THE BRITISH INSTITUTE OF GRAPHOLOGISTS

DIPLOMA   MBIG (dip)   Member of the British Institute of Graphologists

In order to gain the diploma MBIG (dip) from the Institute, a student must pass six exams: Part 1 A/B, Part 2 A/B, Part 3 A/B.

The requirements for each exam are outlined below. The exams are held annually and there is no time limit set between the three parts.

PART 1   BASIC PRINCIPLES of GRAPHOLOGY

Section A   **To be completed at home**

Over a four week period the student will be asked to assess two samples of handwriting by completing a full set of B.I.G. worksheets* and producing a report of 500 - 800 words for each sample provided, under exam conditions.

Section B   **Three hour written paper in London****

The student will be asked to assess one sample of handwriting by completing a set of Part 1B worksheets*, under exam conditions.

* B.I.G. worksheets are available from the Education Officer or Exam   Administrator, or may be downloaded from the website www.britishgraphology.org
** an alternative venue can be arranged

PART 2   PSYCHOLOGICAL THEORIES of PERSONALITY applied to graphology

Section A   **To be completed at home**

Over a six week period the student will be asked to assess two samples of handwriting by compiling a summary of working notes, lists of interpretations and psychological notes*, together with an in-depth report of 1500 - 2000 words for each sample, under exam conditions.

Section B   **Three hour written paper in London****

The student will be asked to assess one sample of handwriting by compiling a summary of working notes, and answer questions on psychological theories* in relation to the sample provided, under exam conditions.

* see syllabus for psychologists specified   ** see above

PART 3   APPLIED GRAPHOLOGY

Section A   **To be completed at home**

Over a six week period the student will be asked to prepare three reports on Personnel Selection, Career Guidance, and Partnerships and Human Relationships from samples of handwriting provided, under exam conditions. Reports may be compiled in any format but must be presented in a professional way.

Section B   **Three hour written paper in London****

The student will be asked to assess various samples of handwriting under exam conditions, and answer questions on the applications of graphology with reference to the syllabus, including development from childhood.

** see above

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SYLLABUS PART 1

BASIC PRINCIPLES of GRAPHOLOGY

The process of analysis has three stages:

A	Observation and classification of handwriting features
B	Interpretation of data
C	Compilation of personality profile

A OBSERVATION

To provide a sound basis from which to prepare a personality profile, the student should be able to:

1 observe and classify all the handwriting movements that are present in a script
2 adopt an organised and systematic (scientific) method of working
3 produce a checklist in which the first general impressions, observations and assessments of movements are accurately recorded
4 assess the speed, originality, layout and form standard of a script
5 recognise all the individual movements and allocate them correctly to the following categories:

a) **Degree of rhythm** – e.g. rhythmic, arrhythmic, stilted etc.
b) **Degree of regularity / irregularity** (consistency)
c) **Size** with reference to:
> absolute size
> individual zonal sizes
> balance of zones
> fluctuations of absolute size and / or individual zones
> increasing / decreasing of letters or words

d) **Slant of the downstrokes** in relation to the baseline
e) **Degree and placement of pressure** - heavy, medium, light, lateral, varying
f) **Type of stroke** - pasty, sharp, distinct, etc.
g) **Degree of currency** - good, fair, poor, disturbed etc.
h) **Layout** on the page
> margins
> spacing between words, letters, lines, paragraphs
> address
> signature
> envelope

i) **Baselines** direction of slope
> shape
> spacing

j) **Horizontal expansion of letters** (width) - broadness / narrowness
k) **Horizontal tension** e.g. well sustained, slack, weak etc.
l) **Degree of connection** of letters within words - e.g. connected, disconnected, partial, etc.
m) **Form of connection** e.g. copybook, angular, arcade, garland, wavy-line, thread etc.
n) **Style** (form of letters) e.g. full, lean, simplified, neglected, enriched, elaborated, printed, calligraphic (stylised), rounded, square
o) **Tendencies** - rightward / leftward movements that may be dominant, secondary or miscellaneous
p) **Other movements** starting and ending strokes
> oval / circle letters
> capital letters
> diacritics
> personal pronoun 'I' (PPI)
> covering strokes and counter strokes

q) **Other miscellaneous movements**

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SYLLABUS PART 1

BASIC PRINCIPLES of GRAPHOLOGY

B   INTERPRETATION

To analyse and interpret the data collected the student should be able to:

1   complete all sections of the standard B.I.G. worksheets

2   discern which handwriting movements are more or less important in any script and grade them as dominant, secondary or miscellaneous

3   understand that dominant movements in handwriting reflect dominant personality traits

4   know the general meaning and basic interpretation of all the main graphological movements

5   understand that an interpretation of a movement is not valid unless it is supported by at least two   other movements of similar meaning, and that all interpretations must be listed in the worksheets   before being included in the report

6   understand the importance of Form Standard and how this has a bearing on interpretation

7   assess the correct degree of emphasis or weight that should be given to any interpretation from the frequency and strength of the movements.

C   PROFILING

To integrate working notes and compile a personality profile the student should be able to:

1   assemble interpretations appropriately under the following headings:
   Vitality and Wellbeing
   Personality
   Social behaviour
   Intellectual qualities
   Working qualities
   Interests and Tastes
   Summary

2   convert interpretations into suitable sentences using clear, simple language, avoiding technical terms and expressing any negative interpretations as constructively as possible

3   combine interpretations and include contradictory material in a way that is meaningful

4   compile an outline sketch of the person as a whole and write a report that is well-rounded and reads well, avoiding anomalies under individual headings and between sections

5   conclude the report with a short summary

6   understand the application of the Institute's Code of Ethics in all its aspects.

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SYLLABUS PART 2

PSYCHOLOGICAL THEORIES of PERSONALITY
applied to graphology

The student should study the psychological theories of personality of five psychologists (Freud, Jung, Adler, Fromm and Maslow), paying particular attention to the subjects that are listed below.

The student should understand **how these theories may be related to handwriting**, and be able to apply them to gain insight into the personality and behaviour of individual writers.

THE PSYCHOANALYTIC APPROACH

Sigmund Freud   **Theory of 'Psychoanalysis'**

Psychosexual development: oral, anal, phallic, latency and genital stages
Id, ego, superego
Defence mechanisms
Neuroses

THE NEO-PSYCHOANALYTIC APPROACH

Carl Jung   **Theory of 'Analytical Psychology'**

Extraversion / introversion
Four functions (including inferior function)
Libido
Archetypes: animus / anima, persona, shadow, self (individuation)

Alfred Adler   **Theory of 'Individual Psychology'**

Children: Position in the family (birth order)
Pampering / neglect
Development of inferiority / responses to it
Adults: Inferiority / superiority complex
Compensations for inferiority
Responses to the challenges of life (lifestyle, social interest)
Character types: Dominant, Getting, Avoiding, Socially useful

Erich Fromm   **Theory of 'Social and Cultural Forces'**

Character Types: Non-productive: a) Receptive -   dependent on others
b) Exploitative - takes from others
c) Hoarding -   hoards possessions and feelings
d) Marketing - values superficial qualities
Productive: e) Productive - character type ideal for self-development

THE HUMANISTIC APPROACH

Abraham Maslow   **Theory of 'Motivation and Personality'**

Hierarchy of human Needs: Physiological
Safety
Love and belonging
Esteem
Self-actualisation *(N.B. details of 'Higher' needs are not required)*

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SYLLABUS PART 3

APPLIED GRAPHOLOGY

Practical applications of graphology include the following four areas of specialisation:

Career Guidance
Human Development (including Childhood and Adolescence)
Partnerships and Human Relationships
Personnel Management

1   CAREER GUIDANCE

This section covers the assessment of abilities, potential, intelligence and disposition, in order to assist someone in the choice of vocation. The student should be able to:

i)   indicate in which direction someone's aptitudes lie and which occupation or career might be pursued profitably

ii)   compile a list of relevant and suitable jobs or professions for the individual concerned

iii)   outline what each type of work involves and what qualities are required to do it.

The recommendations should take into account the individual circumstances of the client.

2   HUMAN DEVELOPMENT (including Childhood and Adolescence)

This section covers the identification of 'problems' and emotional reactions to the domestic environment. The student should:

i)   have an understanding of the development of personality whilst growing to maturity

ii)   have a knowledge of the physical development of men and women, including the effects of puberty on the personality

iii)   be able to identify and establish the extent of any maladjustment

iv)   be able to identify changes from a range of samples covering a period of time

v)   be able to prepare case histories and keep records

vi)   be aware of agencies that are appropriate for providing help with severe cases.

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3   PARTNERSHIPS and HUMAN RELATIONSHIPS

This section covers the relationship(s) between two or more people in business and social spheres, and their degree of compatibility. The student should be able to:

    i)   select appropriate factors for comparison in relation to the particular circumstances and types of report required

    ii)   assess the strength / weakness of these selected factors

    iii)   illustrate clearly the degree of compatibility

    iv)   prepare individual and comparative reports, together with a summary.

It is important that the student is familiar with, and understands, the range of circumstances and implications for relationships, particularly of the following:

    a) Business   - day-to-day group dynamics (e.g. office environment)
                              - team work
                              - relations with other staff, both senior and junior
                              - giving and receiving of directions and orders

    b) Marriage   - pre-marital consideration of complementary qualities and insight
                                into the character of prospective partner
                       - marital conflict, to assist in understanding difficulties

4   PERSONNEL MANAGEMENT

This section is concerned with human resources in the business sphere.

a) Selection / Recruitment
    i)   The student should be able to establish what is required for an analysis:
               - by a questionnaire presented to the client
               - from a job description provided by the client
               - from the client's requirements

    ii)   The student should be able to design and prepare a worksheet so that the writer's abilities, skills, strengths and weaknesses can be revealed

    iii)   The student should be conversant with the different styles of reports that can be prepared according to the client's needs. These should include:
               - verbal reports
               - written reports in: narrative format under specific headings
                                        tabular format
                                        visual format, including charts.

b) Monitoring   The student should be able to:
               - observe changes from a series of samples obtained over a period of time

c) Development   - assess potential for further training, development or change of duties

d) Employee Problems   - identify problem areas or difficulties (including integrity/dishonesty) connected with inter-personal relations in the workplace.