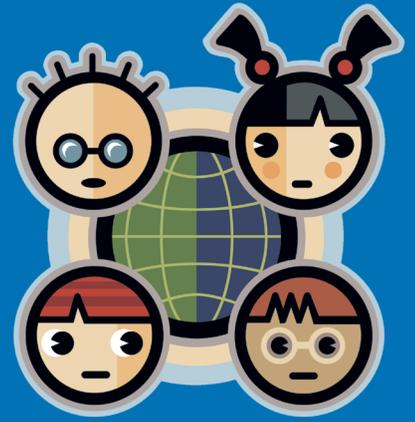


Neethling Brain Instruments (NBI®)

Young Child Indicator (YCI)



4 - 9 Years



It is very important that you, as teacher and parent, should understand that your thinking preferences and those of your child will determine amongst other things how you make decisions, communicate, educate, and form relationship and eventually how you live your life. Insight and knowledge regarding your brain profile and that of your child will:

- Give your child the ultimate edge in coping with his/her world
- Give you unique insights into your child's thinking preferences
- Understand why one child differs from the other
- Enable you to create an ideal environment for your child
- Apply whole brain creativity
- Know why one child communicates, plays and learns differently from the other
- Fill the gaps at an early age
- Make you the whole brain parent/teacher you always wanted to be

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Name: _____

School: _____

Contact Number: _____

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L1 THINKING PREFERENCES: REALIST - The Tiger



- Likes simplicity and clarity of thinking
 - ❖ Tigers are essentially solitary animals, except for courting pairs and females with young.
 - ❖ Though they hunt alone, tigers sometimes share their kills with other tigers.
- Wants no extraneous and inappropriate distractions
 - ❖ When adult tigers share a kill, usually only one tiger feeds at a time.
- Prefers to insulate him/her from any distractions
 - ❖ In general, tigers tend to avoid each other rather than fight.
 - ❖ When tigers do fight, they seldom fight to the death, but injuries may occur that later cause death.
 - ❖ Both male and female tigers will fight other tigers if necessary to defend, expand, or acquire a territory.
- Prefers to think about what gives best return
 - ❖ If hunting is unsuccessful during the night, a hungry tiger will hunt during the day.
 - ❖ Mother tigers will also hunt during the day to provide enough food for their cubs.
- Likes to focus on important matters and prefers to define the target clearly
 - ❖ Tigers hunt by stalking (sneaking up) on their prey rather than running after it like lions or cheetahs.
- Would like any involvement to take him/her closer to goal
 - ❖ Female and male tigers mark their home ranges chemically (through scent) and visually. Most marking is done along home range boundaries.
- Prefers not to switch from task to task
 - ❖ Female tigers regularly share kills with their young dependent cubs.
 - ❖ Male and female tigers may share a kill during courtship.
 - ❖ Sibling tigers, when learning how to hunt independently in their mother's range, occasionally share kills.

- Prefers to think through the pros and cons
 - ❖ Groups of two or more tigers, of various ages and sexes, may share a kill if food is plentiful.
 - ❖ These aggregations are most often observed at manmade feeding stations where prey is regularly provided (to attract tigers).



L1 THINKING PREFERENCES:
ANALYST - The Swallow



- Prefers to assess and monitors results and performance
 - ❖ Swallows are fast flyers and they generally swoop on insects while airborne.
 - ❖ They are often seen flying relatively low in open or semi-open areas.
 - ❖ They like to purvey the area from a high before deciding which insect to eat or where to land.
- Likes to dig deeper to understand the essence
 - ❖ They are widespread breeding birds in the Northern Hemisphere, migrating south in winter.
- Prefers to identify priorities clearly
 - ❖ They are extremely agile in flight and spend most of their time on the wing.
- Likes to calculate, examine and measure
 - ❖ Young from the previous brood can be seen trying to steal food from the new brood.
 - ❖ Swallows used naturally overhanging cliffs as nest sites, but as buildings became more abundant, swallows took advantage of their sheltering eaves.
- Likes to reason rationally
 - ❖ They are extremely agile in flight and spend most of their time on the wing.
 - ❖ Each mating pair in the colony shapes its home piece by piece into a bottle-necked nest which they then line it with grasses and feathers.
 - ❖ They will sometimes eat berries when insects are unavailable.
- Likes to solve problems clinically and thoroughly
 - ❖ Occasionally, a female will lay an egg in her neighbor's nest. About a forth of nests in a large colony contain another swallows chick.
 - ❖ Parents can identify their chicks by their voices not by their appearance.



L2 THINKING PREFERENCES:
STALWART & REGULATOR - The Antelope

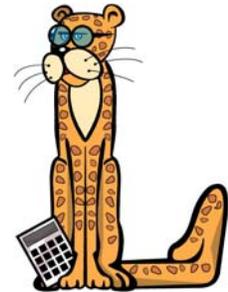


- Likes to follow well-proven methods and practices
 - ❖ Most antelope species common to forests tend to stay in the same place all their lives.
 - ❖ When excited or alarmed, most antelopes bounce up and down on all four legs, keeping them stretched out straight. This behaviour, known as '*pronking*' or '*stotting*', acts as an alarming display and most predators will then not pursue.
- Prefers disciplined and orderly environments
 - ❖ Antelopes that live in herds have special glands in their hooves that leave a scented record of their movement.
 - ❖ If an antelope were accidentally separated from its herd, it would be able to follow the scent tracks back.
- Prefers circumstances where traditions, loyalty and rules are respected
 - ❖ Most antelopes never move far from water and have localized movements.
 - ❖ Female herds are accompanied by a single adult male, who defends a wide area around his herd against potential rivals.
 - ❖ Young males are driven from their natal herds when they reach two years of age.
 - ❖ Fights occur with both animals on their 'knees' and are almost exclusively horn against horn.
- Likes people to be time-conscious
 - ❖ If antelopes have different home ranges. One of these ranges is used during the dry season, while another is used during the wet season.
 - ❖ Antelopes are active during different times of the day - depending on the type.
- Works in a methodical and cautious way
 - ❖ Most antelopes have fawn or brown-colored fur so they can camouflage themselves while eating.
 - ❖ Their senses of smell and hearing are also acute, giving them the ability to perceive danger while out in the open where predators often prowl after dark.

- Gives high preference to experience
 - ❖ The life of antelope depends a lot on the type of habitat they live in and how much food and water is available.
 - ❖ Some antelope species, which do migrate, form very large herds when they are on the move. This has proven to be the best way to find the most food.
- Prefers stability and steadfastness
 - ❖ Some antelope live in swampy areas and thus have long and pointed hooves to give them sure footing in the water. Others have sturdy, wide hooves so they can walk on the shifting sand of the deserts.
- Likes to work with effective and well-skilled colleagues
 - ❖ Antelopes communicate with each other using a varied array of sounds.
 - ❖ Some antelope species whistle when alarmed, warning others of danger as well.
 - ❖ Neighbouring herds rarely share territory.



L2 THINKING PREFERENCES:
ORGANISER - The Cheetah



- Likes to put things into action
 - ❖ Cheetahs hunt in the late morning and early evening. They capture their prey by stalking - until they prey is within 10-30 meters - before chasing.
 - ❖ Chases last about 20 seconds, and rarely longer than 1 minute.
 - ❖ Covering 7-8 meters in a stride, with only one foot touching the ground at a time, the cheetah can reach a speed of 110 km/h in seconds. At two points in the stride, no feet touch the ground.
- Prefers hands-on experience
 - ❖ Females live alone except when they are raising cubs. The females raise the cubs on their own.
 - ❖ The first 18 months of a cub's life are important - cubs learn many lessons because survival depends on knowing how to hunt wild prey species and avoid other predators such as leopards, lions, hyenas, and baboons.

- Likes to organize, plan and arrange
 - ❖ At about 2 years, the female siblings leave the group, and the young males remain together for life (forming coalitions).
 - ❖ Some coalitions maintain territories in order to find females with which they will mate.
 - ❖ Territories are often located in areas where there is a rich supply of wild game and/or water.

- Prefers to follow an orderly approach
 - ❖ Cheetahs have a unique, well-structured social order.
 - ❖ At 18 months, the mother leaves the cubs, who then form a sibling group, that will stay together for another 6 months.
 - ❖ Fierce fights between male coalitions, resulting in serious injury or death, can occur when defending territories.

- Persevere with details
 - ❖ Wild instincts remain intact even with tamed and captive-raised animals.

- Likes to work according to a fixed schedule
 - ❖ In Namibia, cheetahs use play trees (trees with sloping trunks and large horizontal limbs, usually camel thorns) to observe their surroundings and mark the area.
 - ❖ Cheetahs suffer from a lack of genetic diversity making them more susceptible to disease and decreasing reproduction.
 - ❖ Cheetahs do not breed well in captivity.



R1 THINKING PREFERENCES:
STRATEGIST - The Falcon



- Likes to see through other people's eyes
 - ❖ Keen eyesight: about eight times sharper than man.
 - ❖ Alertness, regal carriage and noble tradition.
 - ❖ Falcons will identify their prey from distances up to one mile away.
 - ❖ Their favourite spot for a nest is on the edge of a cliff.

- Loves to move into uncharted and unfamiliar territory
 - ❖ Falcons search either from a perched position, or while flying, but sometimes on the ground for prey.
 - ❖ They sometimes hunt on foot after insects, other invertebrates, small mammals and especially nestling and fledgling birds.
 - ❖ They require open ground for hunting and are most often found in habitats such as mountain meadows, marshlands, grasslands, deserts, open pine forests, and any kind of mixed woods or grasslands, agricultural land, vacant sites, airfields, along the edge of highways, etc.

- Prefers to gain insights from a variety of ideas and experiences
 - ❖ Individual falcons and pairs often prey selectively on particular species and classes of prey. Selection appears related to factors that increase vulnerability of prey.

- Likes to break new ground, to be part of change and transformation
 - ❖ Falcons are powerful, streamlined birds, capable of soaring to heights of 600m and are among the world's swiftest birds, flying at speeds of more than 300km/h.

- Likes to take risks and to challenge the status quo
 - ❖ In addition to speed the peregrine may use the element of surprise -- swooping from the direction of the sun or suddenly appearing from behind a cliff, or around the corner of one of our sky scrapers.
 - ❖ They have a unique way of hunting for food ~ they dive at their prey so fast that they overtake it by surprise, catching it in mid-air, and the speed kills the prey instantly.



R1 THINKING PREFERENCES: IMAGINEER - The Dolphin



- Likes to communicate with his/her inner voice
 - ❖ Dolphins are famous for their willingness to occasionally approach humans and playfully interact with them in the water.
 - ❖ Dolphin-human interaction is also employed in a curative sense at places where dolphins work with autistic or otherwise disabled children.
 - ❖ These animals can establish strong bonds between each other. This leads to them staying with injured or ill fellows for support.
- Prefers the 'aha' moment, the 'intuitive flash' to elaborate approaches
 - ❖ Dolphins also seem to enjoy riding waves and are frequently seen 'surfing' coastal swells and the bow waves of boats.
- Likes to daydream and fantasize
 - ❖ Dolphins frequently ride on the bow waves or the stern wakes of boats for fun.
 - ❖ Play is a very important part of dolphins' lives and they can often be observed playing with seaweed or play-fighting with other dolphins.
 - ❖ They have even been seen harassing other creatures, like seabirds and turtles.
- Likes to use metaphors, images and doodles to describe experiences
 - ❖ Both young and old dolphins chase one another, carry objects around, toss seaweed and use objects to solicit interaction.
 - ❖ Such activity may be practice for catching food.
- Likes to be unorthodox and non-conformist when dealing with new projects
 - ❖ Dolphins have been seen jumping as high as 4.9 m from the surface of the water and landing on their backs or sides, in a behavior called a breach.
 - ❖ Dolphins often leap above the water surface, sometimes performing acrobatic figures.
 - ❖ Scientists are not quite certain about the purpose of this behavior, but it may be to locate schools of fish by looking at above water signs, like feeding birds.
 - ❖ They could also be communicating to other dolphins to join a hunt, attempting to dislodge parasites, or simply doing it for fun.

- ❖ Dolphins sleep with one half of their brain plus one eye closed, and then switching to the other side of the brain and the other eye closed during other parts of the day.
- Is comfortable in circumstances where there is some disorder and clutter
 - ❖ Dolphins live in social units called pods.
 - ❖ Several pods may join temporarily (for several minutes or hours) to form larger groups called herds or aggregations.
 - ❖ In places with a high abundance of food, schools can join temporarily, forming an aggregation called a superpod; such groupings may exceed 1000 dolphins.
- Likes to connect ideas to create something different and new
 - ❖ Some dolphins teach their offspring to use tools. The animals break off sponges and put them onto their mouths thus protecting the delicate body part during their hunt for fish on the seabed.



R2 THINKING PREFERENCES:
EMPATHIZER - The Elephant



- Likes to reach out to people
 - ❖ Elephants - a family member and often other elephants - grieve at the loss of a stillborn baby.
- Likes to encourage and cheer people on
 - ❖ The mother is often assisted by another cow during birthing.
 - ❖ All the adults and most of the other young will gather around the newborn, touching and caressing it with their trunks.
- Likes to assist, help and put others first
 - ❖ Elephants are sensitive to fellow animals.
 - ❖ If a baby complains, the entire family will rumble and go over to touch and caress it.
 - ❖ Elephants can provide water for other species by digging water holes in dry riverbeds.
- Likes to add value to the lives of others
 - ❖ Elephants have greeting ceremonies when a friend that has been away for some time returns to the group.

- Prefers to work in a service and hopeful environment
 - ❖ Groups of related families stay in fairly close range of each other and communicate often; these are called "kin groups".
 - ❖ In times of danger, kin groups will mass and form "clans" of 200 or more.
 - ❖ With the help of its mother, a newborn calf usually struggles to its feet within 30 minutes of birth.
 - ❖ For support, it will often lean on its mother's legs.

- Appreciates the sentiment and mood of things
 - ❖ Elephants cry, play, have incredible memories and laugh.
 - ❖ Elephants also sometimes collect the bones of dead elephants and pile them together.
 - ❖ Mothers have been seen carrying their dead babies around for several days.

- Forms attachments to a few special people (or animals)
 - ❖ Familiar elephants will greet each other by entwining their trunks, much like a handshake.
 - ❖ All members of a tightly knit female group participate in the care and protection of the young.



R2 THINKING PREFERENCES:
SOCIALIZER - The Flamingo



- Prefers to mingle with people
 - ❖ Flamingos are very social birds.
 - ❖ Breeding colonies of a few individual flamingos are rare, while colonies of tens of thousands of birds are common.
 - ❖ They are often seen in dense packs floating on the surface of the water.

- Likes to work in groups and share ideas with others
 - ❖ Flamingos devote considerable time to collective displays before, during, and after breeding.
 - ❖ Several hundred to several thousand flamingos are all involved simultaneously with ritualized postures and movements to synchronize breeding.

- Prefers consensus before deciding
 - ❖ Vocalizations play an important role in keeping flocks together as well as in ritualized displays.
 - ❖ Specific calls are used in conjunction with certain behaviors.
- Prefers to co-operate and reach an understanding
 - ❖ Two or more species of flamingos can coexist in the same area at the same time.
- Prefers person to person communication, gatherings and get-togethers
 - ❖ Flamingos are often seen in dense packs floating on the surface of the water.
- Is outgoing, sociable and eager to meet new people
 - ❖ Some flamingos migrate and will return to their native colony; however others may easily join a neighboring colony.
- Likes to bring people together
 - ❖ They have good hearing with vocalizations being very important and may be used to keep flocks together as well as for parent-chick recognition.
 - ❖ Both parents nurse their chick.



Neethling Brain
Instruments in...

Business

Neethling Brain Instruments

Introduction

The Neethling Brain Instruments (NBI®) is a revolutionary battery of instruments that strives to develop whole-brain thinking in individuals. These assessment tools will help you develop strategies to sustain creativity and positive thinking in your personal and professional life. You will also be able to identify the essence of your problems and apply creative solutions immediately.

Focus on human resources

The current world of work depends not on physical or tangible resources, but on 'human' resources. Therefore, a business's success lies in its ability to harness the skills, knowledge and insight of its employees, clients and suppliers.

Getting ahead of the pack

Insight into personal thinking preferences can put your business ahead of the pack on a variety of fronts and can be applied in almost any area of business, such as:

- recruitment
- staff retention
- team building
- innovation
- marketing
- creativity
- leadership
- conflict management.

For example, knowing the personal thinking preferences of a job applicant will give a very good indication of his or her suitability for a certain position. If your business is undergoing major change - such as implementing employment equity or refocusing on emerging markets - an understanding of thinking preferences can reveal existing paradigms and ways in which these should be shifted.

Tailor-made solutions

Using a combination of the NBI® and creativity coaches, we can tailor-make solutions to meet the specific needs of your business. Our team of international trainers is on standby to provide the necessary consultations and training.



Testimonials

"It was not long after implementing the NBI® that we started to experience positive results on many fronts. Our salespeople were able to communicate remarkably better with our clients, and we all understood the needs of our clients so much more. The ability to use our whole brain in problem solving changed everything for us. Six months after implementing what we learned from the NBI®, our profits rose by 54 per cent."

Marinda le Roux, regional manager at cosmetics company Avroy Shlain

"We started production on this mine 50 years ago. During the past three years we were able to equal the production of the previous 47 years. This miracle was due to two factors: new technology, and the introduction of the NBI® creativity programmes."

Representative of the Anglo American platinum mine in Swartkop

"This was the best training we have ever received. The results were immediate. The focus was on finding solutions and to move away from a problem-oriented organisation - and this worked for us. Our profits went way above our expectations. We are opening new offices all over and there are just no limits anymore. There is an aliveness amongst all our employees and the clients are now more positive towards us than ever before. We are keeping our association with Kobus Neethling. We have the policy in our company that every employee must attend the NBI® creativity programmes."

Shaun O'Keeffe, chief executive officer of telemarketing company O'Keeffe & Swartz

Learn to do business with your whole brain.

Instruments

- NBI® General Adult
- NBI® Skills
- NBI® Job
- NBI® Personal Negativity
- NBI® 360-Degree
- NBI® Leadership Style
- NBI® Creativity Style

Add value and insight to:

- Team Building Strategies
- Creativity and Leadership
- Conflict Control and Resolution
- New Employee Selection
- Employee Retention

Everyone needs us!



Lisbeth

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Yvonne





Neethling Brain
Instruments in...

Education

Neethling Brain Instruments

Introduction

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Can the NBI® help me as a parent or educator?

Our personal thinking preferences begin to develop during childhood years. They manifest in the ways in which children prefer to learn and study. In today's competitive world, education has become more important than ever, and the NBI® can help children gain the mental whole-brain edge they need to become successful, well-adjusted adults.

By identifying the personal thinking preferences of children, parents and teachers, learning can be tailored to achieve successful results. Study methods and learning environments can be adapted so as to create the ideal space for learning. Conflict will be reduced as communication becomes more effective.

What are the benefits of the NBI®?

An understanding of a child's unique thinking preferences will:

- Give the child the ultimate edge in coping with the world.
- Give you unique insights into the child's thinking preferences.
- Enable you to understand why and how one child differs from another in the way they communicate, play and learn.
- Enable you to create an ideal environment for the child.
- Facilitate whole-brain creativity in doing and thinking.
- Enable you to fill the gaps at an early age.

By understanding your own personal thinking preferences, you can be a whole-brain parent or teacher, and you can apply your knowledge to the child's environment, contributing to a happy, well-functioning and creative child.

Young children

The first few years of a child's life are critical in the establishment of connections between brain cells. Therefore, exposure to as much stimulation as possible will ensure growth in brain capacity.



The NBI® Young Child Indicator can help you with the development of your child by:

- Giving you insight into the WHAT, HOW, WHO and WHY of your child's behavior.
- Giving you the opportunity, at a very early stage, to create a whole-brain environment for your child.
- Helping you understand what whole-brain discipline, communication, activities and relationships - and a whole-brain life - are all about.

10-15 year olds

During these years, children enter a new phase where the school environment and social interaction are extremely influential. Children need a new level of understanding and support to meet the challenges of this new world.

The NBI® Student profile can help children:

- Get a good understanding of how they prefer to think
- Develop a positive self-image
- Make the right subject choices
- Become creative thinkers
- Deal more effectively with stress
- Study according to their thinking preferences.

Teenagers

In the teenage years, children enter an often traumatic period of transition from childhood to adulthood. Significant changes take place in terms of their body, mind, emotions, sexuality, values and relationships.

The NBI® Senior Student profile can help teenagers:

- Develop whole-brain, creative thinking
- Deal more effectively with difficult situations and expectations
- Make the right subject and career choices
- Develop successful study methods
- Interact with members of the same and opposite sex
- Develop entrepreneurial skills so as to succeed in the 21st century.

Let the NBI® help children become successful adults in the 21st century.

Instruments

NBI® Young Child Indicator
NBI® Student
NBI® Senior Student
NBI® Learning Style
NBI® Teahet/Trainer

Everyone needs us!



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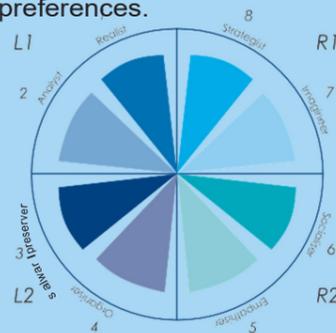
How does NBI® work?

The NBI® is a 30-question diagnostic survey that indicates your personal thinking preferences. Your thinking preferences influence the way you communicate, make decisions, solve problems and manage those around you. Understanding your thinking preferences can give you a new perspective on yourself and those you interact with every day.

Every response that participants choose is current, relevant and topical. They are making a choice around their thinking preferences **AS THEY ARE TODAY!**

For over a century, researchers have focused on gaining deeper insight into the functioning of the four-quadrant brain. Although the concept 'whole-brain thinking' is in itself a major innovation with diverse applications, it is only the tip of the iceberg.

With the four quadrants as the basis, we are proud to introduce the 8 Dimensions Instrument, which identifies two dimensions within each of the four quadrants. The 8 dimensions are a revolutionary aspect of the NBI® as they provide greater insight into elements within each of the four quadrants. This allows for a more thorough interpretation of an individual's thinking preferences.



What will I get once I complete the survey?

After completing the survey, you will receive the following:

- A full-colour profile of your personal thinking preferences.
- An in-depth description of your profile and scores.
- An interpretation of the implications that your results have on your life in both a personal and professional sense.

Trainers, consultants, human resources professionals, executive coaches, psychologists, businesspeople, students and parents from all walks of life use the NBI® products and services to take the guesswork out of personal and professional growth.

The NBI® is one of the world's leading diagnostic instruments.

Everyone needs us!



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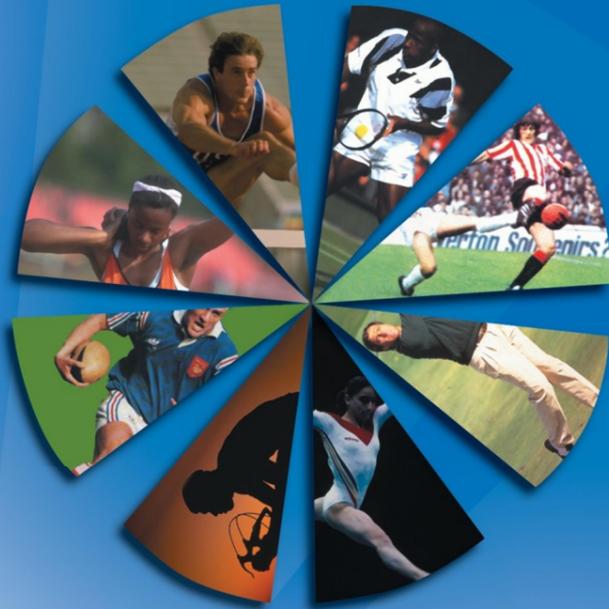
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Yvonne





Neethling Brain
Instruments in...

Sport

Neethling Brain Instruments

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How can the NBI® help me as a sports person?

Successful sportspeople need more than to be physically fit. In order to excel at your game, you need to understand your personal thinking preferences and how these impact on your approach to training, your game strategies and your interaction with team-mates and opponents.

Once you understand your thinking preferences, you will be in a better position to focus on mental skills that might be underdeveloped or underused. This will give you the competitive whole-brain edge to excel.

The NBI® will help you do the following:

Training

- Increase your commitment to training sessions
- Enhance your ability to drill specific steps and procedures
- Remember and apply the techniques learned during training when you are on the field.

Game strategy

- Increase your focus on the game
- Use creativity when existing techniques fail
- Find a balance between tried-and-tested strategies and the need to adapt to the unique circumstances of each game.

Interaction

- Increase your personal capacity and passion
- Forge stronger bonds with team-mates
- Increase your ability to handle stress.

Leadership

- Increase your ability to see the bigger picture without losing sight of the detail
- Enable you to successfully handle conflict and moments of crises during a game.



Could the NBI® help me attain a healthier lifestyle?

Sport goes hand-in-hand with a healthy lifestyle, and the NBI® can reveal how your thinking preferences impact on your approach to exercise, dieting and your weight.

For example, if you have a 'scientific' approach to your health, you will study available information meticulously, set detailed goals and put in place strategies and plans of action to attain your goals. However, perhaps you are taking enthusiasm and passion out of the equation, and you might end up forsaking all because you didn't manage to reach some of your milestones.

On the other hand, you might have more than enough enthusiasm but be unrealistic about what is involved in reaching your goals. Soon you might become bored with the details and convince yourself that you're healthy enough as it is!

By discovering your personal thinking preference, the NBI® can help you set realistic goals, plan the road ahead and maintain your enthusiasm and passion.

Instruments

- NBI® Rugby
- NBI® Rugby Referee
- NBI® Soccer
- NBI® Golf
- NBI® Tennis
- NBI® Cricket
- NBI® Netball
- NBI® Eating Habits

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Lisbeth



Yvonne



The Organisational Wellness Instrument



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Introduction

In the past measuring the creative environment was a long and cumbersome process and one that was often neglected. We learnt from very successful companies that monitoring the environment is critical in maintaining a business culture that anticipates problems before it happens and rectifies mistakes immediately in order to sustain passion and energy in the organisation.

For a number of years Dr Kobus Neethling studied the most successful Fortune 500 companies in the world to identify methods and approaches to create a positive work ethic. **Ten critical factors**, essential for achieving success in any creative environment, were identified. He used these factors to develop a model that focuses on the negative and positive aspects of the creative environment. The results are immediate and they act as the barometer indicating where the company is at the moment regarding these factors.

The Organisational Wellness Instrument (OWI) is part of the Neethling Brain Instruments (NBI®). It provides one with **up-to-date** and **easy to read** measures of the current situation or “**state of play**” in an organisation – or any part of it. It is **easy to use, easy to administer, quick to complete** and **very responsive in reporting results**. Unlike conventional organisational climate surveys, which are expensive, time-consuming and rarely current, the OWI produces comprehensive reports within minutes of one's employees completing the questionnaire online.

The research results regarding the effect of these factors are unambiguous; if any of the factors start moving below the critical point; they begin to affect parts of the organisation, or in severe cases, the entire organisation. We can measure the degree to which each of these factors can contribute – or take away – from the “**WELLNESS**” of your organisation.

Introducing the Ten Critical Factors

Listed below are the **Ten Success Factors** the OWI measures within the company:

1. Trust

Above the line	Below the line
<ul style="list-style-type: none"> • Employees can be open about what they think/feel • No fear of consequences when they differ • Genuine support is experienced • The company's sincerity is not questioned 	<ul style="list-style-type: none"> • Employees are afraid to express their opinions • Employees doubt the sincerity of management • They keep their ideas and opinions to themselves

2. Learning

Above the line	Below the line
<ul style="list-style-type: none"> • Employees experience ongoing personal growth • They feel they can initiate their own training • Differences in learning styles are respected 	<ul style="list-style-type: none"> • Inadequate on-going personal growth • Training and development is haphazard and sporadic • Training is not available to everyone in the company

3. Gratification

Above the line	Below the line
<ul style="list-style-type: none"> • The place of work is a fun place • Employees are relaxed • Humour is an integral part of the culture 	<ul style="list-style-type: none"> • Fun/laughter is not acceptable • Work is a serious matter • Socialising is not encouraged

4. Language

Above the line	Below the line
<ul style="list-style-type: none"> • Positive language is the norm • The language is that of encouragement and support • Negative language is emphatically discouraged 	<ul style="list-style-type: none"> • Negative language is the norm • The language is that of doom and gloom • Positive language is not encouraged nor supported

5. Ownership

Above the line	Below the line
<ul style="list-style-type: none"> • Every employee feels it is his/her company • Employees form an integral part of goals and strategy • Each employee assumes responsibility for own job performance 	<ul style="list-style-type: none"> • The dominant mentality is one of US and THEM • Employees feel they have no say in the management of the company • This is just A company and not MY company

6. Energy

Above the line	Below the line
<ul style="list-style-type: none"> • The atmosphere is dynamic and energetic • Employees are passionate about their jobs • They are essentially motivated to work and produce 	<ul style="list-style-type: none"> • Employees are lethargic • They have little interest in the future • There is apathy and a lack of involvement

7. Change

Above the line	Below the line
<ul style="list-style-type: none"> • Change is seen as an opportunity and not a threat • Change are not viewed with suspicion, but as the norm for sustained progress • Employees are prepared to adapt their thinking so as to accommodate new ideas 	<ul style="list-style-type: none"> • Change is opposed • Employees feel there is no need for change • Employees feel threatened by change

8. Interaction

Above the line	Below the line
<ul style="list-style-type: none"> • Employees show genuine interest in one another • Ideas and initiatives are supported and encouraged • They do not fear one another or management 	<ul style="list-style-type: none"> • To criticise and condemn others has become the norm • Very little support and understanding among staff • Fault-finding, animosity and destructive criticism are the order of the day

9. Creativity and Innovation

Above the line	Below the line
<ul style="list-style-type: none"> • Challenging outdated rules and regulations are encouraged • To ask, investigate and enquire are integral components of the company culture • There is a receptiveness to new ideas and to discovering new ways of doing things 	<ul style="list-style-type: none"> • Questioning old-fashioned rules is not permitted • New ideas are discouraged • Employees are not allowed to make mistakes

10. Communication

Above the line	Below the line
<ul style="list-style-type: none"> • Communication is open and stimulating among all • No obstacles to vertical and horizontal communication • Employees listen to one another and are sensitive to situations 	<ul style="list-style-type: none"> • Employees do not listen to one another • Communication is characterised by anger, animosity and disapproval • Negative communication has become the norm

The questionnaire typically takes 10-15 minutes to complete

How does it work?

As the client, you choose the number of people to include in the survey process. You can choose the entire company or simply select a smaller sample. We can assist you with sample selection to ensure you obtain meaningful results from the survey.

We work with you to set up the participant database so that we can provide you with a comprehensive selection of reports in whichever way you choose. Reports can be put together for the entire company, or divided by department, division, location or level. Any permutation or combination is possible - but we must setup the database first to allow this to happen.

Staff complete the questionnaire either on paper or online at a time prescribed by you. The results are available immediately after the profiles have been completed.

*As a result of ongoing research and a focus on product development, we can now add your own **company specific questions** to the end of the questionnaire - **up to two factors of four questions each.***

This means that we can work with you to tailor the OWI to plot results directly relevant to your particular concerns.

Once the survey has been completed and the results drawn, one can:

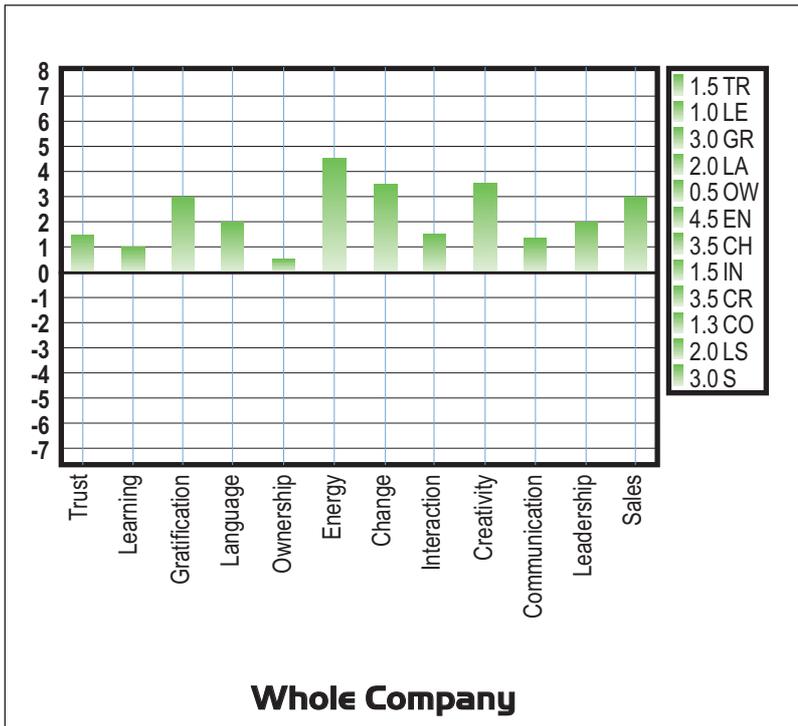
- Identify the critical wellness factors
- Spot the below the line thinking and behaviour (degrees of dying!)
- Spot the above the line thinking and behaviour (degrees of growing!)
- Discover specific causes of problems
- Create a flowing organisation versus a stopping organisation
- Regain organisational wellness
- Put wellness strategies into place
- Monitor the sustainable passion and energy of the organisation
- Measure changes by company, department, level, division or location

Case Study

Case study

The company used in the case study is known as A & A Clothing, a sports clothing company which focuses on continually introducing new types of designs as well as utilizing the latest technology for its ranges. After many years in business, the company started detecting the effects of stagnation. They could not pin point the problem, but there was definitely something lacking within the company. The management team had certain preconceived ideas, but needed a tool that could provide substantial evidence so that the core problem could be identified.

They started out by letting each employee fill out the questionnaire. The first graph drawn was that of the company's wellness as a whole.

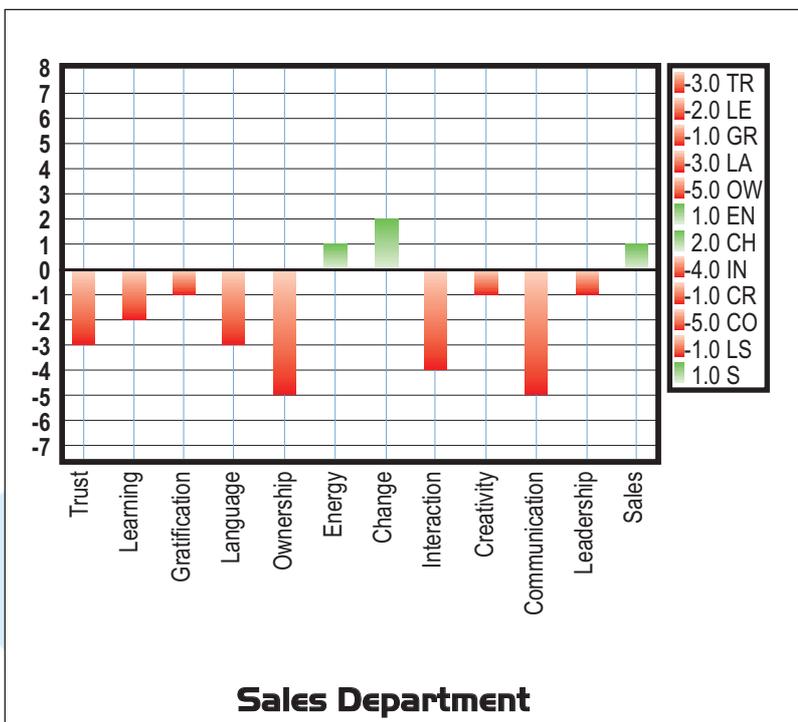


On the surface it would appear as if A & A Clothing were operating fine, although, according to the wellness profile, 'Ownership' as well as 'Interaction' was very low. The next step was to dig deeper and draw reports for the different departments.

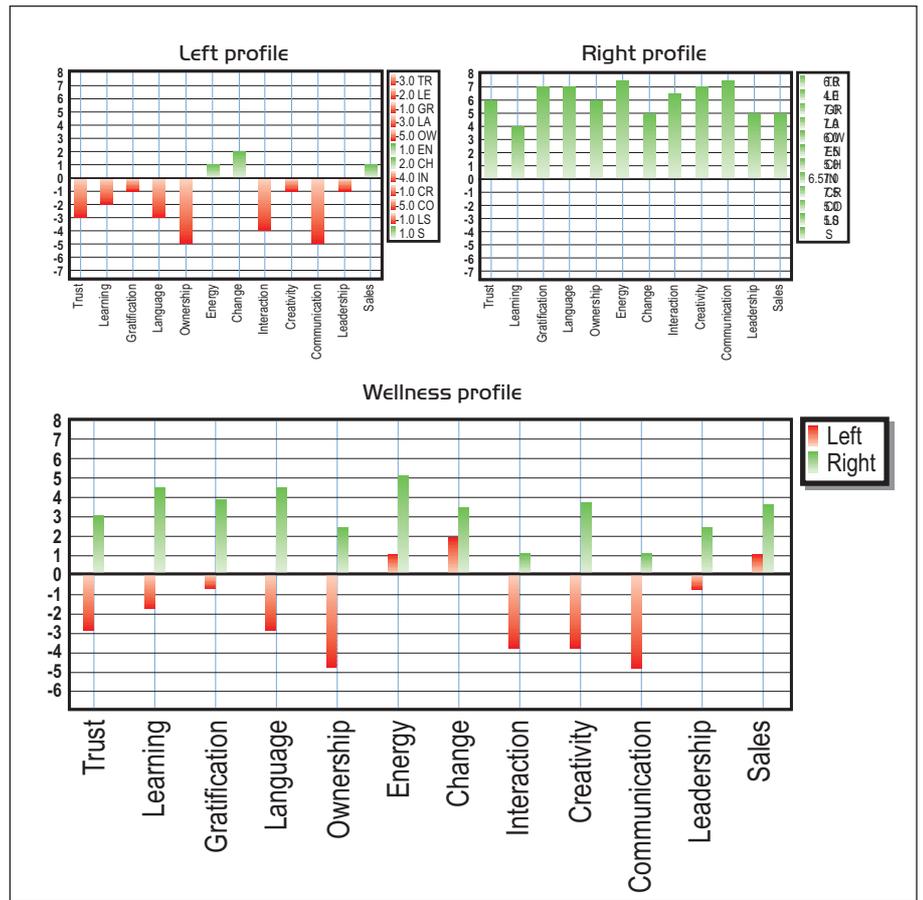
After observing the results, the following graph was discovered. The results for the Sales Department indicated major negativity.

Proceeding from here, they convened a meeting with the Sales Department. The meeting was conducted in an informal, non-threatening and open-ended way in order to assess what the reason for the high negativity was. At this point in time, a single individual was identified as the flow-stopper. After further probing, however, it became clear that he was being manipulated and abused by one of the managers.

The wellness profile clearly indicated the problem, and steps could now be implemented to rectify it. Six months later the OWI was administered again and there was a remarkable improvement in all areas.



The OWI has proven to be an invaluable instrument in detecting and rectifying an unhealthy environment and therefore in sustaining growth and productivity.



Clients

- Levi Strauss
- Eggbert Eggs
- Anglo American
- MG Rover
- Amplats
- Sanlam
- Sasol
- O'Keefe & Swartz
- Merisol
- South African Air force
- Tshwane University of Technology
- Foskor
- Nedbank
- SET Colleges
- Department of Water Affairs – South Africa
- Etc.

Comments

- “The Organisational Instrument is the best tool we have ever used. It has assisted us in identifying the core problems within our company - and sort them out.”
(General Manager - Levi Strauss, Melbourne, Australia)
- “Kobus Neethling and his team have changed the way business is done - we will never go back to 20th century tactics.”
(Marjo Louw - General Manager, Merisol, UK)
- “Very user -friendly internet access and front-end. The overall administration process from start to finish was very concise and efficient. The system administration functionality providing the ability to go online, check completion status and view the team results was very good. We anticipate that we will want to conduct this assessment probably on a six month basis going forward. Thanks again for your support and look forward to working with you in the near future.”
(Merisol - Huston, Texas)
- “This tool has greatly assisted us in our transformation process.”
(Technikon Pretoria - University of Tswane)

Contact Us

Please contact the consultant who provided you with this brochure.



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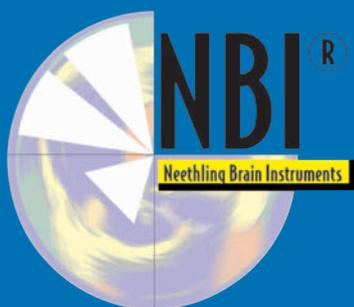
About the Author Dr Kobus Neethling is an award-winning, internationally renowned speaker in the field of creativity. He was included in the 500 Leaders of Influence by the American Biographical Institute and holds six degrees, including two Masters Degrees, a Doctorate and a Post Doctorate on the Identification and Development of Creative Behaviour.

Dr Neethling has received 10 International Who's Who Awards including Personality of the Year (2000). He also received the first International Creative Genius Award (2004) from the International Genius Academy (USA) as well as the International Plato Award for his breakthrough contributions as a Creativity Researcher and Teacher (2006 -Oxford, England). Alongside these, he developed the largest battery of Whole Brain Instruments in the world (used in 25 countries) including the acclaimed 8-Dimension Brain Model and was voted by Femina magazine as one of the six best presenters in South Africa (2005).

He has written more than 80 books and 9 TV series including a number of international best-sellers. His three new international best-sellers are: 'Creativity Uncovered'; 'Very Smart Parents' and version two of 'Am I clever or am I stupid' which has sold more than 200 000 copies. As the creator of the Neethling Brain Instruments (NBI®), he received worldwide recognition for the contribution of these instruments towards the unique insight in the self, creativity and change.

Anglo Platinum (Anglo American Platinum Mine: Swartkop)

"We started production on this mine 50 years ago. During the past three years we were able to equal the production of the previous 47 years. This miracle was due to two factors: new technology and the introduction of the Kobus Neethling Creativity Programmes."



Dr Mary Frasier: President of the American Society for Creative Teaching

"Kobus Neethling has demonstrated the most thorough scholarship in creativity that I have been able to witness in my years of teaching"

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