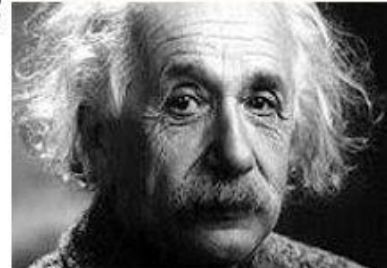


**DMIT REPORT
EXPLANATION**



DERMATOGLYPICS MULTIPLE INTELLIGENCES ANALYSIS

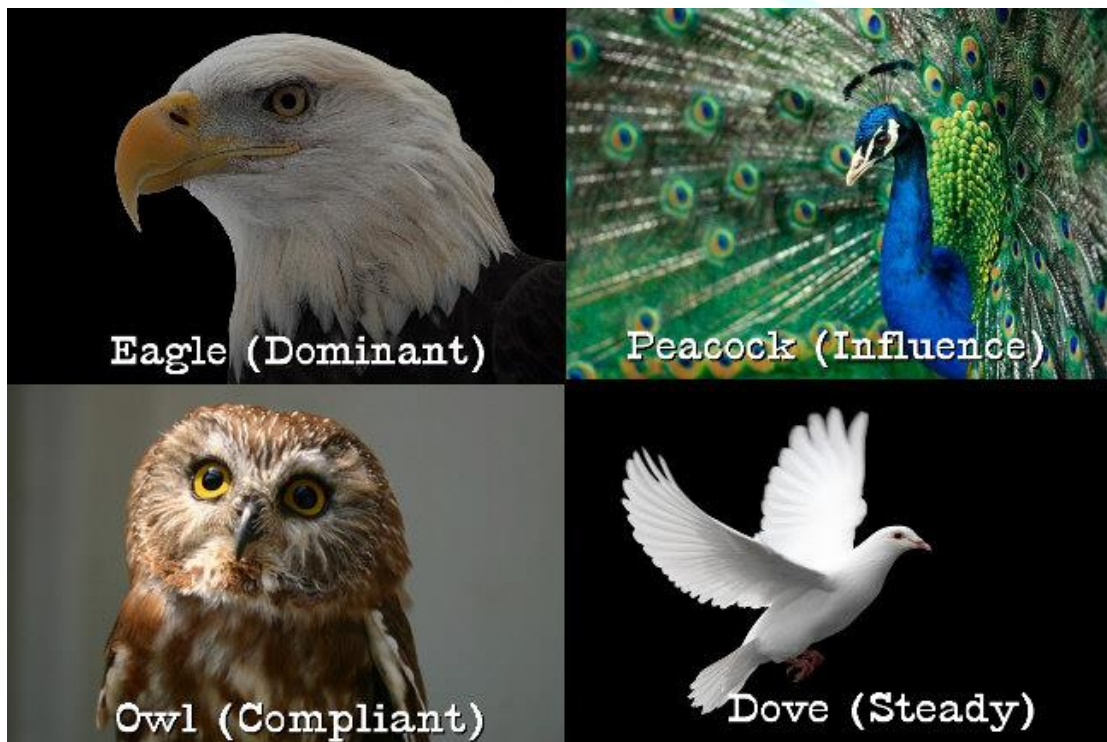
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BrainEvo



BIRD PROFILE



To measure a person's personality, we use Bird Profile (Eagle, Peacock, Dove, Owl) method or also generally known as the DISC Profile (Dominant, Influential, Steady, Compliant), which is a concept on a human character introduced by Dr. William Marston, developed in the late 1920's .

In the fingerprints analysis, what is being analyzed is the profile attached in a person genetically. Different from other profile test/assessment that requires a series of questions, the fingerprints analysis does not require questions or interviews due to it only demands for an observance on a person's fingerprints therefore the results shall not be influenced by a person's psychological condition, such as mood swings, lies, manipulation of answers and other similar conditions.

A person's profile can be divided into:

1. **“Real Profile”** for example “Real Eagle”. It means that a person with this profile has eagle character or a stronger dominance compare to a person who has a character of combination profile.
2. **“Combination Profile”** such as Eagle-Peacock, Dove-Owl, Dove-Eagle, Owl-Peacock and so on. A person with a character of combination profile has more characters compare to a person with pure profile. For example, a person with a character of Eagle-Peacock will have the characteristics of eagle and peacock within him whereas a person with Real Eagle profile tends to have the characteristics of eagle only and thus his eagle character will be stronger compare to a person with Eagle-Peacock profile.

Combination Profile has “primary and secondary” characters. For instance, a person with “Eagle-Peacock” character means that his primary character is “Eagle” and his secondary character is “Peacock”. A primary character is a person's main character and a secondary character is other character that enriched the primary character.

There are no good or bad profiles. All profiles have positive and negative characters. Basically, each person has the characters that are contained in each profile, however, in fingerprints analysis, what is being shown is the strongest innate characters, which are genetically attached to him.

A person can also increase one of the profile that is considered less powerful, for example if a person has an Eagle character, such character can be built up by working with or living in an environment surrounded by people with Eagle character or by participating in specific trainings such as motivational, leadership, personality trainings and others.

Below is the explanation of characters for each Bird Profile or DISC Profile attached to a person.

1. EAGLE (DOMINANT)

The general characteristics are:

- Work/task oriented.
- Usually like to dominate, rigid or less expressive.
- Egocentric, independent
- Authoritative
- Brave, confident in talking and tend to control conversation.
- Willing to accept challenge
- Will act upon an identified goal, have long term planning and dare to dream big.
- Able to perform a series of tasks at once.
- Need appreciation for their achievement.
- Will not answer in detail, less interest in small talks.
- Hard-hearted, stubborn
- Target oriented and with the right guidance, shall focus on the said target.
- Aware of their self-image
- Slightly temperamental
- In an argument, if they do not contradict, they would leave
- Have endurance, persistence spirit
- Agile
- Loyal to friends
- Cannot easily be influenced but are loyal to the people they admire
- Have the tendency of difficult to be taught since they feel like they know everything.
- Tend to listen only what they want to hear.

Eagle is Motivated By:

1. Real competition or competition originating from their imagination
2. Targets that need to be achieved before deadlines
3. Rules that keep them busy and challenged
4. Authority granted to negotiate and make a decision
5. Freedom without maximum supervision
6. Challenging tasks
7. Have good leadership role, both formally or informally
8. Opportunities to increase living status
9. Public appreciation for their achievements
10. Productivities and initiatives executed by other people

Eagle Dislikes:

1. Lose of personal power or status they have achieved.
2. Being used by others.
3. Doubts, delay in decision making, slow in everything
4. Bureaucracy, dependency, reasoning, uncertainty
5. Lack of responsibility, lack of effort, apathies, lack of initiative
6. Small talks, extensive explanation
7. Disorder without comprehensive rules and structures
8. Too sensitive, follow orders, maximum supervision
9. Constant change, irrelevant information, attempt on something
10. Meet a lot of people, entertain people

How to communicate with an “Eagle” type person:

1. When having a conversation with an “eagle” person, you must directly state your point, avoid talking too much and avoid obscure or repetitive conversation.
2. Ask more on “What?” instead of “How?”
3. Explain matters with result oriented because eagle type focuses on result (*goal oriented*), state sensible facts.
4. Show them if there is a new challenging chance or opportunities because “eagle” types have strong determination to win/succeed.
5. Let the “eagles” act on their own because they are not the type that likes to be ordered. In communicating, “eagle” give more statements, orders than questions. They rather talk more than listen.
6. Appreciate their success because “eagle” like to be acknowledged upon their achievement.

2. PEACOCK (INFLUENTIAL)

The general characteristics are:

- Social-related oriented. Commonly the type of person that likes to have long conversation although there are some that look quiet but usually have good communication skill and able to influence others.
- Can easily adapt and adjust with the environment
- Prefer to meet people directly rather than having long distance conversation or via phone.
- Honest and loyal
- Not much of a listener and often have extensive talks about personal stories or humours.
- They can easily change their mind
- Usually express themselves in art.
- Simple, peaceful, and pragmatic (likes to handle problems in practical way in their own way)
- Emotional & sensitive
- Like music and have artistic natural talent
- Filled with curiosity
- Enjoy challenge

- They are flexible in emotion
- Act spontaneous with impulsive energy
- They have great enthusiasm on something, but not very committed in executing
- They like to keep things in certain order so they can easily execute them.

Peacock is Motivated By:

1. New ideas and their way of working
2. People who are interested in surprises they created
3. Variety of work from day to day
4. Opportunity to explore various options
5. Creative and Innovative thinking
6. The freedom to do what they like
7. Sensation and challenge they are facing
8. Manage various activities at once
9. Spontaneities and flexibility for a quick change
10. Busyness, activities, chaos situation, even the noise around them

Peacock Dislikes:

1. Rejection, debate, conflict.
2. Routine, boredom, something stagnant
3. Narrow minded, narrow view of the world
4. Pity for oneself
5. Restrain, forcefulness
6. Detailed and structured matters.
7. Rules, fixed schedules

How to communicate with a "Peacock" type person:

1. Give them chance to express their ideas, experiences and other things that they would like to talk about because "peacock" type like to be appreciated by other people.
2. Show that you like and admire them.
3. Praise them sincerely. Give them support.
4. In communicating, try to create enthusiastic atmosphere and be optimistic.
5. Avoid communication that tends to create conflict.
6. Avoid communication that will make them feel dominated or their ideas are being ignored.
7. Give them suggestions on what they should do because they tend to ask for assistance in many aspects.

3. DOVE (STEADY)

The general characteristics are:

- Social-related oriented.
- Loyal, consistent, affable, loyal, honest and friendly
- Need directions/instructions and guidance. Put emphasis in harmony
- Nice, gentle people and they are responsive to strong implementation skills
- They like to do something useful for themselves and for others
- They generally don't find new jobs and are afraid of demanding and high pressure jobs
- They are generally romantic, relax, and they use time optimally
- They like to find other people's weakness and inadequacy
- They generally are able to enlighten people's heart and respect others when listening to them
- Can easily be affected by environment (depressed, happiness, etc.)
- They are commonly controlled by emotion
- They tend to worry about unreasonable issues
- They are good in describing and making conclusion
- They like their friends more than they do their parents
- Like to mingle in groups, responsive to routine
- They usually need longer process in learning and they are good at copying

Dove is Motivated By:

1. Other people's judgment on them
2. Sharing
3. Sharing things that they believe are true
4. Democratic process
5. The feeling of being in unity in a team
6. Working together
7. The opportunity to help sincerely
8. Comprehensive Instructions

Dove Dislikes

1. Losing stability and security
2. Aggressive, unkind, uncooperative behaviours
3. Insensitive, the feeling of being secluded, isolated
4. Minimum team work
5. Conflict, controversy
6. Hasty actions, Impatient, negative behaviour
7. Tough responsibility, multiple tasks, deadlines, pressures
8. Decision making, to be the centre of attention
9. Change, competition

How to communicate with a "Dove" type person:

1. In communicating, create a joyful atmosphere. Appreciate and Praise them sincerely, since "dove" type person is motivated by appreciation/praise.
2. If communicating two-ways, it is suggested to use friendly tone.
3. Do not criticize in front of people due to "dove" type person does not like to be under pressure or coerced. So you must speak personally because it doesn't matter how harsh you criticize, they will accept the criticism if conveyed personally.
4. If they need guidance, give them step by step instructions.
5. Avoid debatable/confrontation communication.

4. OWL (COMPLIANT)

The general characteristics are:

- Work/task oriented.
- Discipline, thorough, meticulous, tend to be perfectionist
- Conscientious in talking and tend to criticize.
- Prioritize system and qualities
- They use methodological approach, use strategies that are proven for their success.
- Always complete the tasks they execute
- Need rules and quality
- Analyse and thereafter make a decision after performing an evaluation.
- They choose to finish harder tasks than the easier ones.
- They will not answer directly when asked, they will wait, analyse, and then answer
- They will always consider the pros and contras over each situation
- Able to implement their own skill
- They will answer a question based on the person asking the question because they want their answers to be perfect
- They will make a lot of consideration in decision making and that usually result in more time consuming for decision making
- They will not escape from problem
- Have extensive patience
- They tend not to change their opinion once they made a decision on something, even if they experience conflict of conscious
- Have multitasking ability
- They want to accomplish more than two goals at one time
- Can be motivated under good guidance
- They can easily adapt

Owl is Motivated By:

1. Sufficient time availability to complete tasks
2. Privacy, peaceful and tranquillity with minimum disturbance
3. Chance to plan the future in details
4. Surrounded by people with positive characteristics
5. People who need and appreciate them
6. Help others
7. Seek for conflict solution

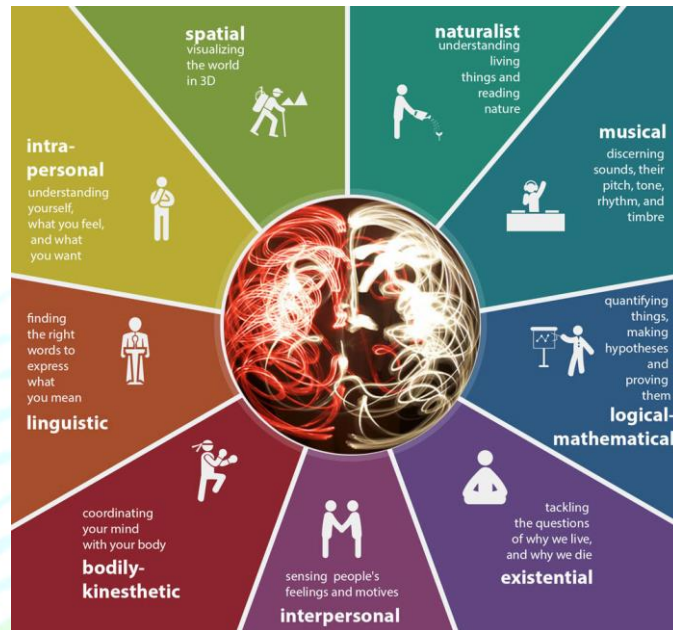
Owl Dislikes:

1. Criticism towards themselves
2. Everything that is below standard, untidiness, disregard of quality
3. Hastiness, change, obscurity, reckless behaviour
4. Inaccurate, untrustworthy information, disregard of facts
5. Incompetence, shortcuts utilization
6. Immoderate matters, inaccurate records, out of focus
7. Talking about personal matters

How to communicate with an "Owl" type person:

1. When having discussion, prepare logic reasons, facts, and accurate data that can be acceptable for "owl" type people. "Owl" type people need "why" and "how" answers.
2. Provide them with profit-loss, good-bad, pro-contra regarding the discussed topic.
3. Avoid aggressive approach
4. Avoid arguments
5. Avoid incomprehensive reply
6. Give credit for their work quality, accuracy and precision.

DISTRIBUTION OF MULTIPLE INTELLIGENCES



The theory of 9 multiple intelligences was proposed by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences* as a model of intelligence that differentiates it into specific (primarily sensory) "modalities", rather than seeing it as dominated by a single general ability. This theory proposes that people are not born with all of the intelligence they will ever have. Intelligence, as defined by Gardner, is the ability to solve problems or fashion products that are valuable in one or more cultural settings. Choose one to five of your multiple intelligences with the highest percentage or value.

1. Interpersonal Intelligence

This intelligence has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to other's moods, feelings, temperaments and motivations and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others and may be either leaders or followers, they typically learn best by working with others and often enjoy discussion and debate.

Ways to Develop Your Interpersonal Intelligence:

- Buy a Rolodex, fill it with names of business contacts, friends, acquaintances, relatives and other & stay in touch with them.
- Decide to meet one new person each day (or week).
- Join a volunteer or service –oriented group (Rotary Club, Greenpeace, Red Cross, etc.)
- Spend fifteen minutes each day practicing active listening with your spouse or a close friend.
- Throw a party and invite at least three people that you do not know very well.
- Attend group psychotherapy or family therapy sessions a regular basis.
- Take a leadership role in a group you are currently involved with at work or in your community.
- Start your own support group.
- Enroll in a community collage course on interpersonal communication skills.
- Collaborate with one more persons on a project of mutual interest (quilt. article. garden. etc.)
- Have regular family meetings in your home.
- Communicate with other people on a computer network via an electronic board.
- Organize group brainstorming session at your workplace.
- Go on a couples retreat.
- Learn the art of proper social behavior by reading a book on etiquette and discussing the material with an individual you consider socially adept.
- Strike up conversations with people in public places (bookstores, supermarkets, airline terminals, etc.)
- Start regular correspondences with a network of individuals around the country or world.
- Attend family, school or work – related reunions.
- Play noncompetitive /cooperative outdoor games with family and friends.
- Get to know members of a “we“ culture (native Americans, Japanese, Hispanic, etc.) and adapt the best features of their interpersonal life-style to your own life.
- Join a group whose purpose is to help you meet new people (singles club, hiking organization, study group, etc.)

- Offer to teach tutor .or counsel other people through a volunteer organization or on an informal basis.
- Spend fifteen minutes a day for a week or two observing how people interact a public place (street corner. train station. department store, etc .)
- Meditate on your connection to those around you, starting with your immediate family land friends. Extending this to your community and country and eventually encompassing the entire planet.
- Study the lives of well –know socially competent individuals (e.g., philanthropists. counselor, politicians, social workers) through biographies. films and other media and learn to follow their example.

Possible Career Interests:

Educator, Coach, Mentor, Principal, Manager, Nurse, Social Workers, Politician, Diplomat, Counselor. PR Executive, HR Professionals, Sales-People, Event Organizer, Customer Service Manager

2. Intrapersonal Intelligence

This intelligence has to do with introspective and self –reflective capacities. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self – aware and capable of understanding their own emotions, goals, and motivations. They often have an affinity for thought – based pursuits such as philosophy. They learn best when allowed to concentrate on the subject themselves. There is often a high level of perfectionism associated with this intelligence.

Ways to develop your intrapersonal intelligence:

- Do individual counseling or psychotherapy work as a client.
- Study “maps of the self “ in western psychology and / or eastern philosophies.
- Learn to meditate.
- Listen to motivational audio-and video – cassettes.
- Write your autobiography.

- Create your own personal ritual or rite of passage.
- Read self –help books.
- Establish a quiet place in your home for introspection.
- Teach yourself something new such as a skill, language or a body of knowledge in an area of interest to you.
- Start your own business.
- Develop an interest or hobby that sets you apart from the crowd.
- Enroll in a class on assertiveness training or developing self-confidence.
- Take a battery of tests designed to assess your special strengths and weaknesses in a broad range of areas.
- Set short –and long term goals for yourself and then follow through on them.
- Attend seminars designed to teach you about yourself or your “selves” (e.g. psycho synthesis, transitional analysis, psychodrama, gestalt work, or another psychological school of thought).
- Keep a daily self –esteem –enhancing behavior (e.g., using positive self-talk, affirming your successes).
- Attend the house of worship of your choice regularly.
- DO something pleasurable for yourself at least once a day.
- Find out what your personal “myth” is and live it in the world.
- Keep a mirror handy to look into when you are in different moods or states of mind.
- Take ten minutes every evening to mentally review the various thoughts and feelings you had during the day.
- Spend time with people who have a strong and healthy sense of self.

Possible Career Interests:

Psychologist, Pastor, Psychology Professor, Therapist, Counselor, Entrepreneur, Novelist.

Note: The intrapersonal intelligence is less liable to define or suggest a certain career than any of the other intelligence since the ability self-awareness, self –discipline and self –improvement is applicable to any other career as well.

3. Logical – Mathematical Intelligence

This area has to do with logical, abstract, inductive and deductive reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places emphasis less on traditional mathematical ability and more reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Ways to develop your logical- mathematical intelligence :

- Play logical - mathematical games (Eg. Go, Clue, Dominoes) with friends or family.
- Work on puzzles and brain teasers .e.g. SUDOKU, Mensa Test.
- Keep a calculator handy for figuring out math problems you confront in the course of daily life.
- Learn a computer language such as C++, JAVA, PHP etc.
- Buy a chemistry set or other science kit and carry out some of the experiments described in it .
- Have family discussions about math at a local college or community center or buy a self-study guide and work on your own.
- Take a course in basic science or math at local college or community center or buy a self-study guide and work on your own.
- Practice calculating simple math problem in your head.
- Read the business section of your daily newspaper and look up unfamiliar economic or financial concepts.
- Read about famous math and / or science discoveries.
- Visit a science museum, planetarium, aquarium, or other science center.
- Learn to use heuristics in solving problems.
- Form a discussion group or study circle to discuss recent scientific discoveries and their implications in everyday life.
- Watch television documentaries that chronicle important science concepts.

- Circle unfamiliar science concepts or mathematical expressions in your reading and find explanations in books or from knowledgeable people.
- Tape-record your talking about how to solve a difficult math problem.
- Identify scientific principles operating around your home and neighborhood.
- Subscribe to a science news publication such as Popular Science, Omni, or Scientific America.
- Confront, rather than avoid, mathematical problems you encounter in everyday life (figuring tips, balancing your checkbook, determining loan rates, etc.)
- Purchase a telescope, microscope, or other magnifying tool and use it to investigate your surroundings.
- Teach math or science concepts to someone less knowledgeable.
- Visit a science laboratory or other setting where math and / or science concepts are being used.
- Use blocks, beans, or other concrete materials in learning new math concepts.
- Form a "mathophobia" support group for individuals who feel anxious when forced to deal with numbers.

Possible career interests:

Scientist, Mathematician, Tax Officer, Accountant, Statistician, Scientist, Judge, Actuary, Software Engineer, Engineer, Economist

4. Visual – Spatial Intelligence

This intelligence has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand - eye coordination, although this is normally seen as a characteristic of the bodily - kinesthetic intelligence.

Ways to develop your spatial intelligence:

- Play Pictionary, three - dimensional tic -tac - toe or other visual thinking games.
- Work on jigsaw puzzles, Rubik's cube, Mazes or other visual puzzles.
- Purchase a graphics software program and create designs, drawing and images on the computer.
- Learn photography and use a camera to record your visual impressions.
- Purchase a camcorder and create video presentations.
- Watch films and television shows with attention to the use of light, camera movement, color and other cinematic elements.
- Redecorate the interior of your house or landscape the exterior.
- Create a picture library of favorite images from magazines and newspapers.
- Learn orienteering skill for hiking nature.
- Study geometry
- Take a class in Drawing, Sculpting, Painting, Photography, Videography or some other visual art at a local college or community center.
- Learn an ideographically - based language such as Chinese
- Make three -dimensional models of ideas you have for inventions or other projects.
- Learn how to use and interpret flowcharts, decision trees, diagrams and other forms of visual representation.
- Purchase a visual dictionary and study how common machines and other objects work.
- Explore the space around you by putting on a blindfold and letting a friend guide you through your house.
- Practice looking for images and pictures in clouds, cracks in the wall or other natural or man-made phenomena.
- Develop your own visual symbols for note taking (use arrows, circles, stars, spirals, color-coding, pictures and other visual forms)
- Visit a mechanical engineer, architect, artist or designer to see how the individual uses spatial abilities in their work.
- Spend time engaged in art activities with family or friends.
- Study maps of your town and state & floor plans of your homes and other visual representational systems.

- Build optical illusions (Eg in puzzle books, at science museums, via optical illusion toys, etc.)
- Rent, borrow or purchase "how to" videotapes on specific areas of interest.
- Incorporate drawings, photos and diagrams into letters projects, and presentations.
- Build structures with D – stixs, Hexaflexagons, Blocks Etc.

Possible career interests:

Tour Guide, Interior Designer, Urban Planning, Pilot, Captain, Architect, Photographer, Painter, Animator, Homepage Designer, Cartoonist, Illustrator

5. Kinesthetic Intelligence

This intelligence is related with body moves or physical activities. This intelligence consists of fine motor skill and gross motor skill. Gross motor skill stimulates rough body moves, such as activity in sport like soccer, swimming, and other similar activities, whereas fine motor skill stimulates fine body moves, such as carving, sewing, painting, designing something with hands that requires details and other similar activities.

For some kinesthetic people, there is a tendency of not enjoying sitting nicely in a long period of time when studying, or if they are willing to sit nicely, usually there are some body parts that they like to move unconsciously. When memorizing lessons, they usually do this while doing physical activities like walking or moving their bodies.

Ways to develop your bodily-kinesthetic intelligence :

- Join a work- related or community sports team (soft ball, basketball, soccer or other group sport).
- Take lessons in a solo sport such as swimming skiing, golf, tennis or gymnastics.
- Learn a martial art like aikido, judo or karate.
- Exercise regularly and keep track of the ideas that occur to you during exercise sessions.
- Learn a craft such as woodworking, weaving, carving or crocheting.
- Take a class at a community center in working with clay or stone.

- Learn yoga or another system of physical relaxation and awareness.
 - Play video games that require the use of quick reflexes.
 - Take formal lessons in dance (modern, ballroom, ballet or other dance forms) or spend time engaged in free - form creative movements on your own.
 - Take up a "hands on" hobby around the home like gardening, cooking or model building.
 - Learn sign language or Braille.
 - Put on a blindfold and have a friend lead you around to explore the environment with your hands.
 - Assemble a collection of objects having different textures (silk, smooth stones, sandpaper etc.)
 - Walk the curbs of sidewalks or balance beams to improve your sense of balance.
 - Coach a little -league baseball team or some other group or individual sport.
 - Set up a weight training and /or aerobics program for yourself under the supervision of a doctor or health club.
 - Play charades with friends or family.
 - Engage in sensory - awareness activities that put you in touch with physical sensations and perceptions.
 - Work with a therapist in a psychological discipline such as Rolfing, alexander techniques, bioenergetics or feldenkrais method.
 - Learn how to give a massage to another person and /or how to massage yourself using acupressure, do -in or another massage system.
 - Develop your eye-hand coordination by bowling, throwing horseshoes, tossing basketballs, or taking up juggling.
 - Learn a skill that requires a good sense of both and manual dexterity, such as typing or playing of a musical instrument.
 - Keep track of kinesthetic images that occur during your dreams and daytime reveries.
-
- Take a class in acting or pantomime or join a local repertory company.
 - Learn a practical routine requiring physical grace such as the Japanese tea ceremony.

Possible Career Interests :

Actors, Martial Arts Performer, Yoga Instructor, Dancer, Athlete, Sculptor, Nursing Staff, Chefs, Chiropractor, Mechanic / Technician, Demonstrators, Divers, Sports - People, Soldiers, Fire-Fighters, Performance Artistes, Ergonomists, Osteopaths, Crafts - People, Acupuncturists, Adventurers.

6. Musical Intelligence

This intelligence has to do with rhythm, music, and hearing. Those who have a high level of musical - rhythmic intelligence display greater sensitivity to sounds, rhythms, tones and music. They normally have good pitch and may even have absolute pitch and are able to sing, play musical instruments and compose music. Since there is a strong aural component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information and may work best with music playing.

Ways to Develop Your Musical Intelligence:

- Sing in the shower or while commuting.
- Play "Name That Tune" or other musical games with friends.
- Go to concerts or musicals.
- Develop a collection of Favorite musical recordings and listen to them regularly.
- Join a church or community choir.
- Take formal music lessons in a specific instrument.
- Work with a music therapist.
- Spend one hour a week listening to an unfamiliar style of music (jazz , country, western, classical, folk, international or other genres).
- Establish a regular family sing-along time.
- Buy an electronic keyboard and learn simple melodies and chords.
- Purchase percussion instruments at a toy store and play them in rhythm to background music.
- Take a course in music criticism in newspapers and magazines.
- Read music criticism in newspapers and magazines.

- Volunteer to sing at a retirement home, hospital or day care center.
- Put on background music while studying, working, or eating, or at some other time during the day that is normally quiet.
- Have discussions with friends about music.
- Read about the lives of famous composers and performers.
- Listen for naturally occurring melodies or rhythms in such phenomena as footsteps, bird song and washing-machine noise.
- Re-discover the music you loved as a child.
- Make up your own tunes.
- Create your musical autobiography by collecting recordings that were popular at different stages of your life.
- Make a list of all the music you hear in the course of a day , from MUZAK in the supermarket to radio and TV music.
- Purchase high-tech equipment (MIDI interface, computer software) that will allow you to teach yourself music theory or to play a musical instrument on the computer.
- Sing all of your communications to your family or friends for an hour or two.
- Learn about specific musical training programs such as the Suzuki, Kodaly, Orff-Schulwerk and Dalcroze systems.

Possible Career Interests:

Symphony Orchestra Conductor, Musicians, Singers, Composers, DJ'S, Music Producers, Piano Tuners, Music Therapist, Acoustic Engineers, Entertainers, Party-Planners, Environment And Musical Instrument Dealer, HI-FI Dealer.

7. Naturalist Intelligence

Naturalistic intelligence is an intelligence that relates to the ability to observe something, such as surrounding environment, plants, animals, nature, etc. They also have the ability to observe the changes that happen in nature or in an environment. They who have naturalistic intelligence usually has a strong observation regarding things, know their characteristics, and able to categorize them. This ability is trained by doing lots of nature exploration, collecting items, doing researches/observations on everything.

Ways to Develop Your Naturalist Intelligence:

- Get to know the natural things in your own backyard (insects , birds . plants , etc.).
- Ask your children (or neighborhood children) to share what they know about the natural world.
- Investigate internet sites that have to do with nature (use a search engine and select search words such as ecology, nature, botany, birds, etc.).
- Go through the TV (National Geographic / Animal Planet / Discovery) listings for the week and record shows having to do with an aspect of nature that you'd like to learn more about (e.g., volcanoes, chimpanzees, hurricanes ,etc.).
- Get involved in a political or social cause that relates to the preservation of nature (e.g, write your congressperson about saving wetlands in your area, start a petition to save a historic tree in your community where the natural world is displayed and studied (e.g., nature museum , zoo, park) and go there regularly to attend lectures and study exhibits.
- Choose a specific type of animal or plant (e.g, beetles or lilies) and learn as much as you can about it through books , the internet, interview with experts and direct observation .
- Take up gardening or landscaping as a hobby or if you already garden or landscape, investigate some new aspect of it (e.g., topiary, bonsai).
- Volunteer to take a group of kids into the natural world to learn more about some aspect of it (e.g., scouts, explorers).
- Subscribe to a magazine related to nature
- Go on a camping or backpacking trip and devote some time every day observing nature.

- Make a list of all the animals (including types of birds) that live in your area .
- Keep a “naturalist’s journal“ that includes observations you make, questions you have about how different aspects of nature work and resources you discover.
- Buy a set of binoculars and magnifying glass, and go out once a week to a “wild” area in your neighborhood (e.g., vacant lot, park) to explore the natural world.

Possible Career Interests:

Veterinary Animal Scholar, Archaeologist, Plants Scholar, Chef, Courtyard Designer, Weather Researcher, Documentary Producer, Environment Researcher, Animals Protection Activist.

8. Verbal – Linguist Intelligence

Kecerdasan Verbal - linguistic intelligence has to do with words, spoken or written .people with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories & memorizing words and dates. They tend to learn best by reading, taking notes, and listening to lectures, via discussions and debates. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall and an ability to understand and manipulate syntax and structure.

Ways to develop your linguistic intelligence:

- Can learn more than one foreign language.
- Language exchange with foreigner via internet video conferencing.
- Play word games (Anagrams, Scrabble, Crosswords Etc)
- Join a book club.
- Attend a writer's conference or a class or workshop on writing through a local college.
- Attend book signings or other events featuring accomplished writers.
- Record yourself speaking on a tape recorder and listen to the playback.
- Go regularly to libraries and/ or bookstores.

- Subscribe to high -quality reading materials (e.g. readers digest, TIME magazine) and / or to literary magazine and read them regularly.
- Read a book once a week and develop a personal library
- Join a speaker's club (e.g., toastmasters international) or prepare talks for business or community events.
- Learn to use a word processor.
- Listen to recordings and speeches of famous orators, poets, storytellers, and other speakers,
- Keep a diary or write 250 words a day about anything on your mind.
- Pay attention to the different verbal styles (Dialects, slang expressions, intonations, vocabularies Etc) of the various people you meet during an average day.
- Have a regular storytelling time with family or friends.
- Make up your own jokes, riddles, or puns
- Attend a speed- reading seminar.
- Teach an illiterate person to read through a volunteer organization.
- Memorize favorite poetry or prose passages.
- Rent, borrow, or buy audio recordings of great literature and listen to them as you commute or during other times of the day.
- Circle unfamiliar words you encounter as you read and look them up in the dictionary.
- Buy a thesaurus, a rhyming dictionary, a book of word origins, and a style manual and use them regular in your writing.
- Go to a story tellers' festival and learn about the art of storytelling.
- Use one new word in your conversation every day.

Possible Career Interests :

Writers, Lawyers, Journalists, Speakers, Trainers, Copy-Writers, Teachers, Poets, Editors, Linguists, Translators, PR Consultants, Media Consultants, TV & Radio Presenters, Voice-Over Artistes, Novelist.

9. Existential Intelligence

Existential intelligence related to understanding on identity or self existence as human which later emerge many questions inside self. Individual having high existence intelligence will also able to place themselves in position in which nearby people and environment respect and consider their self existence.

Characteristics :

1. Questioning the nature of everything; for what do we live? For what do we die? Why do human born with different fate? Where is God?
2. Usually self-talk while working.
3. More calm and control themselves more.
4. Tend to prioritize religion or norms they believe.

Ways to develop your existential intelligence :

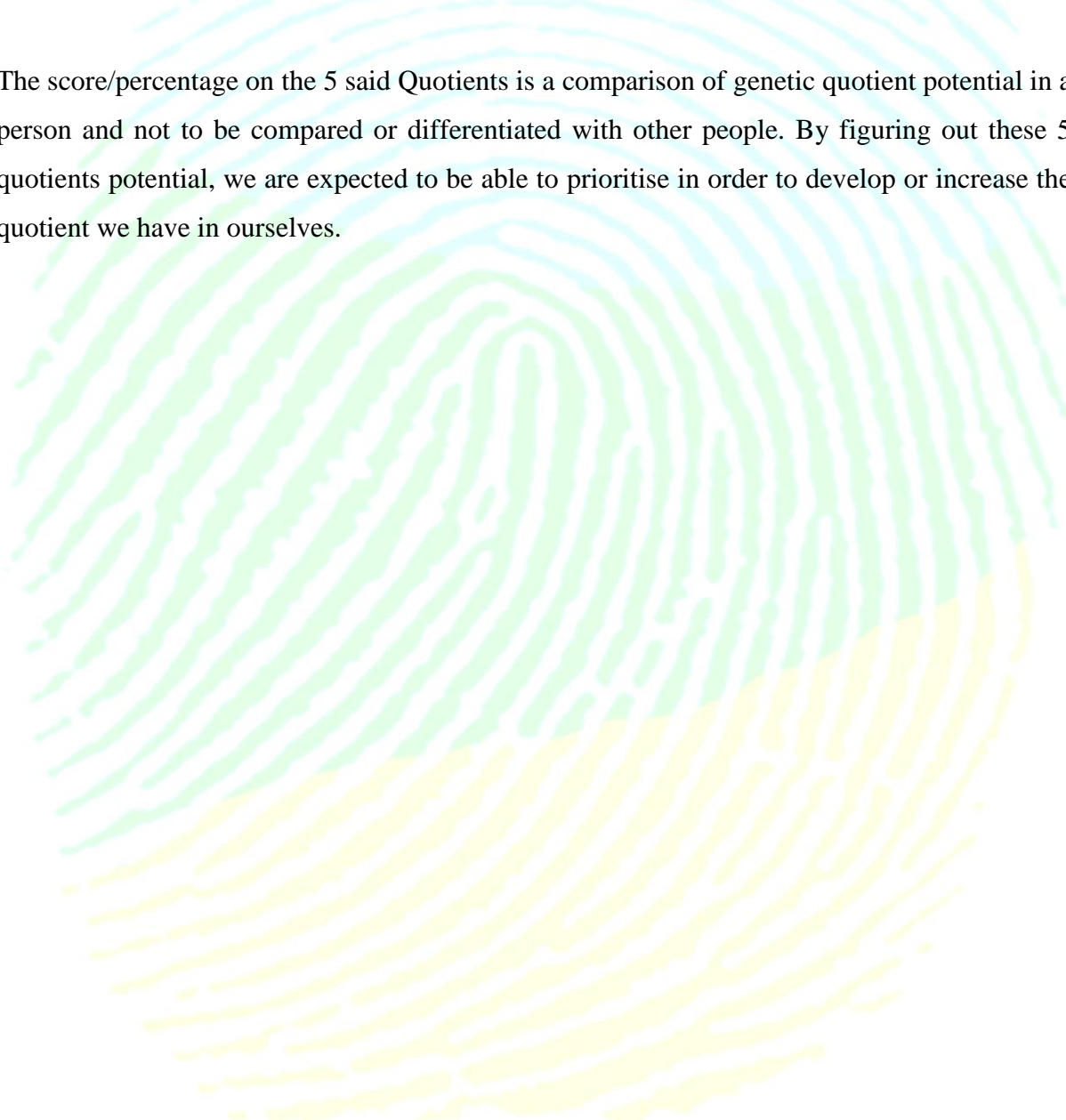
1. Learn and discuss on process of an event or human creation and nature.
2. Discuss on every thing occur around us related to humanity, fairness and divinity.
3. Attend religious spirituality events.
4. Learn biography of world philosopher.
5. Follow activity like meditation, soul contemplation so that could achive life wisdom.
6. Active in events related to social and humanity activity

Possible Career Interests :

Philosopher, pastor, monk, theologian, social humanity observer, spritual advisor, social humanity volunteer and its kind.

It is important to understand that the distribution of the 5 aforesaid quotients (IQ, EQ, AQ, CQ, SQ) is not to measure or give label whether a person is intelligent or unintelligent as they use in a test to measure IQ score. If a person has an IQ of above 130, it can be said that he/she is categorized as genius. While in fingerprints analysis, the score is in percentage (%) instead of IQ score. For example, if in his fingerprints analysis report, A has IQ (Intelligence Quotient) A percentage of 13% and B has percentage of 16%, it does not necessarily means that B has higher IQ score or is more intelligent compare to A because fingerprints analysis is not a test to measure a person's IQ score. So, again, fingerprints analysis does not give label whether a person is a genius, average, or unintelligent.

The score/percentage on the 5 said Quotients is a comparison of genetic quotient potential in a person and not to be compared or differentiated with other people. By figuring out these 5 quotients potential, we are expected to be able to prioritise in order to develop or increase the quotient we have in ourselves.



LEARNING STYLE

Have you ever tried to learn something fairly simple, yet failed to grasp the key ideas? Or tried to teach people and found that some were overwhelmed or confused by something quite basic?

If so, you may have experienced a clash of learning styles: your learning preferences and those of your instructor or audience may not have been aligned. When this occurs, not only is it frustrating for everyone, the communication process breaks down and learning fails.

Learning Style Theory proposes that different people learn in different ways and that it is good to know what your own preferred learning style is. Learning styles refer to an individual's preferred manner of processing material, or characteristic style of acquiring and using information when learning.

Common learning styles include :

1. Visual (Learn through seeing).
2. Auditory (Learn through listening)
3. Kinesthetic (Learn through moving, doing & touching).



VISUAL LEARNER

Learn through seeing. Use strong visual associations. You often use lists to organize your life and your thoughts. Plus, when spelling, you recognize words by how they look. You remember faces but forget names. You usually learn best by associating pictures with the words or concepts being used. You benefit when visuals are used as part of a lecture (whiteboard, transparencies, Power-point, films, videos, maps, charts, posters, graphs, etc.)

Demonstrations by the professor are helpful, as are textbooks with pictures and diagrams. You often have a well-developed imagination and are easily distracted by movement or action in the classroom. However, noise will probably not distract you. You may not prefer to learn in study groups. Rather when studying, you tend to like to work alone in a quiet room.

Visual Learner may tend to use phrases like these:

- Let's look at it differently.
- See how this works for you.
- I can't quite picture it.
- Let's draw a diagram or map.
- I'd like to get a different perspective.
- I never forget a face.

Study Tips:

1. Use brightly colored folders for categorizing papers or eye-catching notebooks for organizing assignments.
2. Take notes; make lists; copy everything on the board.
3. Use highlighter pens to “color code” information.
4. Should make flashcards or use computer to organize material that needs to be memorized into tables, charts or spreadsheets with graphics.
5. As much as possible, translate words and ideas into outlines, symbols, pictures, and diagrams, or summarize the information into key phrases or sequences. Replace words with symbols or initials
6. Highlight key words or pictures on the note cards; then, put the information in prominent places to review.
7. Read over your notes repeatedly until you “see” the notes on the page.
8. Reduce auditory “clutter.”



AUDITORY LEARNER

Learn by listening to verbal instructions; remember by forming the sounds of words. You find it easy to remember names but forget faces. You often do well working out solutions or problems by talking them out. In most circumstances you need to hear yourself say it in order to effectively commit to memory...you may find yourself reading aloud instead of reading silently, talking to yourself, or repeating instructions to make sure you understand them. Ask questions of the professor in order to gain understanding. Ask follow-up questions if necessary.

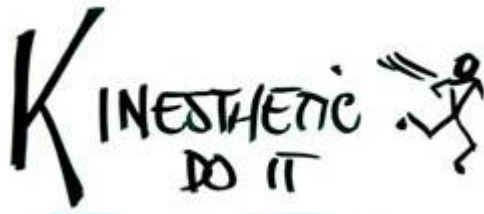
The discussion cements the information for you. You are easily distracted by noise and often need to work where it is relatively quiet. However, you benefit from listening to lectures, dialogues, and plays; using audio recordings and videos, etc.; participating in group discussions; and interacting in listening/speaking exchanges.

Auditory learner may tend to use phrases like these:

- That sounds about right.
- That rings a bell.
- It's coming through loud and clear.
- Tune in to what I'm saying
- Clear as a bell.
- That's music to my ears.

Study Tips:

1. Attend classes, discussions and tutorials. Your notes may be poor because you prefer to listen. Expand them by talking with others and collecting notes from the textbook.
2. Consider finding a “note-taking-study-partner” in each class who will be your back up for filling in things you missed in class.
3. Put facts or dates into a song, a rap, or a rhythm to aid memorization.
4. Record class lectures.
5. Make your own audio recordings by reading your notes and textbook information onto a recorder. Review these recordings in your car or on a headset, whenever you can, to be ready for a test. Use recorded books whenever possible.
6. When studying by yourself, read textbooks and notes out loud. Repeat facts with your eyes closed.
7. Join a study group or study with a partner to review information, notes, texts, etc.



KINESTHETIC LEARNER

Learn by becoming physically involved and actually doing something with what's being learned. "Hands-on" activity is needed to get the learning to stick! "Being on the move" helps your memory to work. In the classroom, you benefit from physical activity, in-class demonstrations, "hands-on" student learning experiences, and professors who give real-life examples. Using large diagrams, floor/wall puzzles and large maps on the wall or floor are helpful. Charades, acting, interviewing, pantomiming, skits, and role-playing enhance learning. Laboratories, field trips, trial-and-error assignments, and fieldwork done outside the classroom promote more interest.

Kinesthetic learner may tend to use phrases like these:

- That feels right to me.
- I can't get a grip on this'
- Stay in touch.
- Get in touch with'
- That doesn't sit right with me.
- I have good feelings about this.
- My gut is telling me'
- I follow your drift.

Study Tips:

1. Sit near the front of the room and take notes throughout the class period to help you stay focused. Later on, straighten out incomplete sentences and spelling errors in your notes. The idea is to get down key words and draw conclusions. Talk about your notes with another kinesthetic person. You will remember the “real” things that happened. Put plenty of examples in your summaries. Study in 20 minute time intervals, with 5–10 minute breaks.
2. Use case studies and applications to help with understanding principles and abstract concepts. Pictures and photographs help to illustrate ideas also.
3. Put your homework on a clipboard and do it “on the run.” Or put test material on flashcards made out of index cards and review the class material while walking the stairs in the dorm/pacing in your own room.
4. Use memory games. Associate some sort of bodily movement with what needs to be remembered. To learn a sequence of events, processes, or procedures, make 3”x 5” flashcards for each part. Arrange the cards on a table top in the correct order until it becomes automatic. Or assign sequenced information to individual steps as you walk up and down stairs. Test prep may include: writing practice answers/paragraphs, charades, acting, pantomiming, or skits. Role-play the exam situation in your own room.

LEARNING TYPE

A person's innate learning type is related to the talent that a person's has in concentrating, processing, absorbing, and conserving new knowledge or complex knowledge. So it is important to understand learning type because from here we are able to construct knowledge in our brain in order to obtain an effective and efficient result.

1. COGNITIVE LEARNER

Cognitive learner is a result of hearing, seeing, touching and feeling various things that they experienced themselves. They have the awareness, independence, and innovation to find new things.

The Characteristics of Cognitive Type:

1. Target oriented
2. Have the initiative to learn and do things seriously
3. Learning with an inspiration that you alone understand.
4. Extensive curiosity when learning something
5. Not easily accept a theory or knowledge that they obtained unless it has rational understandings and evidences.
6. Motivated to learn on things that they find interesting.
7. Learning independently and conforming his own principles strictly.
8. Very competitive and persistent

Suggestions for Cognitive Type:

1. It is better to understand theories and facts first before remembering them.
2. Find a conducive learning environment for themselves to stimulate their abilities.
3. Let them choose their own study major or career in their lives.
4. Provide them with several options so they can then select one for themselves
5. They would have optimum result in working/studying if they are given the freedom to be creative and innovative.
6. They will achieve good result if they are in a competitive and supportive environment. For that they have to have target to be achieved.

Suggestions for Parents:

1. Parents, educators must build their sense of responsibilities and good moral especially for those under 16 years old.
2. At early age, parents, educators must stimulate the spirit to move forward and to not easily give up for children with cognitive learning type.
3. Parents must adapt themselves with their behaviour when they grow up.
4. Parents must understand their ability by boost their spirit and encouraging them instead of criticising or find fault in them.
5. Teach their child to be independent and responsible since early age.
6. Try to appreciate them if they are successful in achieving targets and give them suggestions for improvement and help them to create new targets. That way they will have sustainable development in life.

2. AFFECTIVE TYPE (COPYCAT)

Affective learner has higher quality in copying, creativity and flexibility. But they can easily give up half way so the affective type must be encouraged and praised in order for them to survive.

The Characteristics of Affective Type:

1. They learn on the things they enjoy whether it is good or bad because they can easily influenced by their surroundings
2. They appreciate a learning/working process and they are good in copying.
3. For interactions, they have good personality, they like harmony, and humanize working/learning environment.

Suggestions for Affective Type:

1. When they learn about something, they have to ask a lot of questions and practice many times before they can master something.
2. Their keys for a successful study are: understanding, practicing and repeating until they master it.
3. It is more advantageous if they choose the right learning environment and consider the effects or influences from interacting with people.

4. In order to maximize result, the learning material has to be comprehensive, structured, and systematic.
5. It would be better if they start learning from examples and start from the easy ones until the complex ones.

Suggestions for Parents:

1. Parents can share their life experiences to the affective type learner so they will be encouraged to have strong sense for striving.
2. Parents must adapt themselves with their behaviour when they grow up.
3. Parents must understand their ability by boost their spirit and encouraging them instead of criticising or find fault in them.
4. Teach their child to be independent and responsible since early age.
5. Try to appreciate them if they are successful in achieving targets and give them suggestions for improvement and help them to create new targets. That way they will have sustainable development in life.

3. CRITICAL TYPE (REVERSE)

Their way or thinking are different from most people, they have interesting working process they will strive to acquire answers by asking critical questions. This type of learning has a nature of egocentric, has different point of view that makes people labelled this type of learners as weird people, unusual people. This type or learner can make quick decision without consideration due to their sharp instincts.

The Characteristics of Critical Type:

1. Reverse thinking. For example when reading a novel, they will read the end of the story then they will think about the plot. Or they will think about the result before making plans.
2. They have different point of views, they do not think the way common people do and often people labelled this type of learners as weird people, unusual people.
3. They enjoy short humours and brain games.
4. They like to ask questions and will strive for answers.
5. Egocentric and they see things differently.

Suggestions for Critical Type:

1. Learning something unusual and challenging are the things that this type like.
2. Use their abilities to make analysis, do research and create creativity.
3. This type would prefer to be taught in unusual ways (extraordinary ways).
4. Learn from mistakes that they make so in the future they will be able to make improvement.

Suggestions for Parents:

1. Parents should understand that the critical type will do the best if they know they have a target to be achieved and there is a reward and punishment for it.
2. Accept their critical behaviour and their reverse way of thinking. To accept them will make them better rather than forcing them.
3. Increase their emotion quotient (EQ) at early age, so they are able to express their opinion appropriately.
4. Let their teachers, friends, and the people around them know about their way of thinking in order for them to be able to accept people with this type.
5. When assigning task or explaining something, ensure that you use simple and comprehensive language to avoid misunderstanding. Make repetition until they truly understand.

4. REFLECTIVE TYPE

Reflective type learner learns like a sponge that can absorb various things completely by practicing over and over again until they are truly good at it. They learn better in a supportive environment and if they have someone to guide, teach and remind them.

The Characteristics of Reflective Type:

1. Find information or think things through before executing actions.
2. They think in their own way before discussing things with other people.
3. Tend to ask “how”
4. Always try to find methods, whether it is planning, thinking logically or in imaginative way.

Suggestions For Reflective Type:

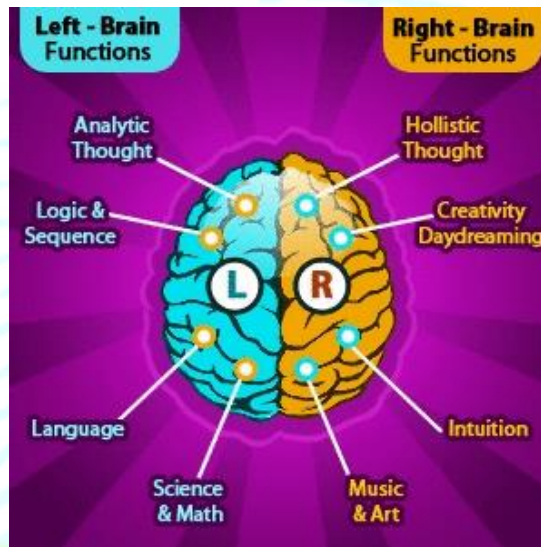
1. We have to be aware that this type spend a lot of time in thinking before acting or making a decision.
2. They can only learn optimally if they have enough time to think and have better understanding about information. This type will have difficulty in learning in class if the topic was given fast.
3. Do not just read and memorize the subject of study, instead, stop once in a while to review and raise questions that are related to the topic of study.

Suggestions for Parents:

1. For parents or educators, they should be aware that the reflective type will find difficulty learning in class that does not provide time for them to think. Therefore give them more time at home to understand more on a subject.
2. Teach them to make notes or summary with their own words. Help them to prepare their own subject.
3. To conduct the above steps may need extra time, but it will make them comprehend certain subject effectively.
4. Spend time with them to do whatever they like.

BRAIN HEMISPHERES

(Right & Left Brain)



The difference of two brain functions, the left side and the right side, shall form different natures, characteristics and abilities in a person. The different theory of the left brain and the right brain functions has been popular since the 60s, as a result of Roger Sperry's research. Humans usually have individual brain dominance whether the left or right brain that dominates them. Which brain sides are better? They are both good. Each brain sides have their respective functions which are important for the human being existence. If a person has the ability to maximize the use of left and right brain in a balance way, that would surely be better. If your left and right brain has a difference no more than 10% then you have balanced brain.

The function of left brain are related with logics, ratio, and the ability to write and read, and it is the centre of mathematics. Several experts state that the left brain is the centre of cognitive abilities. Whereas the right brain has the function for developing socialization, communication, interaction with other human beings and emotional control. The right brain also consists of intuitive abilities, ability to feel, combine, and express the body, such as singing, dancing, painting and other kinds of creative activities.

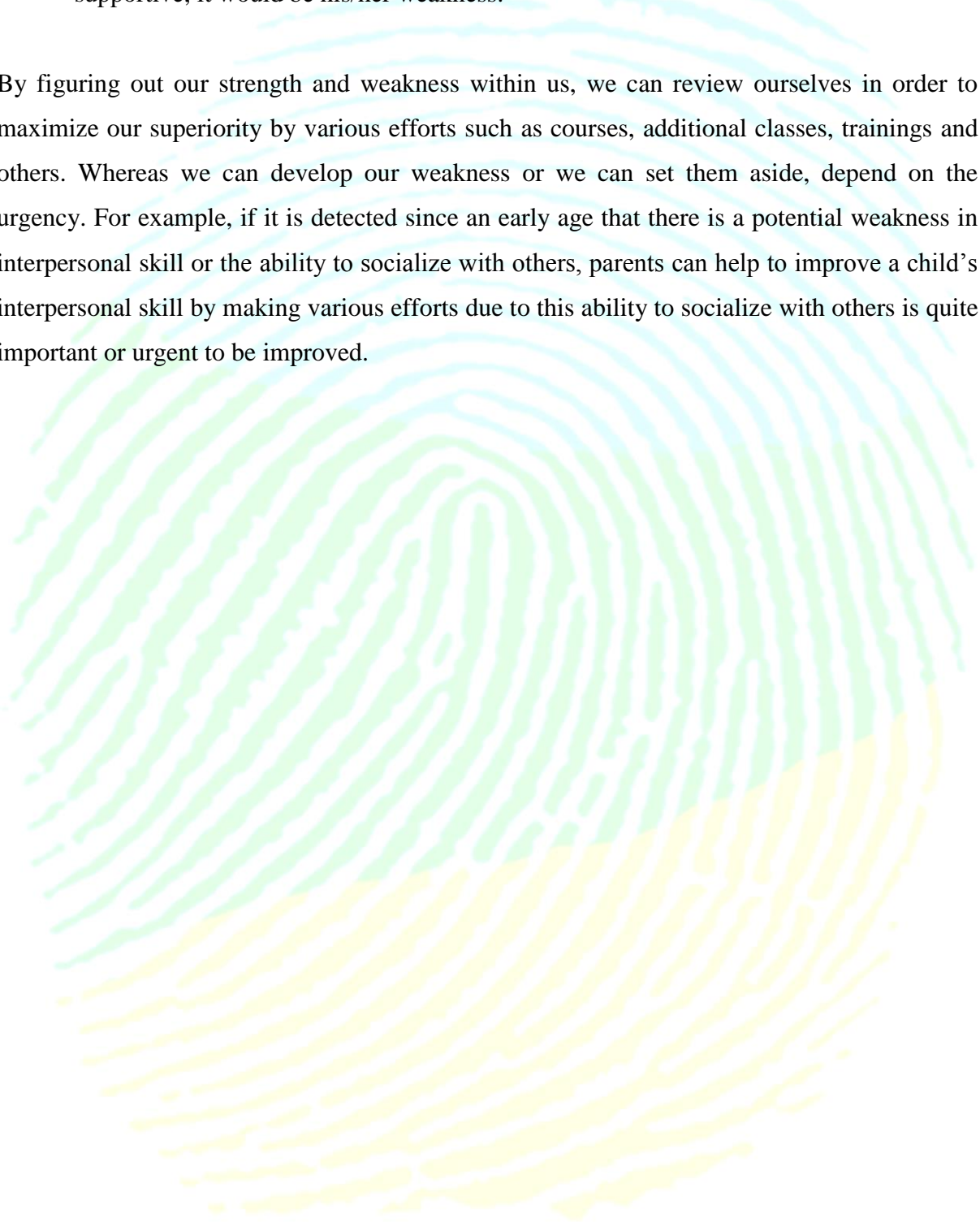
On page 3 of the report, there is an explanation of skills that are found in each fingerprint. In the white box there is a colored text that constitutes abbreviation of the fingerprint type that a person has. As an example of a fingerprint type is Arch Simple abbreviated as AS, Whorl Composite (WC), LU (Loop Ulnar) and so on. We do not explain fingerprint type in detail and if you are interested to know the complete detail, you can join fingerprint analysis training that we are holding.

For each fingerprint type there is a colored text with the following meanings:

1. **GREEN is a symbol of STRENGTH** contained in the said part of the fingerprint.
2. **BLUE is a symbol of AVERAGE** ability or standard or normal ability contained in the said part of the fingerprint.
3. **GREY is a symbol of WEAKNESS** contained in the said part of the fingerprint. It is important to understand that WEAKNESS is not a label that a child is “unintelligent”, it is rather that the child has a lower / weaker score if compare to other intelligent score within the child. For example A has weak ability in music and has superior ability in logic, it means that A’s music intelligent is weaker than his/her music intelligent. However, it does not necessarily means that A’s music intelligent is weaker if compare to other people, like B for example, even though B’s fingerprints result states that his/her music intelligent is the most superior compare to his/her other intelligent. So fingerprints analysis report does not label a person to be a genius, average, unintelligent, unlike IQ test result, because the comparison is made of the potential within him/her instead of comparison with others.

4. **YELLOW is a symbol of OPEN AREA** which means that his/her ability in the said fingerprint area depends on the environment that influences him/her, whether it is family, school work or other environment. If his/he/she has supportive environments, the skill in the said area can be superior, however, if the environment is not supportive, it would be his/her weakness.

By figuring out our strength and weakness within us, we can review ourselves in order to maximize our superiority by various efforts such as courses, additional classes, trainings and others. Whereas we can develop our weakness or we can set them aside, depend on the urgency. For example, if it is detected since an early age that there is a potential weakness in interpersonal skill or the ability to socialize with others, parents can help to improve a child's interpersonal skill by making various efforts due to this ability to socialize with others is quite important or urgent to be improved.



FACULTY SELECTION

In university, discipline specialization is divided into several specializations:

1. **Art and Sport** : related to kinesthetic and musical intelligence. From this majoring it is expected that individual could participate in musical industry, becoming musician, becoming football athlete, badminton athlete, dance, painter, carver, and its kind.
2. **Commerce** : related to logic, intrapersonal and visual intelligences. Of these majors, it is expected to take part to be an economist who can predict economic conditions, take into account the risks, or can also be an accountant, a financial consultant till businesses men.
3. **Science**: related to naturalist and logic intelligences so that it is expected to be a scientist in the field of mathematics, physics, biology, astronomy and the like.
4. **Medicine** : related to logic, naturalist and kinesthetic intelligences. Of these majors, it is expected to focus on health field such as medicine, nursing, health aide to alternative medicine.
5. **Law** : related to linguistic, interpersonal and logic intelligences. Of these majors, it is expected to explore the field of law such as becoming lawyers, judges, legislators and others.
6. **Management**: related to linguistic, interpersonal and intrapersonal intelligences. Of these majors, it is expected to explore the field of management which would always be required in all areas of business.
7. **Languages and Social Study** : related to linguistic and intrapersonal intelligence. Of these majors, it is expected focus on certain fields such as becoming linguists, translators, motivator, humanists, librarians and others
8. **Engineer** : related to logic and visual intelligences. Of these majors, it is expected to explore the field of engineering such as being architect, mechanical engineer, civil engineer and so on.
9. **Psychology** : related to intrapersonal and interpersonal intelligence. From this majoring it is expected that individual could participate in becoming psychology expert, counselor, mentor, motivator and its kind.
10. **Philosophy** : related to existential intelligence. It is expected that from this majoring individual will be able to steep into spiritual or social-humanity sector.

11. **Math & Finance** : related to logical intelligence. It is expected that from this majoring individual will be able to explore the field of engineering such as lecturer of mathematics, accounting/finance consultant and so on.
12. **Computers** : related to logical, kinesthetic and intrapersonal intelligence. It is expected that from this majoring individual will be able to explore the field of engineering such as computer programmer, network-internet-security engineers and so on.
13. **Journalism** : related to interpersonal, verbal-linguistic and kinesthetic intelligence. Of these majors, it is expected focus on certain fields such as becoming reporter, journalist, news anchor, writer, book editor and so on.

In fingerprint analysis report, each majoring has value or percentage. The higher the percentage in the majors is, the more ideal the majors are. Choose one to five majors with the highest percentage or value. Selecting majors would be also related with the environment. For example, if you have a family of musicians then to enroll to school of arts will certainly be easier to do without a lot of consideration. Whereas if you do not grow up in a family of musicians, usually there will be still a lot of consideration.

Selecting majors should also be adjusted with the willingness and ability of each student. When selecting the majors according to the passion, then the learning outcomes will be more effective than choosing majors due to following friends, forced by parents or simply prestige. One key success factor in the future is to choose the right major. If you do not have the talent or potential in the field of science, can you still get into the majors? Of course you can despite requiring more efforts. However, it would be better if it was supported by a suitable character for example Eagle or Dominant because people with Eagle type have competitiveness and a strong desire to succeed.

CHARACTER TRAITS

1. OPENESS

- **Introvert:** is a personality that focuses on hi/her own world. Stimulant comes from within themselves.
- **Extrovert:** is a personality that focuses on the outside world. Stimulant comes from outside themselves.

The concept of introvert-extrovert as referred here is related to self-openness. For example, a person who is good in socializing may has higher introvert value than his/her extrovert value, which means he/she is a type of person who likes to interact with other people but everything about him/her is kept to him/herself.

The understanding of "stimulant comes from within themselves" is meant for someone who is introvert, where his/her achievement and self development that he/she achieved will be more determined by him/herself. The same also applies if he/she has issues or problems in life, he/her him/herself is the one who is more able to motivate in order to recover.

The understanding of "stimulant comes from outside themselves" is meant for someone who is extrovert, where his/her achievement and self development that he/she achieved will be more determined by stimulant that comes from outside him/herself, such as family, friends, colleagues environment and others. Stimulant from outside gives stronger influence or support for an extrovert. When having problems in life, an extrovert needs support from the people around him/her in order to be motivated.

If the comparison of introvert-extrovert value is not too much of a different, then it can be said that the character of introvert-extrovert within him/her is relatively balance. It is important to understand that the percentage of the introvert and extrovert value in the finger print analysis report is not to measure how great is the stimulant obtained by a person, but it is to see the potential difference between both variables.

2. RECEIVING INFORMATION

- **Fact** : process the data base on real fact, practical, realistic, look at what is it and put on a been proven. They focus on the present and applicable.
- **Opinion** : process the data to see the pattern and relationships, abstract thinking, look at the various possibilities, rely on the future, innovative, creative and inspiring.

3. DECISION MAKING

- **Objective** : objective means based on logic and persistent thinking. Able to analyze and follow the rules.
- **Subjective** : subjective involves feelings, empathy, and norms in decision making.

4. TAKING ACTION

- **Planned** : based on systematic, structured and detail plan. Usually think and act well-organized. Dislike unexpectedly and unplanned things.
- **Flexible** : spontaneous, adaptive and act randomly, fond out going for change and uncertainty.

BRAIN & MENTAL ENDURANCE

In the fingerprints analysis report we can see to what extent does our brain and mental endurance have in living our lives. The scale used is “Very Stable” until “Greatly Affected”.

1. **Brain Endurance** is related to input that the brain receives and output that the brain lets out. The brain inability to handle input and output may result in the occurrence of stress that may influence in a person’s study or daily activities. If the score percentage is:

0% < 10%	= Very Stable
11%-30%	= Stable
31%-50%	= Began to be Affected
51%-70%	= Affected
> 70 %	= Greatly Affected

2. **Mental Endurance** is related to the harmonization between the left and the right brain. Brain disharmony may lead to disturbance in a person’s mental or personality condition. If the score percentage is:

0% < 10%	= Very Stable
11%-30%	= Stable
31%-50%	= Began to be Affected
51%-70%	= Affected
> 70 %	= Greatly Affected

Note: In order to train our brain and mental endurance, we can do various activities such as relaxation, meditation/yoga, worship, positive thinking, and so forth.

WORKING STYLE

- **MANAGEMENT** : the ability to plan, manage and handle things.
- **DECISION MAKER** : the ability to make decision, analyze and solve problems.
- **OPERATION** : the ability to operate tasks which are related to operational matters or motor skills.
- **COMMUNICATION** : the ability to understand and communicate to other people in verbal-non verbal aspects.
- **ADAPTATION** : the ability to classify changes, adapts and monitor new trends.

WORKER QUADRANTS

- **EXECUTIVE** : a type of job with organizational structures, clear rules, working systems, job descriptions and continuous career structures.
- **SELF EMPLOYEE** : a type of job that needs skills and self involvement, a type of job whose duty and authority cannot be delegated to other people, less capable working on a team.
- **BUSINESS OWNER** : a type of job that requires freedom to enable the expression of creativity, independent of systematic orders and standard procedures and strictly related to team work and co-operation with co-workers, team members and partners.
- **INVESTOR** : a type of job that depends on freedom and intuitions, allowing subjective decisions and free of boundaries to normative and logical ideas.

HOLLAND THEORY

The theory by Holland offers a simple and easy-to-understand typology framework on career interest and environments that could be used in career counseling and guidance. Holland postulated that vocational interest is an expression of one's profile, and that vocational interests could be conceptualized into six typologies (RIASEC), which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C).

1. Realistic (Doers) : People with mechanical & athlete abilities, like working outdoor with tools and objects, prefer dealing with things. People who are independent, stable, persistent, genuine, practical, and thrifty. No-nonsense, down-to-earth individuals. They have very practical approach towards life. They also value the natural, concrete and tangible things.

2. Investigative (Thinkers) : People with math & science abilities, like to work alone & solve complex problems and like dealing with ideas. These people are intellectual, introspective, inquisitive, curious, methodical, rational, analytical and logical. They like to solve problems, perform experiments, and conduct research. The Realistic people tend to perform activities that involve thought, observation, investigation, exploration and discovery. They are sharp in observation, doing calculation and applying logical brain.

3. Artistic (Creators) : People with artistic ability & imagination enjoy creating original work. These people are creative, intuitive, sensitive, articulate, expressive, unstructured, original, nonconforming, and innovative. They rely on feelings, imagination and inspiration. They prefer to work with ideas, abstractions, and concepts. They also enjoy work that is literary, verbal, visual, and aesthetic. They excel in art things.

4. Social (Helpers) : People with social skills, interested in social relationships helping others, solve problems, like dealing with people. These people are kind, generous, cooperative, patient, caring, helpful, empathetic, tactful, social and friendly. They prefer tasks that involve socializing, helping others, and teaching. They are good at teamwork, social interaction, relationship building. They take interest in humanitarian, educational, philanthropic, interpersonal, and service-oriented activities.

5. Enterprising (Persuaders) : People with leadership & speaking abilities like to be influential, interested in politics, economics, debating, competing and like to deal with people and ideas. They are natural leader and taking a lead is their natural trait. These people are adventurous, ambitious, assertive, confident, optimistic, dominant, persuasive, and motivational but sometimes they can be aggressive and violent too.

6. Conventional (Organizer) : People with clerical and math ability, prefer working indoors and organizing things, like to deal with words & numbers. These people are conscientious and conservative. They are logical, efficient, orderly organized, thorough and detail-oriented. They are individuals who value precision and accuracy. They excel in practical tasks, quantitative measurements, and structured environments. They are the ones who follow the rules.

** Lewis Holland was Professor Emeritus of Sociology at Johns Hopkins University and an American psychologist. Holland is best known as the creator of the career development model, Holland Occupational Themes. After graduation, Holland served in the army for 4 years, he worked as a classification interviewer, test proctor, psychological assistant and Wechsler test administrator. This experience led to his belief that many people exemplify common psychological types, although his training had fostered the belief that people are infinitely complex. He was also able to work with and get training from social workers, psychologists and physician experiences that stimulated his desire to become a psychologist.*

MZKENZIE THEORY

Walter L McKenzie* has overviewed the theory of Multiple Intelligences and proposed a different lookout for it. He has distributed the multiple intelligences in 3 different parts : 1. Analytical 2. Introspective and 3. znteractive.

1. ANALYTICAL

The Analytical domain consists of the logical, musical and naturalist intelligence. These are the intelligences that promote the processes of analyzing the knowledge that is presented to the learner. Analytical domain promotes the process of analyzing and incorporating data in accumulating knowledge. It is based on rational thought process, facts and figures.

2. INTROSPECTIVE

The Introspective domain consists of the intrapersonal and visual intelligences. These are the intelligences that have a distinctly affective component to them and promote learning through own experiences and beliefs. Introspective domain promotes learning through own experiences & beliefs. It is based on self analysis, introspection and self evaluation.

3. INTERACTIVE

The Interactive domain consists of the verbal, interpersonal and kinesthetic intelligence. These are the intelligences that learners typically employ to express themselves and explore their environment. Interactive domain promotes interaction with others in learning process. It is based on interacting & understanding others.

** Walter L. McKenzie, Jr. Twenty-nine years of experience in education and technology leadership, including teaching, writing, speaking, professional development and non-profit and professional association work. "Director of Technology; Northborough-Southborough Regional Schools, Southborough, Massachusetts Director of Information Systems; Salem Public Schools, Salem, Massachusetts Instructional Technology Coordinator.*



Dermatoglyphics Multiple Intelligence Analysis