Genetic Brain Organisation Profile

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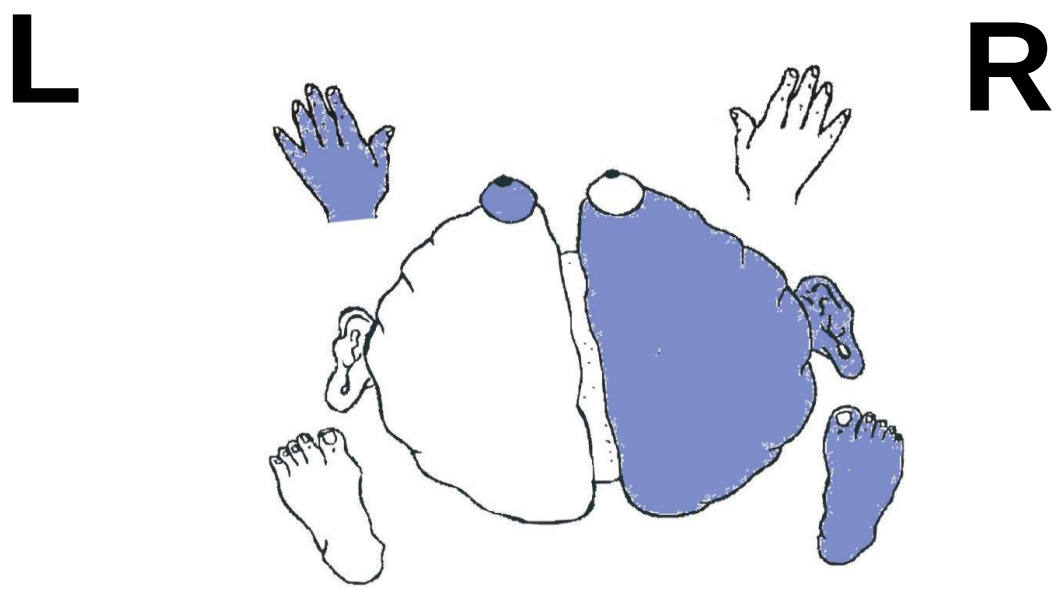
1. Genetic Brain Organisation Profile

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

PROFILE O: Gestalt / Mixed



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 O Profile has right brain hemisphere dominance. One of each of the receptive and expressive modalities is controlled by each hemisphere.

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

1.1 Introduction

It all starts with ***you***, consciously and unconsciously! You have decided to make an investment in yourself by discovering more about yourself namely your personal **Brain** *Organisation* Profile (**GBP**)! Some of the facts that you will discover might be familiar but we hope that there might be some delightful surprises for you as well – some talent which you might not have utilized yet. Thus you might wonder about the why and how of your GBP.

a. Why do we have a GBP?

The obvious reason why all humans are programmed with a GBP is for survival purposes, for when in danger so that the body will understand which foot needs to start running first and which arm will respond impulsively in defending yourself. Therefore we also assist in giving advice related to how your success in specific sport!

b. Why should you understand your GBP?

Your GBP is established at conception, innately programming the way in which you do, hear, see, approach, perceive and react to people and specific situations. This information can assist you to plan for such and be aware of the factors that will cause you to

- Approach your work in a specific way
- Like or dislike certain tasks
- Have certain perceptions
- Stress or be apprehensive in specific situations or around certain people
- Prefer certain hobbies, activities and social situations
- Prefer to be alone or happier surrounded by other people
- Make certain mistakes unconsciously
- Be at risk in certain relationships; therefore understand how and why you might sometimes be manipulated making you vulnerable and sensitive or even to react in an aggressive manner!

The ultimate aim for understanding your GBP is to in your ideal career use your potential sensitivities as a strength! Once we have established your GBP we can assist you in giving you the criteria of how you would like to interact with others at work, how you should operationally be involved in tasks and how you would come across emotionally!

c. When should I assess my GBP?

Ideally in the perfect world we would like to establish the GBP already at age 3 in order to proactively enable awareness of potential learning challenges, while at the same time establishing physical, emotional, cognitive and intellectual potential.

Key interventions where the GBP will assist in decisions will be:

- Before going to pre-school
- To establish - School readiness
- Before making - Subject choices
- Before making - Career choices and considering promotional prospects

- Life choices (relationship, lifestyle, hobbies and relaxation options)

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 (you sometimes react without thinking)
- Instinctive
- Impulsive
- Simultaneous
- Gestalt
- Visio – spatial (you like to see pictures)
- Feeling (sometimes you react based on a feeling rather than concrete facts)

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.

- The eye tracks from right to left
- You are unlikely to have difficulty with gross motor movements
- You see the big picture
- You cope well with spatial challenges
- You notice shapes
- You are unlikely to have difficulty with distance
- You notice colours
- You are more likely to have hindsight than foresight
- You are sensitive to visual movements in the environment

2.3 Ear dominance

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

- You are likely to use literal language
- Covert speech
- You have the ability to remember the details of a conversation
- You prefer analytical language
- You hear factually
- This is the "impatient" ear, so you are likely to interrupt others or "tune" out when you perceive the speaker is becoming wordy
- You break sounds into bits
- You hear the melodic line

2.4 Hand dominance

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

- You are likely to be highly verbal
- You will often use poetic or metaphorical communication
- You may experience difficulty with penmanship
- You may show artistic tendencies
- You are likely to find new methods to process tasks

If you make use of your right hand, it is considered to be the *functional* hand. This is *learned* behaviour and implies that the profile is, in fact, ambidextrous.

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 prefer a structured approach to problem solving
- You will tend to use tried-and-tested methods or procedures to problem solve
- You tend to meet conflict or confrontation head-on

Dominance in the right foot also implies a 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 O Profile tend to exhibit the following traits:

- Original
- Future oriented
- Curious
- Speculative
- Reserved
- Global in thought
- Analytical
- Determined
- Use abstract ideas

4. Overview

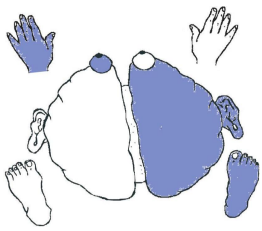
The O Profile's major characteristics are those of Gestalt thinking and visual and kinaesthetic functioning. Under stress your auditory analysis and problem solving are affected.

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.

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



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

O Profiles excel in environments which present constant challenge and change. If the work requires predominantly left hemisphere cognitive processing, you quickly become bored and frustrated as the processes are not challenging and stimulating enough.

You process visual information in the right (gestalt) hemisphere; and auditory information in the left (logic) hemisphere. Thus, processing occurs naturally in both hemispheres. You are highly

verbal, always listening for details although you can have difficulty in seeing the specifics. You constantly process emotion and are always aware of the big picture.

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 exceptional intelligence for visualising and conceptualising (especially so with your right brain dominance) which should definitely be considered in terms of career choice. The left eye also 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.

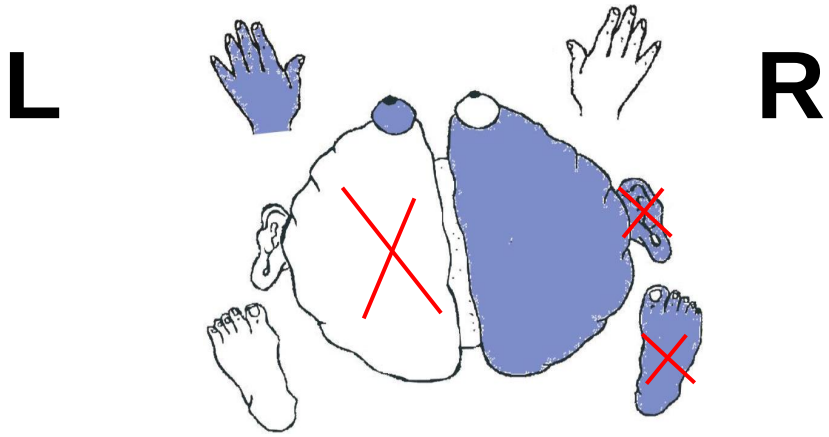
Due to your detailed right ear, which rapidly absorbs auditory information, you do not need to maintain eye contact with a speaker to hear the details – be aware that this can be seen as rude. It is strongly suggested that you take notes in order to stay focused and to prevent your creative eye from finding something to visualise or day dream about.

The creative hand implies that you are flexible and adaptable and prefer to do things in your own innovative way. You enjoy challenging and changing prescribed methods; however be aware that your organisational and delegation skills may require some work. The left hand also means that you are highly verbal and you will catch yourself unconsciously tapping or doodling harmoniously with some external source.

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 O Profile, the modalities controlled by the non-dominant left hemisphere are the ear and foot which implies that their functioning is affected.

The stress profile is visually represented as follows:



In stress, the O Profile loses access to the ear and the foot. This means you may "see" more emotionally than before as the sensitivity of the left eye is exacerbated as it is the only open

receptive modality. You will therefore become extremely sensitive to others' body language and emotions. This indirectly implies that you may take longer to start or finish work and to make decisions. The blocked ear can also cause problems with memory and hearing detail and means that you prefer not to interact with others when you are stressed. With the blocked foot, decision making and problem-solving may take longer than usual.

Your strong modality is your eye, which is open – however its sensitivities will be worse than normal. You become acutely aware of facial expression and body language under stress. You will tend to hear what you thought you saw, processing the emotional intonation rather than the detail.

Your ability to work is not inhibited under stress. Sport and hobbies requiring hand/eye coordination should be deliberately developed and pursued for stress release.

7. Barriers

- Seeing others who are upset causes you to stress
- Being responsible for people looking upset causes you to stress
- Too many predictable and repetitive work experiences
- No intellectual challenge
- Inability to see detail without assistance
- Boredom
- Unfair labelling and treatment
- Visual distractions
- No visual rewards, such as a note to say "thank you" or a bunch of flowers
- Your own talkativeness
- Having to listen patiently for long periods

8. Implications

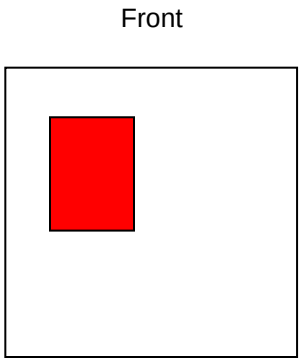
- The visual and communication modalities are always available
- The dominant left eye implies that you have exceptional intelligence for visualisation and conceptualisation
- You do not need to look at others to hear the detail of what is said. Be aware, however, that others may interpret this as you are not paying attention
- You are always sensitive to facial expressions and body language
- You read for meaning or content, rather than the detailed information and therefore may miss mistakes in your own work
- The impatient ear encourages the creative eye to day-dream when you bored
- The auditory modality and problem solving inhibited under stress, therefore you behave more cautiously
- Understanding is most easily accomplished by seeing the whole image and then actively practicing the new learning
- You are highly flexible and able to adapt and adjust existing processes and methods in new and creative ways
- 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

- You rapidly become bored and frustrated with continuous routine and predictable methodology and processes
- The exacerbated sensitivity of the eye and ear under stress may drastically affect your processing time and level of accuracy

9. Recommendations

- You easily access visual information and enjoy working with illustrations, diagrams, posters and charts which allow you to visualise the big picture
- However, you may have difficulty in identifying the details, especially if you feel pressured
- Under stress your tendency for letter / number reversals will be exacerbated; it is therefore critical that you double check your accuracy
- As a visual / kinaesthetic profile you benefit the most from hands-on activities and focusing on the big picture or whole context before addressing the details
- You find it easy to grasp the main idea, but can have difficulty in grasping and communicating the linear details
- You appreciate metaphors, examples and associations in order to integrate learning
- Your profile benefits greatly from visual encouragement and praise, that is “thank you” notes and other forms of visual appreciation
- You should sit on the left 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 O Profile:

- Linguistic intelligence – creative
- Visual-spatial intelligence – free design
- Logical mathematic intelligence – conditional
- Musical intelligence – technical precision

- Bodily-kinaesthetic intelligence – structured
- Naturalistic intelligence
- Interpersonal (social) intelligence – patience and sympathy
- Intra-personal intelligence
- Spiritual intelligence
- Componential intelligence
- Experiential intelligence

Intelligences requiring structured experiences for development:

- Linguistic intelligence – factual
- Visual-spatial intelligence – structured
- Musical intelligence – harmonizing and composing
- Bodily-kinaesthetic – creative
- Interpersonal (social) intelligence – assertiveness
- Contextual intelligence

11. Profile strengths

- You are creative
- You handle change easily
- You are a visionary
- You can be theoretical
- You perform research objectively
- You like complex problems
- You are imaginative
- You are ingenious
- You are an “ideas” person
- You have intellectual insight

12. Profile weaknesses

- Sensitive to what you see in body language
- Easily distracted by what you see – left eye is prone to day dreaming
- Dislikes working with detail
- Interrupts others easily

13. Relationship needs

- You prefer visual rewards
- You are a serious and devoted parent
- You believe in low-key discipline
- You work at play
- You like a quiet home setting
- You prefer thinking games

14. Communication style

- You prefer written contracts and interactions over verbal communications
- You like to discuss the 'big picture'
- You can be abstract and wordy
- You enjoy one-on-one contact
- You like talking about concepts and ideas

15. Preferred business setting

- You prefer quiet with occasional privacy
- You want flexibility, disliking rigid structures
- You like an unstructured work area
- Your workspaces may be cluttered
- You enjoy a challenge

16. Working in a team

- You accept the challenge of complex concepts
- You are known to be the 'ideas person'
- You can incorporate change at any time, and the thought of change does not usually upset you
- You offer creativity and innovation on a project
- You are able to act as a reviewer of a project

17. Management style

- You prefer to organise things rather than people
- You tend to write memos rather than communicating orally
- You enjoy pioneering concepts and ideas
- You provide vision and scope
- You enjoy being the architect of change

18. Career indications

The O Profile is the Gypsy of the world. If your work experiences fail to surprise, stimulate and challenge you, you will not hesitate to move onward and upward.

You should consider careers in which you can use your ability to visualise and conceptualise ideas or products at a specialist level. Examples of such careers are architecture, any design career (at a conceptual or concrete level) training and development, plastic surgery, some engineering, journalism, research, the arts and strategic management.

The impatient right ear needs to be acknowledged in so far as interactions with people need to be short and structured – although, your own expressiveness will get you into trouble as you will keep on feeding a conversation that should have ended timeously.

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 O: "INGENIOUS PROBLEM SOLVERS"

19.1 Satisfaction is obtained from a career that:

- Allows you to develop, analyse and critique new ideas
- Allows you to focus your attention and energy on a creative, theoretical and logical process rather than on a specific end product
- Is highly challenging and deals with complex problems, where you are able to try unconventional approaches and to take risks to find the best solution
- Allows you to work independently with plenty of quiet, private time to allow you to concentrate and complete your thinking process
- Allows you to set and maintain your own high standards for your work and determine how your performance will be evaluated and compensated
- Takes place in a flexible, relatively unstructured environment, without useless rules, excessive limitations and unnecessary meetings
- Allows you to interact with a small group of highly regarded friends and associates, all of whom you respect
- Provides you with the opportunity to constantly increase your personal competence and power and lets you meet and interact with other powerful and successful people
- Allows you to develop ingenious ideas and plans where you able to delegate the implementation and follow-through to an efficient support staff
- Does not require you to spend time directly organising other people or supervising or mediating interpersonal differences

19.2 Work-related strengths may include:

- Eagerness to think 'outside the box' and to consider new possibilities
- The ability to understand very complex and highly abstract ideas
- Great creative problem-solving skills
- Independence as well as the courage to take risks, try new things and overcome obstacles
- The ability to synthesise lots of information
- Intellectual curiosity and the skills to obtain the information you need
- The ability to analyse things logically, even under stress
- Great confidence and the drive to continually expand your knowledge
- Confidence in your ideas and vision
- Ability to see the big picture – to understand the implications of actions and ideas

19.3 Work-related challenges may include:

- A tendency towards disorganization
- Impatience with unimaginative and/or incompetent people
- A dislike of doing things in traditional or established manner
- The tendency to lose interest in a project once the problems are solved
- Difficulty communicating complex ideas in a simple way
- A dislike of repetitive or boring tasks
- Impatience with people and structures which are too rigid

19.4 Pathways to success

Use your strengths to:

- Identify opportunities and possibilities which do not yet exist
- Create your own job opportunities or adapt existing opportunities to be more attractive and fulfilling
- Anticipate the logical consequences of actions
- Establish realistic objectives and goals based upon what is practical, rather than on what your confidence tells you is possible
- Get organised, be patient with less intelligent people, and keep working at both

20. Summary

The O Profile is only quiet when wrapped up in conceptual and visualisation activities. You are brilliant in exams (especially in subjects of interest), particularly in theoretical and scientific subjects.

You are logical to the point of hair-splitting and your major interest is in ideas. You enjoy socialising but have little liking for small talk. Your interests are sharply defined – it is critical to find a career where one of these intense interests can be utilised.

Live your outer life with more intuition and your inner life with more thinking.

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.