

# APPENDIX A



University of Pretoria

Private Mail Bag 20  
Pretoria 0002

Department of Law  
Stellenbosch Street 205

UNIVERSITY OF PRETORIA

... van die ... en die ...  
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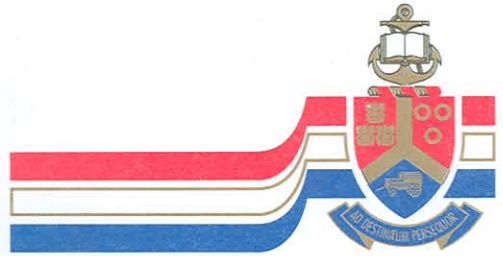
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UNIVERSITY OF PRETORIA

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...  
... 082 92 18 746

...  
...  
... 011 354 1245

APPENDIX B



Universiteit van Pretoria

Pretoria 0002 Republiek van Suid-Afrika Tel (012) 4202357/4202816  
Faks (012) 420 3517 <http://www.up.ac.za>

Departement Kommunikasiepatologie  
Spraak- ~~Stem- en~~ Gehoorkliniek

Beste spraak-taalterapeut en/of oudioloog

Ek is tans besig met my Meestersgraad in Kommunikasiepatologie aan die Departement Kommunikasiepatologie van die Universiteit van Pretoria. Om aan die graadvereistes te voldoen word daar van my verwag om navorsing oor die onderwerp van my keuse uit te voer. Die titel van my navorsingsprojek is: "Thinking style preferences in communication pathology".

Ten einde hierdie studie suksesvol te voltooi, vra ek u vriendelik dat u asseblief die twee ingeslote vraelyste voltooi. Die eerste vraelys behels basiese vrae om meer inligting omtrent u te verkry, terwyl die tweede vraelys die voltooiing van die "Herrmann Brain Dominance Instrument" behels. Die resultate van die studie sal u aan u verskaf word indien u dit so verkies. Wees asseblief verder verseker dat alle inligting as streng vertroulik beskou sal word.

Baie dankie vir u tyd en samewerking.

Groete

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Carina Avenant  
Student  
Telefoonnommer: 082 92 15 726

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Prof. S.R. Hugo  
Hoof: Departement Kommunikasiepatologie  
Telefoonnommer: (012) 420 2355

## APPENDIX B

### AFRIKAANSE VRAELYS:

Wat?

Wat is die doel van hierdie ondersoek?

Die doel van hierdie ondersoek is om te sien of daar 'n verskil is in die gebruik van spraak-terapie en/of kognitiewe terapie by kinders met 'n spraak- en/of hoortoestandprobleem.

Wat is die leeftyd van die kind?	5 tot 10 jaar	10 jaar +
----------------------------------	---------------	-----------

Waarheen gaan u, uself?

Waarheen gaan u, uself? (Mark die korrekte opsie.)

Waarheen gaan u, uself?	Beide
-------------------------	-------

### ENGLISH QUESTIONNAIRE:

What?

What is the purpose of this study?

The purpose of this study is to see if there is a difference in the use of speech therapy and/or cognitive therapy in children with a speech and/or hearing impairment.

What is the age of the child?	5 to 10 years	10 years +
-------------------------------	---------------	------------

Where are you going, yourself?

Where are you going, yourself? (Mark the correct option.)

Where are you going, yourself?	Both
--------------------------------	------

## **AFRIKAANSE VRAELYS:**

1. Naam:

---

2. Hoe lank is u aktief in die beroep spraak-taal terapie en/of oudiologie betrokke:

Merk asseblief die korrekte opsie.

0 tot 5 jaar	5 tot 10 jaar	10 jaar +
--------------	---------------	-----------

3. As wat beskou u, uself?

Merk asseblief die korrekte opsie.

Spraak-Taalterapeut	Oudioloog	Beide
---------------------	-----------	-------

## **ENGLISH QUESTIONNAIRE:**

1. Name:

---

2. How long have you been a practising speech-language pathologist and/or audiologist:

Please mark the correct option.

0 to 5 years	5 to 10 years	10 years +
--------------	---------------	------------

3. As what do you consider yourself?

Please mark the correct option.

Speech-language pathologist	Audiologist	Both
-----------------------------	-------------	------



# APPENDIX C

## HBDI

### Herbert R. Prosser Brain Dominance Instrument Thinking Styles Assessment

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# HBDI

## Herrmann Brain Dominance Instrument

### Thinking Styles Assessment

This 120-question survey form results in a profile of your preferred thinking styles. By understanding your thinking style preferences you can achieve greater appreciation for how you learn, make decisions, solve problems, and communicate, and why you do these things—and others—the way you do. The survey measures preferences rather than skills. It is not a test; there are no wrong answers. You will gain the greatest understanding by answering the questions frankly and sincerely.

#### The Ned Herrmann Group, Inc.

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(704) 625-9153 or (800) 432-HBDI  
Fax: (704) 625-1402  
E-mail: [thinking@hbdi.com](mailto:thinking@hbdi.com)

Use of this form is subject to your agreement with the following conditions: (i) The instrument must be used in its entirety; no portion may be extracted and used separately. (ii) No change or alteration of the instrument in any way is permitted; to preserve the integrity of the instrument and its scoring methodology, the instrument must be used exactly as it is produced here. (iii) Any use of the instrument must contain the notice of copyright held by The Ned Herrmann Group. (iv) The title - Herrmann Brain Dominance Instrument - is an integral part of the instrument, and must always appear on the document.

## INSTRUCTIONS

A profile of your mental preferences will be determined by your responses to the following 120 questions. Answer each question by writing in the appropriate words or numbers, or checking the boxes provided. This is not a test, and there are no right or wrong answers. You are only indicating your preferences. Please respond to questions as authentically as possible, keeping in mind your **total self, at work and at home**. When you have completed the survey form, confirm that you have answered every question. Then complete the name and address information on the back of the form, and send or fax pages 2 through 5 to the Ned Herrmann Group at the address on the cover.

Refer to the glossary of terms for clarification of the terms used. Save the glossary page for reference when you receive your profile results.

## GLOSSARY OF TERMS

- analytic** • Breaking up things or ideas into parts and examining them to see how they fit together.
- artistic** • Taking enjoyment from or skillful in painting, drawing, music, or sculpture. Able to coordinate color, design, and texture for pleasing effects.
- conceptual** • Able to conceive thoughts and ideas; to generalize abstract ideas from specific instances.
- controlled** • Restrained, holding back, in charge of one's emotions.
- conservative** • Tending toward maintaining traditional and proven views, conditions, and institutions.
- creative** • Having unusual ideas and innovative thoughts. Able to put things together in new and imaginative ways.
- critical** • Exercising or involving careful judgement or evaluation, e.g., judging the feasibility of an idea or product.
- detailed** • Paying attention to the small items or parts of an idea or project.
- dominant** • Ruling or controlling; having strong impact on others.
- emotional** • Having feelings that are easily stirred; displaying those feelings.
- empathetic** • Able to understand how another person feels, and able to communicate that feeling.
- extrovert** • More interested in people and things outside of self than internal thoughts and feelings. Quickly and easily exposes thoughts, reactions, feelings, etc. to others.
- financial** • Competent in monitoring and handling of quantitative issues related to costs, budgets, and investments.
- holistic** • Able to perceive and understand the "big picture" without dwelling on individual elements of an idea, concepts, or situation. Can see the forest as contrasted with the trees.
- Imaginative** • Able to form mental images of things not immediately available to the senses or never wholly perceived in reality; able to confront and deal with a problem in a new way.
- Implementation** • Able to carry out an activity and ensure fulfillment by concrete measures and results.
- Innovating** • Able to introduce new or novel ideas, methods, or devices.
- Integration** • The ability to combine pieces, parts and elements of ideas, concepts and situations into a unified whole.
- Intellectual** • Having superior reasoning powers; able to acquire and retain knowledge.
- Interpersonal** • Easily able to develop and maintain meaningful and pleasant relationships with many different kinds of people.
- introvert** • Directed more toward inward reflection and understanding than toward people and things outside of self. Slow to expose reactions, feelings, and thoughts to others.
- Intuitive** • Knowing something without thinking it out - having instant understanding without need for facts or proof.
- logical** • Able to reason deductively from what has gone before.
- mathematical** • Perceiving and understanding numbers and being able to manipulate them to a desired end.
- metaphorical** • Able to understand and make use of visual and verbal figures of speech to suggest a likeness or an analogy in place of literal descriptions, e.g., "heart of gold."
- musical** • Having an interest in or talent for music and/or dance.
- organized** • Able to arrange people, concepts, objects, elements, etc. into coherent relationships with each other.
- planning** • Formulating methods or means to achieve a desired end in advance of taking actions to implement.
- problem solving** • Able to find solutions to difficult problems by reasoning.
- quantitative** • Oriented toward numerical relationships; inclined to know or seek exact measures.
- rational** • Making choices on the basis of reason as opposed to emotion.
- reader** • One who reads often and enjoys it.
- rigorous thinking** • Having a thorough, detailed approach to problem-solving.
- sequential** • Dealing with things and ideas one after another or in order.
- simultaneous** • Able to process more than one type of mental input at a time, e.g. visual, verbal, and musical; able to attend to more than one activity at a time.
- spatial** • Able to perceive, understand and manipulate the relative positions of objects in space.
- spiritual** • Having to do with spirit or soul as apart from the body or material things.
- symbolic** • Able to use and understand objects, marks, and signs as representative of facts and ideas.
- synthesizer** • One who unites separate ideas, elements, or concepts into something new.
- technical** • Able to understand and apply engineering and scientific knowledge.
- teaching/training** • Able to explain ideas and procedures in a way that people can understand and apply them.
- verbal** • Having good speaking skills; clear and effective with words.
- writer** • One who communicates clearly with the written word and enjoys it.

**BIOGRAPHICAL INFORMATION**

Please complete **every** question according to the directions given. Each response, including your answers to questions 2, 3 and 4, provide important data. When directions are not followed or data is incomplete we are unable to process your survey, and must return it to you.

1. Name \_\_\_\_\_ 2. Sex: M  F
3. Educational focus or major \_\_\_\_\_
4. Occupation or job title \_\_\_\_\_
- Describe your work (please be as specific as possible) \_\_\_\_\_

**HANDEDNESS**

5. Which picture most closely resembles the way you hold a pencil?



6. What is the strength and direction of your handedness?

- A  Primary left    B  Primary left, some right    C  Both hands equal    D  Primary right, some left    E  Primary right

**SCHOOL SUBJECTS**

Think back to your performance in the elementary and/or secondary school subjects identified below. Rank order all three subjects on the basis of how well you did: **1 = best; 2 = second best; 3 = third best.**

7. \_\_\_\_\_ Math                      8. \_\_\_\_\_ Foreign language                      9. \_\_\_\_\_ Native language or mother tongue

Please check that no number is duplicated: The numbers **1, 2, and 3 must be used once and only once.** Correct if necessary.

**WORK ELEMENTS**

Rate each of the work elements below according to your strength in that activity, using the following scale: **5 = work I do best; 4 = work I do well; 3 = neutral; 2 = work I do less well; 1 = work I do least well.** Enter the appropriate number next to each element. **Do not use any number more than four times.**

- |                            |                                 |                             |
|----------------------------|---------------------------------|-----------------------------|
| 10. _____ Analytical       | 16. _____ Technical Aspects     | 21. _____ Innovating        |
| 11. _____ Administrative   | 17. _____ Implementation        | 22. _____ Teaching/Training |
| 12. _____ Conceptualizing  | 18. _____ Planning              | 23. _____ Organization      |
| 13. _____ Expressing Ideas | 19. _____ Interpersonal Aspects | 24. _____ Creative Aspects  |
| 14. _____ Integration      | 20. _____ Problem Solving       | 25. _____ Financial Aspects |
| 15. _____ Writing          |                                 |                             |

Please tally: Number of 5's \_\_\_\_\_, 4's \_\_\_\_\_, 3's \_\_\_\_\_, 2's \_\_\_\_\_, 1's \_\_\_\_\_. If there are more than **four** for any category, please redistribute.

**KEY DESCRIPTORS**

Select **eight** adjectives which best describe the way you see yourself. Enter a **2** next to each of your **eight** selections. Then change one **2** to a **3** for the adjective which best describes you.

- |                        |                        |                        |
|------------------------|------------------------|------------------------|
| 26. _____ Logical      | 35. _____ Emotional    | 43. _____ Symbolic     |
| 27. _____ Creative     | 36. _____ Spatial      | 44. _____ Dominant     |
| 28. _____ Musical      | 37. _____ Critical     | 45. _____ Holistic     |
| 29. _____ Sequential   | 38. _____ Artistic     | 46. _____ Intuitive    |
| 30. _____ Synthesizer  | 39. _____ Spiritual    | 47. _____ Quantitative |
| 31. _____ Verbal       | 40. _____ Rational     | 48. _____ Reader       |
| 32. _____ Conservative | 41. _____ Controlled   | 49. _____ Simultaneous |
| 33. _____ Analytical   | 42. _____ Mathematical | 50. _____ Factual      |
| 34. _____ Detailed     |                        |                        |

Please count: **seven 2's and one 3?** Correct if necessary.



**HOBBIES**

Indicate a **maximum of six** hobbies you are actively engaged in. Enter a **3** next to your major hobby, a **2** next to each primary hobby, and a **1** next to each secondary hobby. Enter only **one 3**.

- |                            |                             |                            |
|----------------------------|-----------------------------|----------------------------|
| 51. _____ Arts/Crafts      | 59. _____ Gardening/Plants  | 67. _____ Sewing           |
| 52. _____ Boating          | 60. _____ Golf              | 68. _____ Spectator Sports |
| 53. _____ Camping/Hiking   | 61. _____ Home Improvements | 69. _____ Swimming/Diving  |
| 54. _____ Cards            | 62. _____ Music Listening   | 70. _____ Tennis           |
| 55. _____ Collecting       | 63. _____ Music Playing     | 71. _____ Travel           |
| 56. _____ Cooking          | 64. _____ Photography       | 72. _____ Woodworking      |
| 57. _____ Creative Writing | 65. _____ Reading           | _____ Other _____          |
| 58. _____ Fishing          | 66. _____ Sailing           | _____                      |

Please review: Only one **3** and **no more than six hobbies**. Correct if necessary.

**ENERGY LEVEL**

73. Thinking about your energy level or "drive," select the one that best represents you. Check box **A**, **B**, or **C**.

- a.  Day person      b.  Day/night person equally      c.  Night person

**MOTION SICKNESS**

74. Have you ever experienced motion sickness (nausea, vomiting) in response to vehicular motion (while in a car, boat, plane, bus, train, amusement ride)? Check box **A**, **B**, **C**, or **D** to indicate the number of times.

- a.  None      b.  1-2      c.  3-10      d.  More than 10

75. Can you read while traveling in a car without stomach awareness, nausea, or vomiting?

- a.  Yes      b.  No

**ADJECTIVE PAIRS**

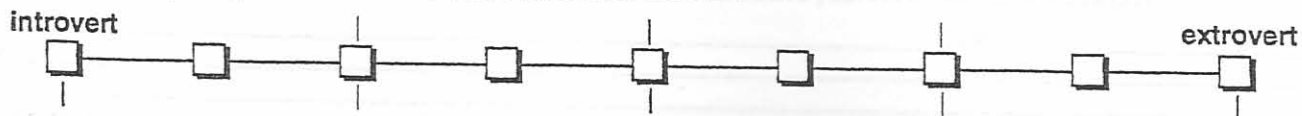
For each paired item below, check the word or phrase which is more descriptive of yourself. Check box **A** or **B** for **each** pair, even if the choice is a difficult one. **Do not omit any pairs**.

- |  |  |
|--|--|
| 76. .... Conservative <input type="checkbox"/> / <input type="checkbox"/> Empathetic             | 88. .... Imaginative <input type="checkbox"/> / <input type="checkbox"/> Sequential                  |
| 77. .... Analyst <input type="checkbox"/> / <input type="checkbox"/> Synthesizer                 | 89. .... Original <input type="checkbox"/> / <input type="checkbox"/> Reliable                       |
| 78. .... Quantitative <input type="checkbox"/> / <input type="checkbox"/> Musical                | 90. .... Creative <input type="checkbox"/> / <input type="checkbox"/> Logical                        |
| 79. ... Problem-solver <input type="checkbox"/> / <input type="checkbox"/> Planner               | 91. .... Controlled <input type="checkbox"/> / <input type="checkbox"/> Emotional                    |
| 80. .... Controlled <input type="checkbox"/> / <input type="checkbox"/> Creative                 | 92. .... Musical <input type="checkbox"/> / <input type="checkbox"/> Detailed                        |
| 81. .... Original <input type="checkbox"/> / <input type="checkbox"/> Emotional                  | 93. .... Simultaneous <input type="checkbox"/> / <input type="checkbox"/> Empathetic                 |
| 82. .... Feeling <input type="checkbox"/> / <input type="checkbox"/> Thinking                    | 94. .... Communicator <input type="checkbox"/> / <input type="checkbox"/> Conceptualizer             |
| 83. .... Interpersonal <input type="checkbox"/> / <input type="checkbox"/> Organizer             | 95. .... Technical Things <input type="checkbox"/> / <input type="checkbox"/> People-oriented        |
| 84. .... Spiritual <input type="checkbox"/> / <input type="checkbox"/> Creative                  | 96. .... Well-organized <input type="checkbox"/> / <input type="checkbox"/> Logical                  |
| 85. .... Detailed <input type="checkbox"/> / <input type="checkbox"/> Holistic                   | 97. .... Rigorous Thinking <input type="checkbox"/> / <input type="checkbox"/> Metaphorical Thinking |
| 86. ... Originate Ideas <input type="checkbox"/> / <input type="checkbox"/> Test and Prove Ideas | 98. Like Things Planned <input type="checkbox"/> / <input type="checkbox"/> Like Things Mathematical |
| 87. ... Warm, Friendly <input type="checkbox"/> / <input type="checkbox"/> Analytical            | 99. .... Technical <input type="checkbox"/> / <input type="checkbox"/> Dominant                      |

Please review: Did you mark one and only one of each pair? Correct if necessary.

## INTROVERSION/EXTROVERSION

100. Check one box to place yourself on this scale from introvert to extrovert:



## TWENTY QUESTIONS

Respond to each statement by checking the box in the appropriate column.

	strongly agree	agree	in between	disagree	strongly disagree
	▼	▼	▼	▼	▼
101. I feel that a step-by-step method is best for solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. Daydreaming has provided the impetus for the solution of many of my more important problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. I like people who are most sure of their conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. I would rather be known as a reliable than an imaginative person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. I often get my best ideas when doing nothing in particular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. I rely on hunches and the feeling of "rightness" or "wrongness" when moving toward the solution to a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. I sometimes get a kick out of breaking the rules and doing things I'm not supposed to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Much of what is most important in life cannot be expressed in words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. I'm basically more competitive with others than self-competitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. I would enjoy spending an entire day "alone with my thoughts."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. I dislike things being uncertain and unpredictable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. I prefer to work with others in a team effort rather than solo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. It is important for me to have a place for everything and everything in its place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. Unusual ideas and daring concepts interest and intrigue me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. I prefer specific instructions to those which leave many details optional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. Know-why is more important than know-how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. Thorough planning and organization of time are mandatory for solving difficult problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. I can frequently anticipate the solutions to my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. I tend to rely more on my first impressions and feelings when making judgments than on a careful analysis of the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. I feel that laws should be strictly enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please review to make sure you have answered all 120 questions.

**FROM**

You must provide an address and indicate the method of payment in order to receive your HBDI results. Please print.

Name \_\_\_\_\_ Date \_\_\_\_\_

Company \_\_\_\_\_

Division \_\_\_\_\_

Company address \_\_\_\_\_

Daytime phone (\_\_\_\_) \_\_\_\_\_ Evening phone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_

Home address \_\_\_\_\_

E-mail address \_\_\_\_\_

Note: There is a fee for processing this survey form.

Payment method (if specific arrangements have not been made, please provide credit card info):

credit card type: \_\_\_\_\_ (#) \_\_\_\_\_ Exp. Date \_\_\_\_\_

other payment has been prearranged. Event date \_\_\_\_\_ Payment code \_\_\_\_\_

**CONFIDENTIAL RESEARCH**

The following questions are not used in scoring the HBDI. However, the answers to these questions are valuable in our continuing brain dominance research. Skip any question you wish, but please answer as many as you feel you can.

Indicate the birth order of your brothers, sisters, and self by checking the appropriate symbols. Then circle the symbol representing yourself.

MALE ⇒              ⇒ MAL

Oldest 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

FEMALE ⇒             ⇒ FEMAL

Date of birth \_\_\_\_\_ Years in current occupation \_\_\_\_\_ Job satisfaction high     low

Citizenship \_\_\_\_\_ Native language \_\_\_\_\_ Are you bilingual?  yes  no

Ethnicity:  American Indian  Black  Caucasian  Hispanic  Asian  Other: \_\_\_\_\_

Do you consider yourself religious?  yes  no Religious affiliation:  Catholic  Protestant  Jewish  Other: \_\_\_\_\_

Level of participation:  minimal  trained but not practicing  casual  devout  other \_\_\_\_\_

If you are a parent, please indicate: number of children \_\_\_\_\_ age of oldest \_\_\_\_\_ age of youngest \_\_\_\_\_

Couple status:  married  separated  divorced  living together  widow/widower  single

Have your parents divorced?  yes  no

To what extent were you formally educated for the field you are now working in?  
 not at all  somewhat  to a great degree  fully

What time(s) of the day do you feel most mentally capable?  
 midnight - 6 a.m.  6 a.m. - noon  noon - 6 p.m.  6 p.m. - midnight

Have you ever experienced any learning disabilities?  
 dyslexia  reading  speech impediments  hearing impediments  attention deficit disorder  other  
Please describe \_\_\_\_\_ age of onset \_\_\_\_\_ age when ceased \_\_\_\_\_

Have you filled out the HBDI survey previously? If so, and your name or address has changed since then, please specify the previous name or address \_\_\_\_\_

How do you see yourself? Please distribute 100 points between these four descriptions:  
Rational \_\_\_\_\_ Organized \_\_\_\_\_ Interpersonal \_\_\_\_\_ Imaginative \_\_\_\_\_

Please check the best descriptor indicating your mood or the way you felt at the time you were completing this survey:  
 happy  enthusiastic  interested  OK  relaxed  indifferent  distracted  tired  unhappy

## Lys van terme (Eng/Afr) wat in die Herrmann Brein Dominansie Instrument (HBDI) gebruik word:

- analytic / analities* • Opbreek van dinge en gedagtes in dele en die ondersoek van die dele om te bepaal hoedat hulle inmeekaar pas.
- artistic / kunssinnig* • Hou van of vaardig in verf, teken, musiek of beeldhouwerk. In staat om kleur, ontwerp en tekstuur te kombineer vir strelende effek.
- conceptual / konseptueel* • In staat om gedagtes en idees voort te bring – om abstrakte begrippe vanaf spesifieke voorbeelde te vorm.
- controlled / in beheer* • Terughoudend, in beheer van jou eie emosies.
- conservative / konserwatief* • Neig daarna om tradisionele en bewese standpunte, omstandighede en instellings te handhaaf.
- creative / kreatief* • Om ongewone idees en oorspronklike gedagtes te hê. In staat om dinge op nuwe en oorspronklike maniere saam te stel.
- critical / krities* • Uitvoering of insluiting van noukeurige oordeel of evaluering, met ander woorde, beoordeling van die lewensvatbaarheid van 'n idee of produk.
- detailed / gedetailleerd* • Gee aandag aan die fynere besonderhede of dele van 'n idee of projek.
- dominant / oorheersend* • Beheer en kontrole; het sterk impak op ander.
- emotional / emosioneel* • Raak maklik gevoelsmatig betrokke; wys ook die gevoelens.
- empathetic / meelewend* • In staat om te weet hoe 'n ander persoon voel en ook in staat om hierdie gevoel oor te dra.
- extrovert / ekstrovert* • Meer geïnteresseerd in mense en dinge buite jouself as in jou eie gevoelens. Kan gedagtes, reaksies, gevoelens met gemak aan ander openbaar maak.
- financial / finansiële* • Vaardig in die monitering en hantering van numeriese data m.b.t. uitgawes, begrotings en beleggings.
- holistic / hollisties* • In staat om die 'groot prent' te sien en te verstaan sonder om in klein dele van 'n saak verstrengel te raak. Bv. sien 'n bos in plaas van net die bome.
- imaginative / met verbeelding* • Kan gedagtebeelde van sake vorm wat nie deel van direkte waarneming is nie of ook nooit ten volle in werklikheid waargeneem kan word nie. In staat om op 'n nuwe manier na 'n oplossing vir 'n probleem te soek.
- implementation / uitvoering* • In staat om 'n aktiwiteit uit te voer en toe te sien dat dit 'n uitkoms met resultate het.
- innovating / innoverend (oorspronklik)* • In staat om nuwe, unieke idees, metodes of voorwerpe voor te stel.
- integration / integrering* • Die vermoë om stukkie, dele en elemente van idees, konsepte en situasies in 'n sinvolle geheel saam te stel.
- intellectual / intellektueel* • Besit besondere redenasievermoëns. In staat om kennis te verwerf en te behou.
- interpersonal / interpersoonlik* • Kan maklik betekenisvolle en aangename verhoudings met verskillende mense aangaan en behou.
- introvert / introvert* • Meer gerig op innerlike refleksie en begrip eerder as op ander mense en sake buite die self. Stadig om reaksies, gevoelens en gedagtes aan ander te openbaar.
- intuitive / intuïtief* • Weet iets sonder om dit te bedink – verstaan dadelik sonder dat feite of bewyse voorgelê is.
- logical / logies* • In staat om afleidings te maak uit iets wat al gebeur het.
- mathematical / wiskundig* • Waarneem en verstaan van getalle en in staat om hulle te manipuleer tot die bereiking van 'n verlangde resultaat.
- metaphorical / metafories* • In staat om gebruik te maak van visuele en verbale beskrywings om iets voor te stel sonder om iets letterlik te beskryf. Ook in staat om sulke voorstelle te verstaan. Bv. " 'n hart van goud".
- musical / musikaal* • Belangstelling in of talent vir musiek en/of dans.
- organized / georganiseerd* • In staat om mense, idees, voorwerpe, ens. in samehangende verbande te voeg.
- planning / planmatig* • Formulering van metodes of wyses om 'n bepaalde doel te bereik voordat met die aktiwiteit begin word.
- problem solving / probleemoplossing* • In staat om deur beredenering oplossings te vind vir ingewikkelde probleme.
- quantitative / wat meetbaar is* • Ingestel op numeriese verwantskappe, soek presiese versyfering van data.
- rational / rasioneel (met rede)* • Neem besluite gegrond op rede in teenstelling met besluit wat berus op emosie.
- reader / leser* • Iemand wat graag lees en dit geniet.
- rigorous thinking / presiese denkwys* • Om 'n deeglike, gedetailleerde benadering tot probleemoplossing te hê.
- sequential / opeenvolgend* • Hanteer dinge en idees, een na die ander, in volgorde.
- simultaneous / gelyktydig* • In staat om meer as een inset gelyktydig te hanteer, bv. visueel, verbaal, musikaal. Kan aan meer as een aktiwiteit gelyktydig aandag gee.
- spatial / ruimtelik* • In staat om die relatiewe posisie van objekte in die ruimte waar te neem, te verstaan en te manipuleer.
- spiritual / spiritueel* • Het te doen met gees in teenstelling met liggaam of materiele dinge.
- symbolic / simbolies* • In staat om objekte, merke en tekens wat feite en idees voorstel, te verstaan en te gebruik.
- synthesizer / samesteller* • Iemand wat verskillende idees, elemente of konsepte in iets nuuts kan saamvoeg.
- technical / tegnies* • In staat om ingenieurs- en natuurwetenskaplike kennis te verstaan en toe te pas.
- teaching/training / onderrig/opleiding* • In staat om idees en prosedures só te verduidelik dat mense dit kan verstaan en toepas.
- verbal / verbaal* • Goeie praatvermoë. Helder en effektief met woorde.
- writer / skrywer* • Iemand wat duidelik dmv die geskrewe woord kan kommunikeer en geniet om dit te doen.