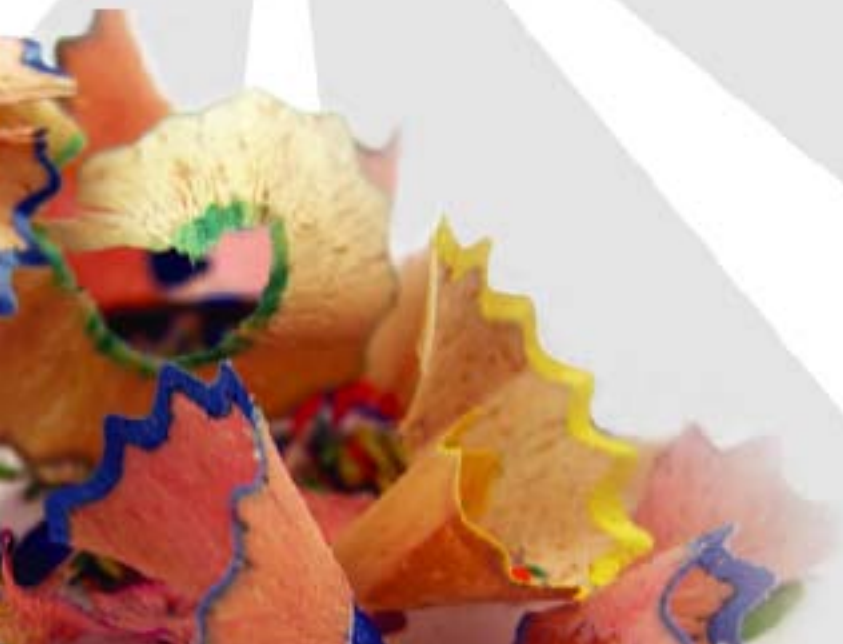




UNDERSTANDING YOUR WHOLE BRAIN



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INDEX

| | |
|--|----|
| The Whole Brain - past and present..... | 2 |
| Important information on the NBI™..... | 2 |
| NBI™ Tool Map..... | 3 |
| NBI™ Four Quadrant summary..... | 4 |
| NBI™ Eight Dimensions - example profile..... | 5 |
| NBI™ Eight Dimensions summary..... | 6 |
| The Eight Dimensions of the brain..... | 7 |
| The Whole Brain in Action in COMMUNICATION..... | 8 |
| The Whole Brain in Action in BUSINESS..... | 9 |
| The Whole Brain in Action in the JOBS AND SKILLS INSTRUMENT..... | 11 |
| The Whole Brain in Action in LEADERSHIP..... | 12 |
| The Whole Brain in Action in TEACHING AND LEARNING..... | 13 |
| Learning and the Eight Dimensions..... | 14 |
| The Whole Brain in Action in CREATIVITY..... | 15 |
| The Whole Brain in Action in PARENTING..... | 17 |
| Parenting and the Eight Dimensions..... | 18 |
| The Whole Brain in Action in RELATIONSHIPS..... | 19 |
| Relationships and the Eight Dimensions..... | 20 |
| The Whole Brain in Action in SPORT..... | 21 |
| The Whole Brain in Action in A HEALTHY LIFESTYLE..... | 22 |
| Spotting the clues..... | 23 |
| Personal development ‘diets’ for the four quadrants..... | 25 |
| Understanding the NBI™- key points to remember..... | 29 |
| Comments from Clients of the Kobus Neethling Group..... | 30 |
| International References & Quotes..... | 31 |
| About the Author..... | 31 |
| About Whole Brain Thinking Pty Ltd..... | 34 |

The Whole Brain - past and present

Hippocrates, who examined the brain during autopsies he performed, concluded "The brain of man is double". It was in 400 BC that he made the connection that the loss of speech was connected with damage to the left side of the brain.

In 1864 a French surgeon named Paul Broca came to the same conclusion after observing that patients with aphasia (loss of speech) had damage to the left-brain.

In the 1960's Philip Vogel and Joseph Bogen performed their breakthrough split-brain surgery on three epileptic patients. Roger Sperry (who received a Nobel Prize for this work in 1981) with his colleagues Bogen, Vogel and Gazziniga tested these patients and discovered that the two hemispheres control vastly different aspects of thought and action. They found the left (controlling the right side of the body) is dominant for language and speech and for analytical and logical thought, while the right (controlling the left side of the body) excels at visualising, holistic and unstructured tasks. This breakthrough was followed by brain dominance research by Ned Herrmann, Jaquelyn Wonder, Priscilla Donovan, Beverly Moore and others.

The NBI™ was developed after extensive international research since 1980 on left/right brain functions, leading to the four-quadrant NBI™ profile. Kobus Neethling under the research guidance of Professor Paul Torrance of the University of Georgia first developed the NBI™ for adults before applying similar methodologies to develop a number of other whole brain instruments. The most recent development has been the introduction of the 8-dimensions, providing even more insight into thinking preferences and applications at work and at home.

The results of research on the NBI™ have been very significant and ongoing research at a number of universities and institutes remains an essential part of whole brain science.

Research documents can be seen at:
www.wholebrainthinking.com.au

Important information on the NBI™

In working with the NBI™ profiles it is important to remember the following points:

- No Brain Profile is good or bad, right or wrong.
- Some of the NBI™ profiles measure references, some identify skills. It is important to note the distinction.
- You may have skills in a quadrant with a low preference score, or strong preferences in an area where you have not had the opportunity to develop skills.
- A high score in a particular quadrant does not necessarily indicate equal preferences for all the processes of that quadrant.
- Your brain profile may change, but only if there are strong reasons for this to occur. This may occur over a long period of time because of changing interests, hobbies, environments and mentors. In rare cases changes occur over a short period of time because of significant events or major life-style changes. These changes may be temporary.
- It is possible to develop preferences and skills in any quadrant.
- There are two main dimensions in each quadrant.
- The total NBI™ suite currently includes 16 different instruments with more applications on the way. The full range is shown on the following page.
- The NBI™ brain profile gives an indication of how:
 - you communicate
 - you act towards other people
 - you do business
 - you learn
 - you teach
 - content you would be in a certain career
 - you solve problems
 - you make decisions, etc.

Neethling Brain Instruments

The most comprehensive battery of whole brain profiling instruments in the world

SIGNATURE INSTRUMENTS

Neethling Brain Instrument (NBI™) Adult

4 Quadrants

Plus

8 Dimensions

BUSINESS INSTRUMENTS

- Leadership Instrument
- Skills Instrument
- Job Instrument
- Creativity Style Instrument
- Learning Instrument

RELATIONSHIP INSTRUMENTS

- Parenting Instrument
- Relationship Instrument

OTHER

- Personal Negativity Instrument

EDUCATIONAL INSTRUMENTS

- Teacher/Trainer
- Senior Student – College & University 17+
- Junior Student – 9 - 17 years

SPORTS INSTRUMENTS

- Soccer
- Rugby
- Rugby Referee
- Rugby Skills
- Golf
- Tennis
- Cricket

Group Reports can be electronically generated for every type of profile to obtain:

- Average for the group
- Dominance of individuals and group
- Comparisons between subgroups

Interpretive Comparisons can be drawn between different types of profiles, i.e.,

- Skills profile and Preference profile
- Skills and Leadership
- Skills and Job Instrument

Other Instruments - Additional Instruments, which go beyond brain profiling, include the organisational wellness instrument and the organisational negativity instrument.

NBI™ - Four Quadrant summary

The following summary of the key thinking processes associated with each of the four quadrants, should give you a clear indication of the different brain preferences.

TOP LEFT (L1)

- Focus
- Essence
- Precise
- Accuracy
- Clinical
- Factual memory
- Concrete
- Mathematical/financial
- Factual reasoning
- Performance-driven
- Logic
- Objective
- Diagnostic
- Analysing (digging deeper)
- Quantitative
- Realistic
- Important to do it right
- Critical
- Rational

TOP RIGHT (R1)

- Holistic/big picture
- Flexible
- Risk-taking
- Curious
- Looking for alternatives
- Experimentation
- Artistic
- Speculation
- Imaginative
- Strategic
- Simultaneous (doing many things at once)
- Fantasy
- Visualising
- Synthesis (link ideas)
- Idea-intuition
- Investigation
- Integrating ideas
- Unstructured
- Preference for change

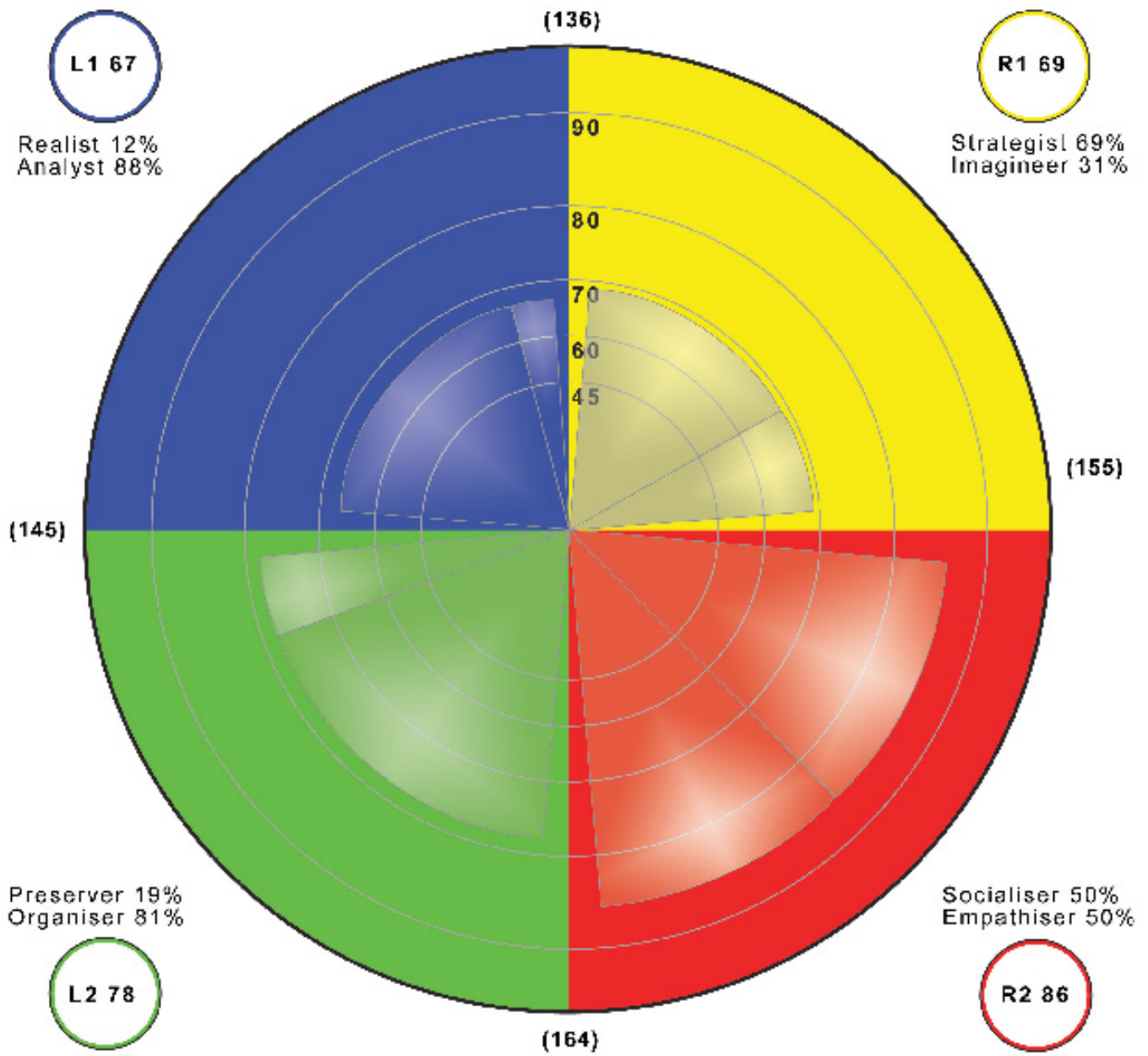
BOTTOM LEFT (L2)

- Organised/orderly
- Punctual/time-conscious
- Planned
- Structured
- Step-by-step approach
- Steadfast
- Sequential
- Thorough
- Security/safe-keeping
- Detail
- Traditional
- Drive/task-driven
- Neat
- Reliable
- Result-driven

BOTTOM RIGHT (R2)

- Non-verbal cues
- Touch
- Co-operation
- Sociable (one-on-one and in groups)
- Take part
- Accessible
- Approachable
- Expressive
- Empathy
- Teamwork
- People-focus
- Responsive
- Receptive
- Sensitive
- Support
- People awareness
- People perceptive
- Involved
- Playful
- Respectful

NBI™ - Eight Dimensions - example profile



NBI™ - Eight Dimensions summary

Although you may have strong preferences in a certain quadrant, you may not have equally strong preferences for all the processes associated with that quadrant. In fact, you may even find that you have rather low or average preferences for some of the components of your so-called strong quadrant. Our latest research has provided more insight into why this might be the case.

Each quadrant has at least two possible dimensions, and you may very well be strong in one and low in the other, or of course quite balanced in each of the two divisions.

| L1 – Realist | | L1 – Analyst | | R1 – Strategist | | R1 – Imagineer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-----------------|--------------|-----------|-------------------|---------------|----------------|------------|------------------|---------|--------|---------------------|------------|-----------|----------|---------|------------|-----------|---------|-----------|-----------|------------------|-------------|--------|-------------|--------------|---------------------------|---------|--------|----------------------|-------------|------------------|-----|----------|-----------|-----------------|--------------|----------------|---------|-----------------|
| Clarity | No distractions | Focused | Set goals | No mental clutter | Define target | Pros and cons | Simplicity | Clear guidelines | Factual | Assess | Monitor performance | Dig deeper | Financial | Clinical | Logical | Priorities | Calculate | Probing | Examining | Visionary | Future-connected | Predictions | Change | Risk-taking | Big thinking | Experience the unfamiliar | Variety | Design | Challenge status quo | Inner voice | Picture thinking | Aha | Daydream | Fantasise | Doodle/scribble | Unsystematic | Unconventional | Clutter | Zigzag thinking |

| L2 – Preserver | | L2 – Organiser | | R2 – Socialiser | | R2 – Empathiser | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|------------|----------------|----------------|-----------------|----------|-----------------|------------|-----------|-------------|--------|----------|------|------------|-----------|-----------|-----------|-----------|------------|----------|--------|---------|-----------|------------|--------------|------------|--------------|----------|------------|----------|-----------|--------|------|------------------|-----------|---------|--------------|-----------|---------------------|-----------|
| Well-proven | Discipline | Order | Time-conscious | Methodical | Cautious | Loyalty | Experience | Stability | Traditional | Action | Hands-on | Plan | Systematic | Supervise | Persevere | Checklist | Schedules | To-do list | Organise | Groups | Sharing | Consensus | Networking | Co-operation | Gatherings | Entertaining | Outgoing | Connecting | Sociable | Encourage | Assist | Care | Service-oriented | Intuitive | Hopeful | Reaching out | Sensitive | Special attachments | Nurturing |

The Eight Dimensions of the brain

The dimensions of the L1 quadrant The dimensions of the R1 quadrant

| L1 – Realist | L1 – Analyst | R1 – Strategist | R1 – Imagineer |
|---|--|---|---|
| <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Like simplicity and clarity • Prefer to insulate yourself from distractions • Like to keep your mind on specific tasks and outcomes • Like to focus on important matters • Prefer clear guidelines and directions • Like ideas that have concrete value • Give preference to factual points of view • Prefer to think through the pros and cons | <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Prefer to assess and monitor results and performance • Like to dig deeper to understand the essence • Like to be involved in matters of finance and investment • Like to reason rationally • Like to solve problems clinically and thoroughly • Prefer to identify priorities clearly • Like to calculate, examine and measure • Like to get to certainty by probing and examining | <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Like to see through other people's eyes • Like to see how the future connects with the past • Prefer to think about big things while doing small things • Love to move into uncharted and unfamiliar territory • Prefer to gain insights from a variety of ideas and experiences • Like to break new ground, to be part of change and transformation • Like to take risks and to challenge the status quo • Like to make forecasts and make predictions | <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Like to communicate with his/her inner voice • Like to think in pictures • Prefer the aha moment, the 'intuitive flash' to elaborate approaches • Like to daydream and fantasise • Like to use metaphors, images and doodles to describe experiences • Like to be unorthodox and non-conformist when dealing with new projects • Be comfortable in circumstances where there is some disorder and clutter • Like to connect ideas to create something different and new |

The dimensions of the L2 quadrant The dimensions of the R2 quadrant

| L2 – Preserver | L2 – Organiser | R2 – Socialiser | R2 – Empathiser |
|--|--|---|---|
| <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Like to follow well-proven methods and practices • Prefer disciplined and orderly environments • Prefer circumstances where traditions, loyalty and rules are respected • Like people to be time-conscious • Work in a methodical and cautious way • Give high preference to experience • Prefer stability and steadfastness • Like to work with effective and well-skilled colleagues | <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Like to put things into action • Prefer hands-on experience • Like to organise, plan and arrange • Like to supervise procedures and practices • Prefer to have a to-do list • Prefer to follow an orderly approach • Persevere with details • Like to work according to a fixed schedule | <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Prefer to mingle with people • Like to work in groups and share ideas with others • Prefer consensus before deciding • Like to entertain • Prefer to co-operate and reach an understanding • Prefer person to person communication, gatherings and get-togethers • Be outgoing, sociable and eager to meet new people • Like to bring people together | <p>If this is your strongest dimension, you would:</p> <ul style="list-style-type: none"> • Like to reach out to people • Like to encourage and cheer people on • Like to assist, help and put others first • Like to add value to the lives of others • Prefer to work in a service environment • Depend on intuition when making decisions about people • Appreciate the sentiment and mood of things • Form attachments to a few special people (or animals) |

Remember:

- You may be far stronger in one dimension of a quadrant than in another.
- You might be balanced between the two dimensions of a quadrant.
- There are no 'right' or 'wrong' profiles!

The Whole Brain in Action in COMMUNICATION

One of the key elements of a successful relationship is communication. This holds just as true in business as it does in the family or any social setting.

How can we use our insight into the thinking preferences to understand and accommodate different communication styles?

| L1 WHAT? | R1 WHY? | | | | | | | | |
|--|---|-----------|--|---|--|------------|------------|---|---|
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| Realist | Analyst | | | | | | | | |
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| Strategist | Imagineer | | | | | | | | |
| <ul style="list-style-type: none"> • Strategic • Forecasting • Challenging • Questions • Visionary • Synthesising | <ul style="list-style-type: none"> • Unconventional • Imagining • Intuitive • Metaphors/images • Meditative • Fantasising | | | | | | | | |
| L2 HOW? | R2 WHO? | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="118 1180 451 1247">Preserver</th> <th data-bbox="451 1180 793 1247">Organiser</th> </tr> </thead> <tbody> <tr> <td data-bbox="118 1247 451 1662"> <ul style="list-style-type: none"> • Disciplined • Prepared • Controlled • Correct • Cautious • Methodical </td> <td data-bbox="451 1247 793 1662"> <ul style="list-style-type: none"> • Systematic • Arranged • Organised • Detailed • Planned • Orderly </td> </tr> </tbody> </table> | Preserver | Organiser | <ul style="list-style-type: none"> • Disciplined • Prepared • Controlled • Correct • Cautious • Methodical | <ul style="list-style-type: none"> • Systematic • Arranged • Organised • Detailed • Planned • Orderly | <table border="1"> <thead> <tr> <th data-bbox="812 1180 1145 1247">Socialiser</th> <th data-bbox="1145 1180 1489 1247">Empathiser</th> </tr> </thead> <tbody> <tr> <td data-bbox="812 1247 1145 1662"> <ul style="list-style-type: none"> • Sharing • Encouraging • Appreciative • Passionate • Tolerant </td> <td data-bbox="1145 1247 1489 1662"> <ul style="list-style-type: none"> • Kind • Understanding • Sensitive • Sympathetic • Caring </td> </tr> </tbody> </table> | Socialiser | Empathiser | <ul style="list-style-type: none"> • Sharing • Encouraging • Appreciative • Passionate • Tolerant | <ul style="list-style-type: none"> • Kind • Understanding • Sensitive • Sympathetic • Caring |
| Preserver | Organiser | | | | | | | | |
| <ul style="list-style-type: none"> • Disciplined • Prepared • Controlled • Correct • Cautious • Methodical | <ul style="list-style-type: none"> • Systematic • Arranged • Organised • Detailed • Planned • Orderly | | | | | | | | |
| Socialiser | Empathiser | | | | | | | | |
| <ul style="list-style-type: none"> • Sharing • Encouraging • Appreciative • Passionate • Tolerant | <ul style="list-style-type: none"> • Kind • Understanding • Sensitive • Sympathetic • Caring | | | | | | | | |

The Whole Brain in Action in BUSINESS

Although many of the topics we have already discussed are directly linked to business and form important parts in the successful running of any organisation (communication, creativity etc.), we now look specifically at the whole brain in action in business.

1. Problem Solving

L1

- Analyses the facts
- Wants things to be correct
- Sees the facts clearly (no emotion)
- Gathers all information
- Has a neutral stance
- Sees problems rationally
- Deals with facts in a logical way
- Focuses on preciseness/exactness

R1

- Solves problems in an intuitive way
- Sees the big picture
- Visualises the facts
- Full of ideas and stimulating suggestions
- Sees opportunity and likes to speculate
- Likes alternatives
- Often has new and innovative ideas
- Likes to take risks
- Keeps an eye on the future

L2

- Organises/arranges facts (in categories, according to plan)
- Deals with facts chronologically
- Checks the facts
- Can be critical of ideas
- Finds faults and weaknesses in ideas of others
- Seeks detail and elaborations
- Practical aspects important
- Prefers tried and tested methods

R2

- Suggestions often emotional
- Has an intuitive feel for people involved
- Values are important
- Negative emotions may limit acceptance of new ideas
- Usually eager to share ideas
- Often brings new insight to ideas
- Enthusiastic about ideas
- Human aspects are fundamental

Notes:

The Whole Brain in Action in BUSINESS

2. Whole Brain Strategising

L1

Bottom line
Research based on facts, analysis
Time-management
Quick decisions
Want to learn
Observation rather than intuition
Doing it my way
Enforce decisions
Little emotion, rational

R1

Intuition
Straight to conclusion
Speculation
Risks
Informal process
Visioning
Entrepreneurial perspective – the big picture
Suggestive, Imaging, Provocative
Can lose interest
Fun options

L2

Organise facts/data
Evaluate all angles
Find the faults
Validate
Practical questions
Thorough planning
'Look before you leap'
Minimise risks
Timely & effective implementation
Back-ups

R2

Socially considerate
Values
Eager to share info
Relies on feelings over facts
Instinctive
Comfortable process
Group dynamics
Positive feedback
Negative emotions may limit acceptance of new ideas
Gaining acceptance, buy-in from others

Notes:

The Whole Brain in Action in JOB AND SKILLS INSTRUMENT

This instrument identifies an individual's skills. You may have acquired skills in a particular area that is not really indicative of your brain preference or you may have a very strong preference in one area, but have never had the opportunity to develop the corresponding skills.

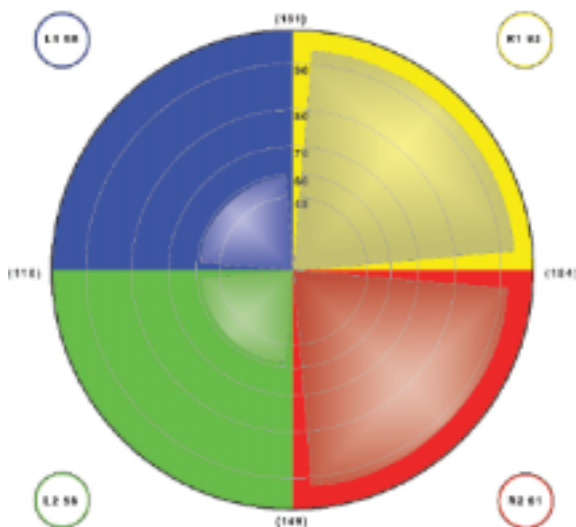
The skills instrument determines in what quadrant of the brain your strongest skills reside.

When combined with the NBIT™ preference profile a clearer picture emerges – showing not only where the individual SKILLS lie, but also what the individual will ENJOY.

From an organisational perspective the skills and preference profiles can also be compared with a JOB PROFILE. The job profile can be completed in the same way as the skills profile by those keen to select or promote the best individual for the job. For example, the HR manager, the manager of the vacancy and maybe two or three successful incumbents can complete the job profile and compare the results in a focus group discussion. By matching the JOB profile with each applicant's SKILLS and PREFERENCE profile a more effective selection decision can be made.

Where job, skills and personal preference profiles are similar the indications are that the individual will be both competent and happy in the job.

Where there is less of a match, the applicant could still be considered a good choice if the 'gaps' are skill components which can easily be developed.



Short summary of this profile:

- Prefers people, interaction, communication, feelings
- Is comfortable with change, new concepts, ideas, experimenting and innovation
- Can be both people and future-oriented

Occupational fields:

- Manager or owner of hotel, guest house, restaurant
- Marketing (produce new marketing initiatives for ideas, products, services e.g. advertisements, videos, photo series, theatre shows.)
- Tourism (provide new places to visit, experiences, entertainment, fun, rendering of service, caring, communication, atmosphere, empathy)
- Education (present courses in design, creative arts, psychology, motivation and languages, course and curriculum design for the 21st century)
- Medical (children, plastic surgery), music/art therapy

The Whole Brain in Action in LEADERSHIP

We are told we should lead by example. That is generally good advice, unless of course that example is inflexible, one-sided and intolerant. The future leader will need to be a whole brain leader, a leader that understands the different thinking preferences of his team and leads individuals in a way that would inspire them. The starting point of this challenging (but exciting) journey is understanding your own leadership style and how this might impact on those you lead.

| | | | |
|---|--|---|--|
| L1 – Realist <ul style="list-style-type: none"> You have an authoritative leadership style. You tend to stand firm on issues and prefer to have the last say. You are a focused leader, who may be seen as 'distant' by some. Because you have clear goals in mind, you may appear inflexible. You are decisive and others know exactly where they stand with you. | | L1 – Analyst <ul style="list-style-type: none"> Doing it 'right' is more important to you than doing it together. You like to investigate problems thoroughly before taking steps. Your leadership is strongly influenced by the bottom line. You keep tabs on performance and monitor and assess results. You like to 'get to the bottom' of things, identify priorities and work with certainties rather than assumptions. | |
| L2 – Preserver <ul style="list-style-type: none"> You prefer to lead by following well-proven methods and practices. You insist on punctuality and diligence. You give high preference to experienced and well skilled employees. You prefer to take the route of caution and won't take risks easily. You may place more importance on the task than on the person. | | L2 – Organiser <ul style="list-style-type: none"> You set a high standard as far as planning and productivity are concerned. You do not tolerate a deviation from procedure. You insist that rules and regulations be adhered to. You can be described as an 'action up front' type of leader – you insist on results. You are a 'checklist' leader who involves him/herself in the supervision and evaluation of tasks. | |
| R1 – Strategist <ul style="list-style-type: none"> You support new ideas and encourage alternative ways of doing things. You will not cling to previous decisions and procedures. You may take risks when you believe in an idea. You are a visionary leader and future positioning is important to you. You like strategy sessions, but may become irritated with the details. | | R1 – Imagineer <ul style="list-style-type: none"> Your style of leadership is probably more informal and sometimes playful. You are not very traditional and will be open-minded enough to listen to new suggestions. Dreaming up new schemes, etc. (not planning!) is a strong facet of your leadership. You are probably comfortable sharing authority and not strong on following rules and conventions. Your leadership style will be shaped by 'intuitive flashes' rather than elaborate approaches. | |
| R2 – Socialiser <ul style="list-style-type: none"> You are a team-focused leader. You like to communicate with your team. You encourage feedback from your team and like to reach consensus. You involve others in decision making and are seen as approachable. Organising social events and gatherings is part of your leadership style. | | R2 – Empathiser <ul style="list-style-type: none"> You value the person above the task. You try to motivate, encourage and inspire your team. You willingly lend assistance where it is needed. You have an open-door policy and interact with your team members in a personal way. You are sensitive to atmosphere and mood changes and would act on these. | |

Of course you may have preferences in more than one dimension and would have to combine the descriptions in that case.

Remember: It is likely that some of your team members do not share your preferences. The successful leader is the person that can lead and manage others according to their particular preferences at all times. Talking the language of the listener is the ideal whole brain approach for all leaders.

The Whole Brain in Action in TEACHING AND LEARNING

To apply the whole brain successfully in business, parenting and all other aspects of life, we need to lay the foundation in our teaching and training. Teachers, trainers and learners need to understand the meaning and impact of whole brain teaching, learning and personal development.

L1

Teaching: textbook, precise instructions, logical arguments, opportunity to analyse, discuss technical aspects.

Learning: at desk, supplies handy summaries, research.

Environment: neat, info available, blackboard work accurate, quiet.

R1

Teaching: holistic view, spontaneous participation, visual, associate contents with past/future, fun, experimentation, new concepts.

Learning: sits/lies - seldom at desk, diagrams, learning games, tries new methods, rarely timetable, mind wanders.

Environment: colourful, challenging info, humorous exhibitions, artistic, changing.

L2

Teaching: textbook, chronological & well-planned lessons, clear instructions, repetition, clear lesson objectives, formal lessons.

Learning: at desk, detailed summaries, practices subject-matter, practical application, timetable for studying.

Environment: programs etc. handy, detailed blackboard work.

R2

Teaching: group work, movement, music, associate contents with personal experiences, show emotions, acting as teacher.

Learning: amongst people, emotional about contents, music, talks loud to memorise, non-verbal communication, role play.

Environment: room for movement, music, person-oriented, exhibitions, friendly, colourful, comfortable.

Notes:

Learning and the 8 dimensions

Everyone needs to understand the meaning and impact of whole brain teaching and learning. Get started by determining your own or your child's learning style. Again, you may have strong preferences in more than one dimension and will have to combine the descriptions.

| | | | |
|--|--|--|--|
| <p>L1 – Realist</p> <ul style="list-style-type: none"> • You find it easy to focus for a stretch at a time. • You prefer to study alone and in quiet surroundings. • You set yourself achievable goals while studying. • You like to have clear guidelines to study to. • You make short, clear summaries when studying. | <p>L1 – Analyst</p> <ul style="list-style-type: none"> • You like to do research when studying. • Dealing with facts, figures and concrete issues are your favourite subjects. • You are constantly jotting down notes as you dig deeper into information. • You are always analysing content. • You do not accept all information and can be critical of content. | <p>R1 – Strategist</p> <ul style="list-style-type: none"> • You find new and experimental work a challenge. • You get bored easily with repetition. • You prefer studies that have future value and that fit into your vision. • You question content regularly. • You like to use information to make future predictions. | <p>R1 – Imagineer</p> <ul style="list-style-type: none"> • Timetables and planning your studies are not favourites! • You find it difficult to focus on one subject for any length of time. • Diagrams and visual aids suit your learning style better than summaries. • You prefer to do your work in an informal way and environment. • You prefer unstructured and unconventional subjects. |
| <p>L2 – Preserver</p> <ul style="list-style-type: none"> • You are disciplined when it comes to studying. • You repeat content until you feel secure in your knowledge. • You probably make extensive summaries. • You prefer clear and precise instructions. • You study best in quiet, stable environment. | <p>L2 – Organiser</p> <ul style="list-style-type: none"> • You prefer to work according to timetable. • Your surroundings need to be orderly and organised. • You probably make clear and orderly summaries. • You enjoy any practical, hands-on learning. • You prefer to follow a step by step approach when studying. | <p>R2 – Socialiser</p> <ul style="list-style-type: none"> • You often prefer to study in the company of others. • You talk out loud when memorising. • You like to 'talk it through' with others when dealing with challenging work. • Group projects are a favourite. • Your emotions often influence your attitude towards your studies. | <p>R2 – Empathiser</p> <ul style="list-style-type: none"> • You learn best if you find meaning in the subject. • You prefer those subjects that will develop you as a person. • Connecting content with life experiences help you understand and remember facts. • Atmosphere influences your ability to study. You like studying in groups if you feel you can add value to others. |

Remember: Sometimes you will have to develop skills in your weaker dimensions in order to be an effective student!

The Whole Brain in Action in CREATIVITY

Creativity can be found in all four of the brain quadrants.

1. Exercises to develop your whole brain creativity:

L1

Ask: What? (do I need, must I know, must I do)
Change problems to challenges
Dig deeper into the situation
Do not judge ideas (stay open)
Learn a new computer program
Watch a movie and rank the characters for impact
Write a comprehensive financial plan now

R1

Ask: Why? (is this important, do I need to make this work)
Eat an exotic dish
Rearrange your furniture
Arrange a surprise outing
Make a crazy idea work
Use your next film to photograph 'weird' things
Play a musical instrument

L2

Ask: How? (will I deal with this, plan my action steps)
Try a new route to work or into town
Revamp your filing system
Change impractical ideas into practical solutions
Make lists (shopping, gifts, and a few unique ones)
Alphabetise your bookshelves
Catalogue your CD collection

R2

Ask: Who? (is involved)
Put candles on the table
Arrange a picnic
Think of new family games
Hug!
Share your sentiments with someone
Listen to music and draw what you visualise
Design your own greeting messages

2. Whole Brain Creative Study Methods:

L1

Summarise
Analyse
Identify Specific Outcomes

R1

Mind mapping
Visualising
Study games
Unorthodox approaches
No Timetable

L2

Categorise
Repeat
Make Timetables
Maintain orderly workplace

R2

Verbalise
Create stories
Discuss with others
Study with people
Study with music

The Whole Brain in Action in CREATIVITY

3. Whole Brain Creativity Techniques

There are hundreds of creative thinking tools and techniques to choose from – just have a look on the internet!

Here are some examples:

L1

- Attribute Listing
- Card Roundabout
- Morphological Analysis
- Fact Finding Technique
- Probing the Essence

R1

- Picture Stimulation
- The Mad Hatter
- Fantastic Reality
- Pot Luck Basket
- Balloon Ideas

L2

- Scamper
- Matrixing
- Idea Listing
- Time Structure Technique

R2

- Role Reversal
- Sensing
- Semantic Intuition
- Nature Walks
- Blindfold Communication

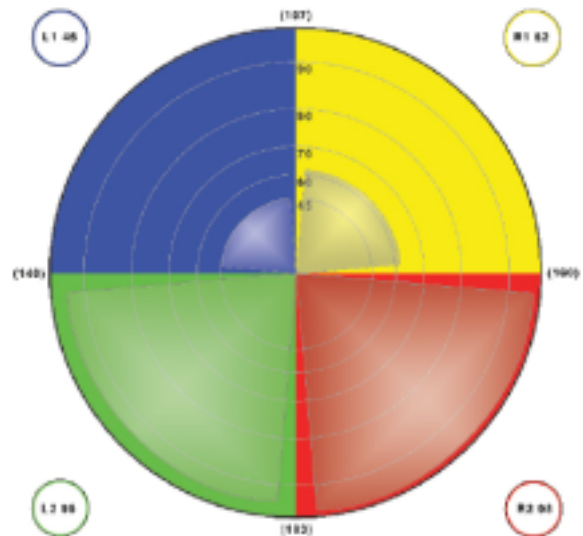
Notes:

The Whole Brain in Action in PARENTING

Communication and parenting are intimately interwoven. Understanding the child's unique preferences is therefore essential for successful parenting. This parent's profile shows that preferences lie in the bottom hemisphere of the brain. You therefore have strong preferences for detail, structure and systematic arrangement (L2), as well as for 'people' sensitivity and interaction (R2)."

The following points might apply to this parent:

"Although you show strong preferences for several of the thinking processes of these two quadrants, it does not necessarily mean that you have strong, or equally strong, preferences for all the processes. Therefore some of the following descriptions may not be completely accurate in all cases."



- You are the parent who can be described as the obedient servant! You definitely do and give a great deal for your child.
- You like to caress and pamper your child, but also to put words into action. Your house is neat and organised and you also try to teach your child this important lesson. On the other hand you tidy up yourself if he is lax.
- You believe in routine and encourage your child to eat and take a bath at set times.
- You do not take kindly to your arrangements being upset because your child (or her school) is disorganised.
- If there is something wrong with your child, you will not stop questioning and nagging until you get to the bottom of the problem.
- You like to participate in your child's games, provided there is order in the game, the 'right' steps are followed and things are put away neatly afterwards.
- Your child sometimes becomes irritated because you focus a lot on the little things (room tidy and clean, neat appearance, punctuality).
- You have strict rules of conduct for your child and can become very upset and emotional if these are broken, because you do so much for your family!
- Because you are not always flexible and prefer the traditional, you may often oppose changes in you child's life. It may even make you fearful and anxious.
(Extract from 'Very Smart Parents' by Kobus Neethling)
- What child profile might work well for this parent? Why?
- Which child profile might give rise to potential issues? Why?

Parenting and the 8 dimensions

Although parenting is probably the most important and difficult job we ever have to do, there is very little training and guidance available. One of the biggest challenges for any parent is creating a good relationship with a child that is very different from you! Try to recognise your style when studying the following and compare that with your child's brain preferences.

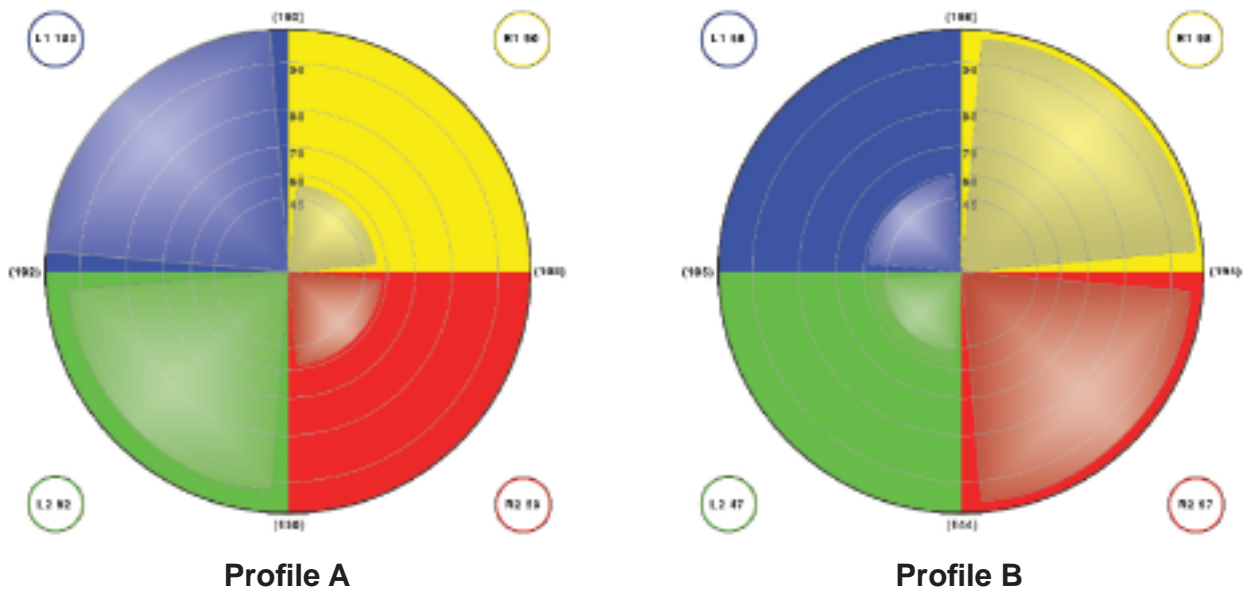
| | | | |
|--|--|--|--|
| <p>L1 – Realist</p> <ul style="list-style-type: none"> • You follow the rational approach and do not often allow for emotions. • You have strict rules that have to be adhered to (there is a 'right' and 'wrong'). • You do not like your authority challenged. • You insist on your child focusing on the task at hand. • You tend to be the decision maker – have the final word. | <p>L1 – Analyst</p> <ul style="list-style-type: none"> • You insist on your child performing well and would monitor performance closely. • Your child's future financial security is a priority. • You may be quite critical of your child's mistakes. • You will insist on thorough explanations for behaviour. • You will put a strong emphasis on your child understanding priorities. | <p>R1 – Strategist</p> <ul style="list-style-type: none"> • You take your child's opinions and ideas into account. • You encourage a variety of interests. • You are usually open to your child 'trying out' something new. • Dreaming of the future is a favourite pastime when talking to your child. • You are probably not a stickler for rules. | <p>R1 – Imagineer</p> <ul style="list-style-type: none"> • You are probably not the 'traditional' parent. • You like to do things with your child on the spur of the moment. • You sometimes forget important details (appointments, dates, etc.) • You like to surprise your child. • Fantasy is an important facet of your relationship with your child. • You like to share way-out ideas with your child. |
| <p>L2 – Preserver</p> <ul style="list-style-type: none"> • Good behaviour and discipline are high priorities. • You do not tolerate untidiness. • You insist on strict routines to keep the household running smoothly. • You are very safety conscious and may even be overprotective. • Because you are traditional, a child who experiments with new trends may give you a pounding headache! | <p>L2 – Organiser</p> <ul style="list-style-type: none"> • You tend to organise your child's life. • You run your household to a strict schedule and a disruptive child is not tolerated. • You set clear rules and ensure that these are followed. • You tend to sacrifice a great deal for your child – so where is the appreciation? • You run a tight ship and your child knows that punctuality, neatness and thoroughness are extremely important. | <p>R2 – Socialiser</p> <ul style="list-style-type: none"> • You share most things with your child and expect the same back. • You sometimes react in an overly emotional way – to regret it later! • You encourage group activities and want your child to be a 'joiner'. • You involve your child in decision making. • You are a loving and affectionate parent. | <p>R2 – Empathiser</p> <ul style="list-style-type: none"> • You like to encourage and cheer on your child. • Your child's happiness and well-being are more important to you than performance. • You are very sensitive to your child's moods. • You would encourage activities that will develop your child as a person. • You may regard your child's 'failures' or disobedience as a personal failure or attack. |

You may have strong preferences in more than one dimension? In that case, just combine the descriptions!

Remember:

You may have a different profile to your child. Your challenge would be to parent your child according to his/her preferences as far as possible. You may also have different preferences to your spouse. In this case you need to develop tolerance and together gain insight into the best way to work together as a couple and to parent your child at the same time.

The Whole Brain in Action in RELATIONSHIPS



Two very different profiles – what would happen if these two people were in a relationship? Some might think it would be potentially difficult, but that does not have to be the case. Tolerance and understanding have to form the foundation for this couple.

Because **A** in this relationship is finicky and wants things to be planned in detail and **B** is just the opposite, **B**'s impulsiveness and **A**'s attention to detail and planning can lead to irritations in the relationship.

B is lovable and emotional and expects the same from **A** who has better control over her/his emotions and may appear to be cool and aloof at times.

B enjoys trying out something new, would like to visit new places and try new dishes, while **A** prefers the tried and trusted.

B is more emotional and likes to talk things through - **A** seldom feels the need to 'talk about us'. To tell the truth, **A** very seldom realises that something is wrong and needs to be talked about! This makes **B** feel that **A** is rather insensitive.

B prefers romantic, unusual and impulsive gifts, whereas **A** likes practical, useful and technologically advanced gifts.

A often asks, "How much did this cost"? And **B** will reply, "Who cares - as long as it makes you happy."

Because **A** is a realist and **B** an idealist, their views on the future of their relationship often differ. **B** might feel the relationship with **A** is getting boring; he/she is becoming restless because the relationship lacks variety and excitement.

Ideas about 'a good night out' could be vastly different. **B** is intuitive, senses the atmosphere, knows instinctively that something is amiss and is sensitive to the changing mood of his/her partner. **A** on the other hand, feels **B** is too sensitive and senses things which don't exist.

Relationships and the 8 dimensions

Many relationships are fragile at best. We lack tolerance towards differences, we think 'we are always right', we do not understand that others can think and act differently to us in similar circumstances. Understanding your and your partner's brain preferences and how these impact on your relationship will go a long way towards growing understanding, tolerance and excitement instead of criticism and the constant battle of trying to change others to be more like you!

Discover your own and your loved one's relationship thinking style and wait for the aha's!

| | | | |
|---|--|--|---|
| <p>L1 – Realist</p> <ul style="list-style-type: none"> • You have a clear-headed approach to relationships. • No falling head over heels in love for you. • You are clear on what is 'right' and 'wrong' in a relationship. • You need to know exactly where the relationship is heading. • You prove your love in concrete ways. | <p>L1 – Analyst</p> <ul style="list-style-type: none"> • You prefer logic over sentiment. • You analyse problems instead of reacting in emotional ways. • You dig deeper into problems (and may be seen as cold and distant). • Financial security comes before romantic gifts. • You can be critical of your partner's behaviour. | <p>R1 – Strategist</p> <ul style="list-style-type: none"> • You are full of surprises and like to be surprised in return. • You may seem to neglect your relationships at times because you are busy with many different projects. • You like to experiment in your relationship. • The future of your relationship is very important. • You may sometimes sail close to the wind and find excitement in being daring. | <p>R1 – Imagineer</p> <ul style="list-style-type: none"> • You spice up your love life through fantasy. • You may get into trouble forgetting important details. • You often plan outings on the spur of the moment. • You show your affection spontaneously. • You often daydream about your relationship and about love in general. |
| <p>L2 – Preserver</p> <ul style="list-style-type: none"> • You will consider the advantages and disadvantages of a new relationship. • You prefer stable, long lasting relationships. • You treasure loyalty in your partner. • Traditions regarding relationships are important. • You would not be likely to 'break the rules'. | <p>L2 – Organiser</p> <ul style="list-style-type: none"> • You like to organise the outings etc. in your relationship. • You are the 'long suffering' partner who perseveres through the tough times. • You show your love in very practical ways. • You like 'to do' things for your partner. • You don't like surprises. | <p>R2 – Socialiser</p> <ul style="list-style-type: none"> • You are affectionate and don't hide your emotions. • You can be a passionate and enthusiastic lover. • Socialising with friends is an important part of your relationship. • You share your feelings and ideas openly. • You wear your heart on your sleeve! | <p>R2 – Empathiser</p> <ul style="list-style-type: none"> • You are sensitive to your partner's needs and moods. • You like to 'look after' your loved one. • You are sensitive and easily hurt by your partner's behaviour. • You are sensitive to atmosphere and affected by it. • You like quiet and intimate moments with your partner. |

Recognise yourself anywhere? You may of course have a profile that shows strong preferences in more than dimension and would therefore have to combine the descriptions.

Remember:

You and your partner may have different brain preferences – the challenge is to be tolerant and to find ways to accommodate your loved one.

Also remember that even though you may have very similar profiles it does NOT mean you will agree on everything!

The Whole Brain in Action in SPORT

Because the Brain Profile gives us a glimpse into the soul of each person, there is hardly a field or area of life that cannot be enhanced by the understanding of the preferences of each role player. Sport is one such field where the successful use of the NBI™ has been proven over and over again.

For example let's have a look at the Rugby Union player:

L1

Focused: the ability to apply the mind to the game
Keeps to the essence of each moment
Thinks correctly, logically
Does not make mistakes
Remembers to apply what has been taught in training
Correct application of skills (kicking, scrumming, line-out work)
Automatic application of techniques as taught

R1

Individualism
Creative play when drilled-in patterns fail
Handles situations in unique way
Creates patterns of play to suit circumstances
Sees the bigger picture intuitively

L2

Discipline (regular attendance, punctuality)
Drilling in of specific steps, procedures
Development of fixed patterns
Consistency (danger of lacking variation and becoming predictable)

R2

Spontaneous group cohesion
Re-group automatically
Re-grouping arises from intuition (not drilled-in tactics)
Individual passion
Enthusiasm that keeps the energy level up
Able to handle emotions
Able to handle conflict/moments of crises during game

(Extract from 'Creative Rugby' by Kobus Neethling & Naas Botha)

Notes:

The Whole Brain in Action in A HEALTHY LIFESTYLE

There is hardly an area of our lives where the whole brain does not have a role to play. Sport and living a healthy life go hand in hand. Ever wondered why you don't stick to a diet or exercise programme? The whole brain approach is probably what you need!

Example: Starting a new diet and a healthy eating strategy.

L1

Study the information meticulously analytically
Weigh / measure
Work out desired weight loss
Insist on scientific accuracy
(Pitfall: enthusiasm and passion are lacking, too critical if things don't work out as planned, realistic view of yourself rejects the 'dream body' you badly want)

R1

Fantasise about your perfect body
Strategy in place to reach your goal
Diets must be interesting
Not too detailed
Must offer various options
(Pitfall: gets bored with the diet, measuring out portions, weighing gets on your nerves, convince yourself you don't really need the diet)

L2

Plan your diet carefully
Work out detail for every meal
Keep record of weight
Rigidly committed
(Pitfall: so rigid, feels it interferes with your 'normal life', irritate others with your nitpicking, change is too drastic to persevere)

R2

Start enthusiastically
Tell others about it
Try to involve others to join you
(Pitfall: food is your comfort and now you feel miserable, food is your reward so you become despondent easily, feel irritated, depressed because you are deprived of your normal treats)

(Extract from 'Talk to your Food' by Kobus Neethling and Raché Rutherford)

Notes:

Spotting the clues

Your personal NBI™ profile has shown you how YOU prefer to think.

What clues do **other people** leave behind? Is it possible to read someone's mind? Can we really "get inside their heads" to see what they are thinking? Well, in the truest sense of the word probably not. But we can certainly create a very close approximation of a person's NBI™ profile by looking and listening and asking the right questions.

So just for a moment, let's imagine all this is possible. What would be the advantages in knowing someone else's profile?

What if they were your boss?

....Your customer?

....Your staff members?

....Your partner?

....Your children?

Let's start with a person's wallet, or perhaps their handbag. What will it be like?

Where else might we look for clues to thinking preferences?

- The language people typically use
- How they dress
- Their office environment
- Their profession
- How they take notes at a meeting
- Their body language, posture and gestures

Use the worksheet on the following page to help identify the clues that you need to draw an approximation of their profile. After you meet them again, refine your judgments and re-draw the profile. If this is your client, your boss or any "significant other" you will gain a much greater insight into how you might develop a better working relationship.

Spotting the clues

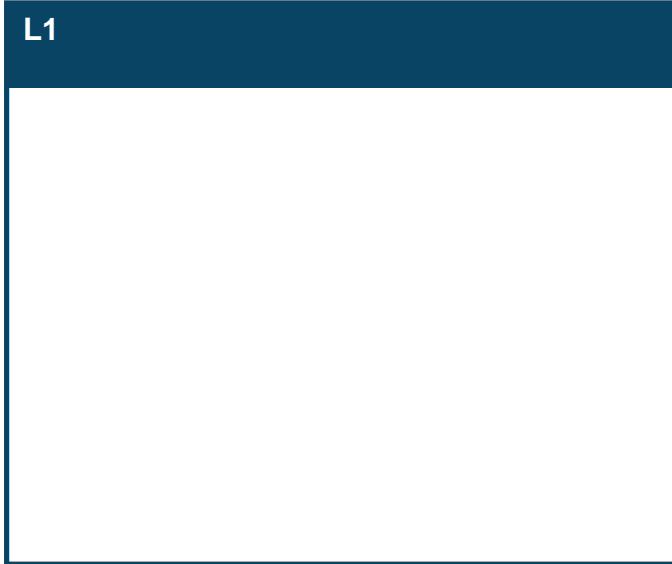
The person:

Date:


Relationship:

Others involved?:

L1



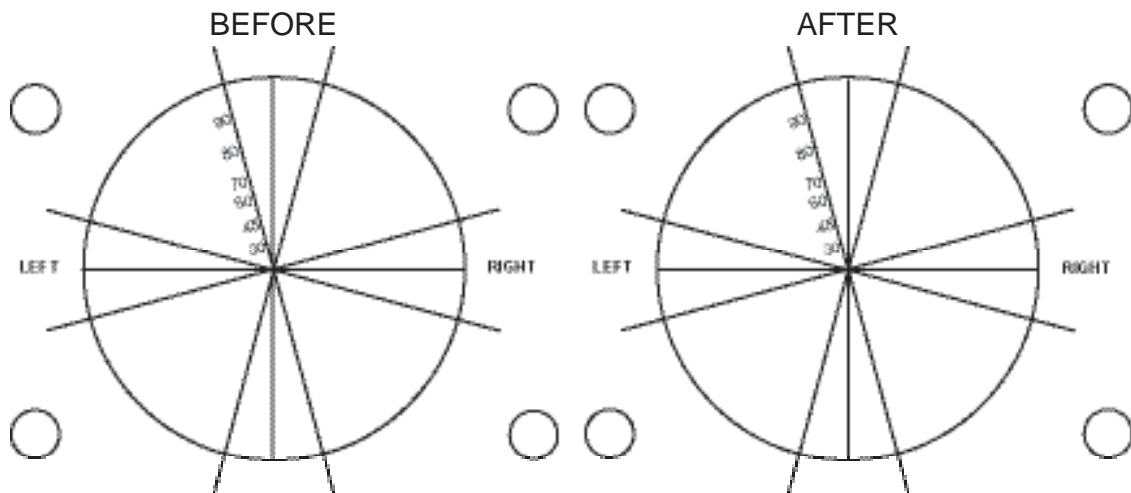
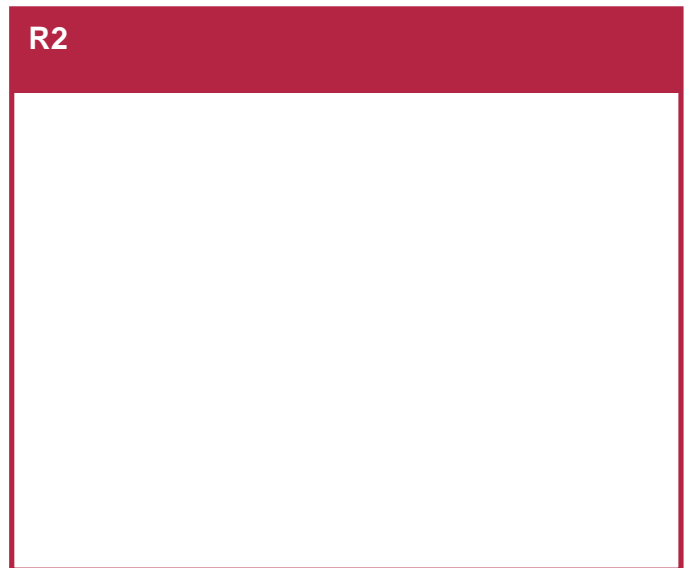
R1



L2



R2



Personal development 'diets' for the four quadrants

Are you wondering what it's like in some of the other quadrants? Would you like to take a journey into another part of your brain to try it out? See what it feels like? The following 'diets' have been designed to help you experience the feelings associated with typical behaviour in other quadrants. You never know – you might actually like it over there! And in any case, at least you will be able to experience some of what happens in the brains of those around you!

L1

1. Be a politician – give a three minute speech on why people should vote for you or on three things that you have achieved for the local community – in factual terms of course!
2. Minimalise your office. Be functional: Have only 1 picture – provided it has a reason for being there, no papers, no ornaments, no personal possessions other than those showing achievements etc.
3. Clean out your purse and wallet, organise and keep only the essentials for one week
4. Become a 'Selling your house' consultant – change 10 things to ready your home to be sold. Evaluate the potential increase in sales price as a result.
5. You are at a sales meeting. You have 5 minutes. State and support 5 reasons to introduce whole brain thinking in the company and state how you will measure performance.
6. Prepare an Executive Summary of YOU!
 - Who you are (100 words or less)
 - What you've done
 - What you can do to improve someone else
7. Give a poor performing employee an evaluation
 - With no eye contact
 - Little explanation
 - List of items to improve upon
 - Give them the consequences of not improving!
8. Don't speak over lunch or coffee – no eye contact, or conversation, but do something productive (read paper, make calls, etc.)
9. Read the Financial Times or Financial Review. Choose 5 shares and plot their progress over 6 weeks. If you make a net gain, buy one of the shares!

Notes:

L2

1. Plan a party from start to finish
 - Develop timeline and conduct appropriate research
 - Select guests and plan invitation process (rsvp, dress code, theme, etc.)
 - Menu – food and drinks
 - Determine food and drink ratios (per person)
 - Decorations, floral arrangements, favors and music
 - Guest seating
 - Clean up schedule
2. Wear a pedometer for a month – plot how many steps you walk each day and enter onto an Excel spreadsheet. Draw 4 different charts and choose one that gives the best detail
3. Bake a chocolate soufflé
4. Keep a food journal – record calorie intake and weight for 4 weeks
5. Choose your outfits the night before. Ensure matching everything and no creases, stains etc.
6. Read manuals for new products and send in product registration & warranty. Send also a recommendation to improve the clarity of the instructions
7. When you next attend a training course
 - Read training materials ahead of time
 - Take detailed notes
 - Go with questions beforehand
 - Closely follow instructions of leader
 - Each night import participant contact information into palm pilot or similar
8. Create a filing system and process for paying, recording, and archiving your bills and records
9. Create a regular schedule for computer updates and maintenance for your personal computer. Be sure to include: data back up, virus scan, spam killer, and unused file deletion
10. Create and follow a long-term training schedule for an endurance event like a marathon

Notes:

R1

1. List ten things that you can use a paper clip for
2. Given a pile of paper clips, build something
3. In small groups using 200 dominos, create something that moves
4. Introduce the idea and play Charades at your next gathering of friends
5. Play a word association exercise which results in a story telling exercise, ie. after 10 words make up a story a sentence at a time with a group of colleagues or friends
6. Choose a new restaurant to go to by random selection, eg. Go to a location where there are a number of restaurants and enter the 5th restaurant on the left! Choose items 5, 15, 25 & 35 from the menu. Choose a drink you have never had before!
7. Create three different mind maps eg. describe your life in the year 2030
8. Discuss with others: If you could change the outcome of one historical event, what would it be & why? What impact would this have on the world or your life today?
9. Stare at the clouds and create a story using the shapes and pictures that you see

Notes:

R2

1. Introduce yourself to 5 new people today
2. Show up to a public place in a quirky costume
3. Volunteer to hold babies in the nursery of a local hospital
4. Design a spontaneous getaway for a loved one
5. Tell a person something that you appreciate about them in a conversation
6. Choose 5 people at work and find out what is most important to them in life
7. Identify a group that you know little about/have bias towards and spend a day in their community
8. Invite your work team to a beach party on a workday
9. Live one week without organising tools
10. Create a group discussion about the ways in which your work environment has influenced you and how you have influenced your work environment, and why?
11. Describe the course of your day only using emotions

Notes:

Understanding the NBI™ - key points to remember

- It is important to remember that most of the NBI™ brain profiles are an indication of thinking preferences. Thinking Preferences should not be seen as good or bad, right or wrong. Thinking Preferences indicate the thinking styles an individual would most prefer if he/she had the choice and opportunity.
- Most of the NBI™ profiles therefore measure the thinking preferences but not necessarily the skills of an individual. These may of course be similar. Personal skills should be measured using the NBI™ skills or job profiles.
- Individuals could therefore have a low preference score for a quadrant, but may have acquired strong skills there. On the other hand strong preferences do not automatically imply strong skills as well.
- A high score in a quadrant may indicate strong preferences for some of the processes and dimensions of that quadrant but not necessarily all of them. The new NBI™ 8 dimensions profile splits each quadrant into two dimensions. People with identical strong preference scores (eg. > 100) could have very different dimension scores in that quadrant.
- In some cases, thinking preference profiles can change. This may occur over a long period of time because of changing interests, hobbies, environments and mentors. In rare cases changes may occur over a shorter period of time because of traumatic events or major life changes. These profile changes may be temporary.
- We are born with roughly 20-30% of preferences, while 70-80% develop through social and environmental interaction.
- Thinking Preferences in low-scoring quadrants may be developed where a desire to do so exists. This can be achieved through creative whole brain exercises. It is possible that only skill or behaviours will be developed in these quadrants, but in some cases preferences can grow when the skill is enhanced and when that experience is seen as enjoyable by the individual.
- It is not just the thinking preference that is important, but where that preference is viewed from is also very significant. For example, one L1 person viewing another L1 dominant person would see a very different picture from that seen by, say, an R2 dominant person.