access memory, follow instructions or procedures and supervise or check your work or that of others
- Under stress, you may feel clumsy and stuck and have difficulty communicating because you find it difficult to break the whole picture into linear detail in order to express it
- You prefer to plan by imagining the desired end result and then working backwards, rather than following prescribed step-by-step instructions or methods
- Your challenge is to access pieces of information and be able to put them together in a linear and logical manner, that you can then communicate succinctly
- You should sit on the right side of an audience

Ideal position for you to sit in an audience / lecture:



10. The 12 Intelligences

Although every individual's *Genetic Brain Organisation Profile* indicates that they are born with potential in some of the 12 intelligences, it does not imply that those in-born intelligences have been developed or are utilised to their fullest extent. Upbringing, schooling and environmental factors will determine which of – and to what extent – the intelligences will come to the fore.

In-born intelligences exhibited by the I Profile:

- Linguistic intelligence – creative
- Visual-spatial intelligence – free design
- Musical intelligence – harmonizing and composing
- Bodily-kinaesthetic intelligence – structured
- Naturalistic intelligence
- Interpersonal (social) intelligence – patience and sympathy
- Intra-personal intelligence
- Spiritual intelligence
- Componential intelligence

Intelligences requiring structured experiences for development:

- Logical mathematical intelligence
- Linguistic intelligence – factual
- Visual-spatial intelligence – structured
- Musical intelligence – technical precision
- Bodily-kinaesthetic – creative
- Interpersonal (social) intelligence – assertiveness
- Contextual intelligence
- Experiential intelligence

11. Profile strengths

- You are alert to possibilities
- You are entrepreneurial
- You look for better methods
- You adapt to change
- You are a 'people mover'
- You are politically astute
- You are conceptual
- You are expedient
- You enjoy problem solving
- You enjoy learning new skills

12. Profile weaknesses

- You are sensitive to what you see in body language and hear in tone of voice
- You need visual and auditory recognition and reassurance
- You are easily distracted by what you see; the left eye is prone to day dreaming
- You may be manipulated or intimidated because you find it hard to say no
- You can tire others emotionally
- You may lack structure
- You are prone to missing visual and auditory detail

13. Relationship needs

- You need to see and hear love
- You need others to be patient and accommodating
- You are playful and outgoing
- You enjoy group activities and gatherings
- You have an open-door policy at home
- You enjoy open and flexible leisure time
- You want a lively and entertaining living environment

14. Communication style

- You are quick and highly verbal
- You enjoy debating an issue
- You are an interesting conversationalist
- You are able to motivate through verbal communication
- You enjoy stimulating information

15. Preferred business setting

- You work best with independent people
- You want flexible management concepts and guidelines
- You enjoy novel and complex assignments
- You like “start-up” or “re-organise” projects
- You need challenge and rewards for risk-taking

16. Working in a team

- You make strong initial contributions
- You act as the “spark plug” for the team
- You see the project reflected through people
- You incorporate new ideas
- You see the relationship between means and ends

17. Management style

- You are gregarious and outgoing
- You encourage innovation and creativity in others
- You rely on others to handle details
- You develop models for future operations
- You are open to better ways of doing things

18. Career indications

I Profiles are the “Bill Gates” of the world.

You should not consider careers which require you to constantly supervise and reprimand others. If you see or hear others who are unhappy and you are the cause, you can become depressed. You should also steer away from careers in which you see or hear a lot of pain, for example emergency medical care.

I Profiles are often involved in movements such as “Green Peace” or environmental activism where you become so involved in a cause that it can consume you.

Your natural ability for research should underpin any career choice. You should spend the majority of your time on your own (with few distractions) researching. This should be interspersed by limited sessions where your natural bed-side manner can be used to either gather information or provide feedback to the client.

Beware of finding a career which uses the creative eye or sensitive ear while ignoring your creative brain!

18.1 Additional career notes

- If possible, delegate routine tasks to others
- Take courses and seminars to continue expanding your expertise and credentials
- Team up with co-workers to form work groups or task teams
- Hire an assistant or secretary who is good with details and follow-through
- Find other creative people with whom you can brain storm ideas
- Join professional associations and attend conferences
- Work a different shift, arrange more flexible hours and job-share to change your routine around a bit
- Ensure you have a variety of tasks to work on so you can shift gears if you feel you’re becoming bored

19. Attaining & maintaining career satisfaction

It is important to note that there are successful people of all profiles in all occupations. In this section, specific criteria are highlighted which may not have been previously considered in terms of making the most of your career.

PROFILE I: "LIFE'S ENTREPRENEURS"

19.1 Satisfaction is obtained from a career that:

- Provides you with opportunities to engage in creative problem solving and/or to generate new and innovative approaches to problems
- Allows you to implement your innovative solutions in the creation of more efficiently-functioning systems and processes
- Acknowledges and encourages your creativity, competency and ability to improvise
- Allows you to experience a variety of situations filled with fun, action and excitement
- Follows a logical order and is based upon objective and fair standards, rather than the likes and dislikes of one or more individuals
- Allows you to meet and have consistent interactions with many different people, especially those you like and respect
- Takes place in a rapidly changing, high-energy environment with significant interactions with others
- Takes place in an environment which is casual and unstructured, where you are allowed a high degree of personal freedom, time off, and the opportunity to operate in a spontaneous way
- Allows you to design or start projects but does not require you to follow through with tedious detail

19.2 Work-related strengths may include:

- Excellent communication skills and the ability to get others excited about your ideas
- Eagerness to 'think outside the box' and to consider new possibilities
- Great creative problem-solving skills
- The courage to take some risks, try new things and overcome obstacles
- A broad range of interests and ability to learn new things quickly and easily
- The ability to withstand rejection and to maintain optimism and enthusiasm
- Great confidence and drive to continually increase your knowledge
- A natural curiosity and the skills required to get the information you need
- Ability to see the 'big picture' and the implications of actions and ideas
- The ability to multi-task and juggle several projects at once
- Good perception of people's needs and motivations
- Adaptability and ease in shifting gears and changing directions quickly
- Great social ease and the ability to fit comfortably in to most social situations

19.3 Work-related weaknesses may include:

- Difficulty keeping yourself organised
- Difficulty setting priorities and making decisions
- The propensity to stay focused on what is possible rather than what is realistically probable
- A tendency to promise more than you can potentially deliver
- Impatience with unimaginative or inflexible people
- A tendency to lose interest in projects once problems have been solved
- A dislike for doing things in traditional, established or routine manners
- A lack of discipline when it comes to attending to and following through on important details
- A tendency to become bored and easily side-tracked
- A dislike of repetitive, unimaginative tasks
- Impatience with people of questionable competence

19.4 Pathways to success:

Use your strengths to:

- Generate enthusiasm for yourself and others
- See new and exciting possibilities
- Create your own job opportunities
- Collect a great amount of information by talking to others
- Understand what motivates others and find ways of using this to get the best results from them
- Improvise – show others how you can think on your feet

20. Summary

The I Profile is quick, ingenious and good at many things. You are stimulating company, alert and outspoken and you tend to argue just for fun, and you are able to take up either side of a debate.

You are resourceful in solving new and challenging problems, but you may neglect routine assignments. You also have a habit of hopping from one new thing to another. You have a knack for being able to justify anything you desire.

Live your outer life with more feeling, your inner life with more intuition.

Born to be different!

Yours sincerely
Dr Annette Lotter

Appendix: The 12 Intelligences

The IQ test as we know it today grew out of the work of French Psychologist Alfred Binet, who, in the early years of the 20th century, devised a test to identify children, whose learning problems required remedial education. Lewis Terman at Stanford University standardised it to take population norms into account and the test became known as the Stanford-Binet. Terman later incorporated psychologist William Stern's notion of an intelligence quotient. In simple terms, IQ as it is universally recognised, is an individual's mental age, as determined by intelligence testing, divided by the person's chronological age – and the ratio multiplied by 100.

Over the years it has become the standard measure of intelligence while provoking fierce, passionate debate among academics, educators, and the lay public.

There is little doubt that IQ tests are reasonably good at assessing and predicting a pupil's school performance, "… but since intelligence is defined operationally as that which intelligence tests test, the test makers are *"chasing their own tail"*, declares Michael Gazzaniga, director of the Division of Cognitive Neuroscience at Cornell University Medical College.

In other words: intelligence tests measure the ability of people to do well in intelligence tests.

Typically, the IQ test predominantly measures an individual's ability with linguistic and logical-mathematical challenges as well as some visual and spatial tasks.

Enter Harvard professor of education Howard Gardner.

Gardner came up with his *"Theory of Multiple Intelligences"*, which says, in effect, that IQ should not be measured as an absolute figure in the way height, weight, and blood pressure are. It's a crucial blunder, he maintains, to assume that IQ is a single fixed entity that can be measured by a pencil-an-paper test.

It is not how smart you are, but ***how you are smart!*** This also implies that intelligence can vary in different contexts.

In arriving at his theory Gardner embraced ideas from a wide range of disparate sources. Gardner analysed studies of child prodigies, gifted individuals, brain damaged patients, idiots, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures.

In arriving at his theory Gardner embraced ideas derived from neurobiology, complemented by fields such as psychology, anthropology, philosophy, and history.

1 Linguistic intelligence:

The ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of such people.

2 Logical-mathematical intelligence:

The ability to reason and calculate; to think things through in a logical, systematic manner.

These are the kind of skills which are highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

3 Visual-spatial intelligence:

The ability to think in pictures, to visualise a future result.

To imagine things in one's mind's eye. Architects, artists, sculptors, sailors, photographers and strategic planners normally have this type of intelligence. People use it when they have a sense of direction, when they navigate or draw, or when they develop from mind ideas or flowcharts and find new ways of presenting ideas and things.

4 Musical intelligence:

The ability to make or compose music, to sing well, or to understand and appreciate music, to keep rhythm.

This is a talent obviously enjoyed by musicians, composers, and recording engineers. But most people have a basic musical intelligence that can be developed.

5 Bodily-kinesthetic intelligence:

The ability to use one's body skilfully to solve problems, create products, or present ideas and emotions.

Obviously this is ability for athletic pursuits, artistic pursuits such as dancing and acting, or building and construction. One can include surgeons in this category, but many people who are physically talented – "good with their hands" – don't recognise that this form of intelligence as being of equal value to the others.

6 Naturalistic intelligence:

The ability to recognise flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productive.

For example: hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists and zoologists fit into this category.

7 Inter-personal (social) intelligence:

The ability to work effectively with others, to relate to other people and display empathy and understanding, to notice their motivations and goals.

This is a vital human intelligence exhibited by good teachers, facilitators, therapists, politicians, religious leaders, and salespeople.

8 Intra-personal intelligence:

The ability for self-analysis and reflection.

To be able to quietly contemplate and assess one's accomplishments, to review one's behaviour and innermost feelings, to make plans and set goals, to know oneself objectively. Philosophers, cousellors and many peak performers in all fields fit into this category.

9 Spiritual intelligence:

The ability to appreciate and accommodate views and opinions from people of other spiritual denominations.

Gardner admits that the mental abilities most valued in the western world are linguistic and logical-mathematical intelligences. Gardner notes, however, that the importance of these nine intelligences has shifted over time, and varies from culture to culture. In a hunting society, for example, it is a lot more important to have extremely good control of your body (bodily-kinesthetic intelligence) and know your way around (spatial intelligence) than to add and subtract quickly. In Japanese society, the ability to work cooperatively in groups and to arrive at joint decisions (interpersonal intelligence) is highly valued. Whereas schools in the first 50 years or so of this century focused on linguistic and mathematical skills, Gardner (1983) speculated that linguistic abilities would become less important in schools in the near future as logical-mathematical abilities become more important related to technological and IT development.

The point is, while both logical-mathematical and linguistic intelligences are important today, it will not always be that way. Hence, Gardner's argument is that we need to be sensitive to the fact that what is valued as far as "intelligences" is concerned is changeable, something we need to keep in mind as we plan curriculums and teach students. Annette Lotter (1985) has offered a view of mental abilities that questions the common assumptions that "smart is fast". This assumption underlies the overwhelming majority of IQ and aptitude tests, but is one that overlooks the evidence suggesting that smartness is not always associated with quickness.

First, it is well documented that a reflective rather than an impulsive style of problem solving tends to be associated with higher ability to solve problems (Baron 1982). Jumping to conclusions without adequate reflection can lead to false starts or erroneous thinking. How often, for example, do our snap judgments turn out to be poor ones, if not wrong ones? Yet, the vast majority of intelligence tests are timed, which forces the taker into an impulsive mode.

Second, research suggest that persons who are more highly intelligent tend to spend relatively more time than less intelligent persons on global, higher-order planning, and less time on local, problem-specific planning (Mulholland, Pellegrino, and Glaser 1980, Lotter 1981). Brighter people tend to be more reflective in their efforts to understand the terms and parameters of a problem the do less bright ones, something that takes more time, not less.

Finally, in a study which individuals were free to spend as long as they liked in solving insight problems, quite a high correlation, .75 (1.00 is a perfect correlation), was found between time spent on the problems and measured IQ (Lotter and Walpy 1982). These findings suggest that more able individuals do not easily give up when confronted with problems, and that persistence and involvement are highly related not only to successful outcomes, but to higher IQ's. For Dr

Lotter, the critical aspect of what constitutes "intelligence" is not necessarily the speed with which one arrives at a solution, but the processes one uses to get there.

Thus, Lotter, (1985) also suggests a "triarchic theory of intelligence" in agreement with Sternberg, based on research centering around the influence of context, upbringing and environment (1983 – 1985). This is a point of view that says there are different ways to be smart and that processing information quickly does not mean it was done accurately or correctly. Sternberg (1985) theorised that there are three aspects of intelligence: componential, experiential and contextual.

10 Componential intelligence:

The ability to reason logically and objectively.

Componential intelligence is that facet of people's mental ability that enables them to reason logically, to think analytically, to identify connections among ideas, and to see various aspects or "components" of a problem. It is the type of intelligence typically associated with people who do well on achievement and IQ tests. People with high componential intelligence might do quite well on multiple-choice or true-false tests, and might be especially skilled at critiquing and analyzing arguments. This is one kind of intelligence, but not the only one. As observed by Lotter: "Many people are very good analytically, but they just don't have good ideas of their own".

11 Experiential intelligence:

The ability to think and solve challenges with new and ingenious solutions.

Experiential intelligence is a facet of mental ability associated with a person's capacity to combine disparate experiences in insightful ways. People high in this type of intelligence may not have the best test scores, but they are able to come up with creative and ingenious ways for seeing new combinations and possibilities in the world around them.

Lotter concluded from her research that experiential intelligence consists of three types of insight: selective encoding, selective combination and selective comparison. Experiential intelligence then is the capacity to not only make sense or our own experiences, but to reorder, recombine, and reinterpret our experiences in new and possible creative ways.

12 Contextual or practical intelligence

The ability to use practical common sense in solving challenges.

People use this type of intelligence in the context of their external world. It is one's practical intelligence or common sense, which might be loosely be defined as all of the really important things they never teach you in school. In Lotter's view, there are many people who do not do particularly well on tests, but who are extremely intelligent in a practical sense. Although this kind of intelligence does not fit the usual academic world, it is nevertheless intelligence, and as such, Lotter feels it should be considered along with all other expressions of human mental abilities.