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# INBORN TALENTS & TRAITS DNA TEST REPORT

Code number: SM5123

Sex: Male

Country: United States



## CHARACTER

|     | Tested Gene             | Result |
|-----|-------------------------|--------|
| 1.  | Ta-01 Optimism          | ★☆☆☆   |
| 2.  | Ta-02 Risk-taking       | ★☆☆☆   |
| 3.  | Ta-03 Persistence       | ☆☆☆☆   |
| 4.  | Ta-04 Shyness           | ★★☆☆   |
| 5.  | Ta-05 Composure         | ★☆☆☆   |
| 6.  | Ta-06 Split Personality | ☆☆☆☆   |
| 7.  | Ta-07 Hyper Activity    | ☆☆☆☆   |
| 8.  | Ta-08 Depression        | ☆☆☆☆   |
| 9.  | Ta-09 Impulsive         | ★☆☆☆   |
| 10. | Ta-10 Attentiveness     | ★☆☆☆   |
| 11. | Ta-11 Mould-ability     | ★★★★   |

## IQ

|     | Tested Gene           | Result |
|-----|-----------------------|--------|
| 12. | Tb-01 Intelligence    | ★★☆☆   |
| 13. | Tb-02 Comprehension   | ★★☆☆   |
| 14. | Tb-03 Analytical      | ★★☆☆   |
| 15. | Tb-04 Memory          | ★★★★   |
| 16. | Tb-05 Creativity      | ★★★★   |
| 17. | Tb-06 Reading Ability | ★☆☆☆   |
| 18. | Tb-07 Imagination     | ★★★★   |

## ARTISTIC

|     | Tested Gene      | Result |
|-----|------------------|--------|
| 19. | Tc-01 Performing | ★★★★   |
| 20. | Tc-02 Music      | ★★★★   |
| 21. | Tc-03 Drawing    | ★★★★   |
| 22. | Tc-04 Dancing    | ★☆☆☆   |
| 23. | Tc-05 Literature | ★★☆☆   |
| 24. | Tc-06 Linguistic | ★★☆☆   |

Note: "★" means that the talent related gene you are carrying is outstanding; while "☆☆☆☆" means that the talent-related gene you are carrying is at normal status. More "★" indicates higher intensity of that particular trait or talent.

## EQ

|     | Tested Gene                          | Result |
|-----|--------------------------------------|--------|
| 25. | Td-01 Affectionate                   | ☆☆☆☆   |
| 26. | Td-02 Faithfulness                   | ★☆☆☆   |
| 27. | Td-03 Passion                        | ★★☆☆   |
| 28. | Td-04 Propensity for Teenage Romance | ★★☆☆   |
| 29. | Td-05 Sentimentality                 | ☆☆☆☆   |
| 30. | Td-06 Sociability                    | ★★☆☆   |
| 31. | Td-07 Self Reflection                | ★★☆☆   |
| 32. | Td-08 Self Control                   | ★☆☆☆   |

## SPORT

|     | Tested Gene                      | Result |
|-----|----------------------------------|--------|
| 33. | Td-01 Endurance                  | ☆☆☆☆   |
| 34. | Td-02 Sprint                     | ★★☆☆   |
| 35. | Td-03 Technique                  | ★☆☆☆   |
| 36. | Td-04 Training Sensitivity       | ★☆☆☆   |
| 37. | Td-05 Tendency of Sport Injuries | ☆☆☆☆   |
| 38. | Td-06 Sport Psychology           | ★☆☆☆   |

## PHYSICAL FITNESS

|     | Tested Gene            | Result |
|-----|------------------------|--------|
| 39. | Tf-01 Height           | ★★☆☆   |
| 40. | Tf-02 General Wellness | ★★☆☆   |

## HEALTH

|     | Tested Gene                              | Result |
|-----|--|--------|
| 41. | Tg-01 Obesity                            | ★☆☆☆   |
| 42. | Tg-02 Sensitivity to Second-Hand Smoke   | ☆☆☆☆   |
| 43. | Tg-02 Insensitivity to Second-Hand Smoke | ★☆☆☆   |

## ADDICTION

|     | Tested Gene             | Result |
|-----|-------------------------|--------|
| 44. | Th-01 Alcoholism        | ★☆☆☆   |
| 45. | Th-02 Smoking           | ☆☆☆☆   |
| 46. | Th-02 General Addiction | ☆☆☆☆   |

## Career Profiling

| R               | I               | A               | S    | E    | C    |
|-----------------|-----------------|-----------------|------|------|------|
| 0.48            | 0.61            | 0.74            | 0.41 | 0.33 | 0.34 |
| 3 <sup>rd</sup> | 2 <sup>nd</sup> | 1 <sup>st</sup> | -    | -    | -    |

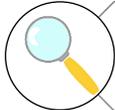
### Your Career Recommendations: **AIR**

Musician, Painter, Designer, Architect, Sculptor, Actor, Surgeon, Veterinarian, Costumer, Businessman, Sales & Marketing Manager.



#### REALISTIC

Practical, physical, hands-on, tool-oriented



#### INVESTIGATIVE

Analytical, intellectual, scientific, explorative



#### ARTISTIC

Creative, original, independent, chaotic



#### SOCIAL

Cooperative, supporting, helping, healing, nurturing



#### ENTERPRISING

Competitive environments, leadership, persuading



#### CONVENTIONAL

Detail-oriented, organizing, clerical

Special Remarks: While every effort has been made to empower individuals taking the Inborn Talents & Traits Genetic Test, Map My Gene LLC and its staff shall not be held responsible or liable for any injury, loss, damage, failure or expense sustained or incurred as a result of any act or omission in reliance of any of the information from this Genetic Test Report. This test does not have decisive functions on the person's psychological development; it only serves as a reference for his/her education or career advancement.

According to John Holland's theory, most people are one of six personality types. This profile serves as a reliable roadmap for you to plan your child's path towards educational and career success.

| RIASEC   |  |   |
|--|--|---|
| R  | I  | A   |
|  <p><b>Realistic</b> (<i>Do-er/ Hands-on</i>)- high sports genes.</p> <ul style="list-style-type: none"> <li>Realistic individuals are active and stable and enjoy hands-on or manual activities, such as athletics, building, mechanics, or machinery operation.</li> <li>The preferred work environment of the realistic type fosters technical competencies that allow them to produce tangible and actual results.</li> </ul> |  <p><b>Investigative</b> (<i>Thinker</i>)- high IQ and attentiveness genes.</p> <ul style="list-style-type: none"> <li>Investigative individuals are analytical, observant, intellectual and enjoy research, mathematical or scientific activities.</li> <li>The preferred work environment of the investigative type encourages scientific competencies, allows independent work and focuses on solving abstract, complex problems.</li> </ul>                               |  <p><b>Artistic</b> (<i>Creator</i>)- high artistic, creativity and imagination genes.</p> <ul style="list-style-type: none"> <li>Artistic individuals are original, intuitive, imaginative and enjoy creative activities.</li> <li>The preferred work environment of the artistic type fosters creative competencies, and encourages originality and use of the imagination in a flexible, unstructured setting.</li> </ul>   |
| S  | E  | C   |
|  <p><b>Social</b> (<i>Helper</i>)- high affectionate, sociable, passion and split personality genes.</p> <ul style="list-style-type: none"> <li>Social individuals are humanistic, responsible and concerned with the welfare of others.</li> <li>The preferred work environment of the social type encourages teamwork and allows for significant interaction with others.</li> </ul>  |  <p><b>Enterprising</b> (<i>Persuader</i>)- high optimism, risk-taking, impulsive and creativity genes.</p> <ul style="list-style-type: none"> <li>Enterprising individuals are energetic, ambitious, adventurous, and self-confident.</li> <li>The preferred work environment of the enterprising type encourages them to engage in activities, such as leadership, management and selling, and rewards them through the attainment of money, power and status.</li> </ul> |  <p><b>Conventional</b> (<i>Organizer</i>)- high composure (conscientious), persistence (task-oriented), and faithfulness (routine-based) genes.</p> <ul style="list-style-type: none"> <li>Conventional individuals are conscientious, efficient, careful, and organized.</li> <li>The preferred work environment of the conventional type fosters organizational competencies, such as record keeping and data management, in a structured operation and places high value on dependability and conformity.</li> </ul> |

## References:

- Holland, J. L., & Gottfredson, G. D. (1994). Career Attitudes and Strategies Inventory: An inventory for understanding adult careers. Odessa, FL: Psychological Assessment Resources.
- Hollands Occupational Personality Types (n.d.). Retrieved from [hopkinsmedicine.org](http://hopkinsmedicine.org)

# CONTENTS

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**OPTIMISM, RISK-TAKING, PERSISTENCE,  
SHYNESS, COMPOSURE, SPLIT PERSONALITY,  
HYPERACTIVITY, DEPRESSION, IMPULSIVE,  
ATTENTIVENESS, MOULD-ABILITY**

**CHARACTER**



**INTELLIGENCE, COMPREHENSION,  
ANALYTICAL, MEMORY, CREATIVITY,  
READING ABILITY, IMAGINATION**

**IQ**



**PERFORMING, MUSIC, DRAWING,  
DANCING, LITERATURE, LINGUISTIC**

**ARTISTIC**



**AFFECTIONATE, FAITHFULNESS, PASSION,  
PROPENSITY FOR TEENAGE ROMANCE,  
SENTIMENTALITY, SOCIABILITY, SELF-  
REFLECTION, SELF-CONTROL**

**EQ**



**ENDURANCE, SPRINT, TECHNIQUE,  
TRAINING SENSITIVITY, TENDENCY OF  
SPORTS INJURIES, SPORTS PSYCHOLOGY**

**SPORTS**



**HEIGHT, GENERAL WELLNESS**

**PHYSICAL  
FITNESS**



**OBESITY, SENSITIVITY TO SECONDHAND  
SMOKE, INSENSITIVITY TO SECONDHAND  
SMOKE**

**HEALTH**



**ALCOHOL, SMOKING, GENERAL ADDICTION**

**ADDICTION**



# OPTIMISM GENE

Optimism is a positive character. Optimists will always maintain a calm and positive mood no matter what the situation is and believe that anything bad that happens to them will soon be over and good times will come again. Harmony, health, beauty, success and happiness all originate from a positive state of mind. Misery, anxiety and pessimism may cause people to fall sick. An optimistic outlook will help people to overcome illnesses and prolong their life. Having an optimistic character enables one to stay happy and confident at all times and in all they do.



## Expert Suggestions

Some suggestions that can inculcate the spirit of optimism in a child are as follows:

- **Let children experience love and harmony in their home and have meaningful friendships.** Emotions and friendships play significant roles in cultivating a child's optimistic character. Parents should cultivate a strong bond with their children and encourage them to make sincere friendships. That will help them learn how to love and communicate with others harmoniously. Research has shown that children who grow up in happy families are more likely to possess outgoing and optimistic characters.
- **Grant children certain rights.** Correcting a child's behaviours has a profound effect on the development of his character. Parents should allow children to make their own decisions with parental guidance. A child who grows up with lessons from his past mistakes will learn to take responsibilities and not put the blame on others.
- **Guide children to positive thinking.** Parents should teach a child that the secret of being happy is in possessing positive thoughts. When the child is suffering from setbacks, parents should tell him that his future is still bright despite the setbacks and happiness awaits him in life no matter what happens.
- **Restrict children's possessive instincts for materials.** If children are given too many material things, they will have an illusion of "acquisition is the source of happiness". Parents should teach their children that happiness does not rely on the material things they possess.
- **Inculcate a variety of interests/hobbies in a child.** Parents who provide choices and guidance in introducing a variety of interests/hobbies for their child will be more likely to help build a positive character in him.



### What can you do?

"Parents should tell their children stories that illustrate optimism and teach them that optimism is a positive attitude that one should embrace. One should have an optimistic outlook towards life so as to live happily."

# RISK- TAKING GENE



## "Enthusiastic, Practical, Wise, Flexible"

People with risk-taking gene often possess many excellent qualities including being enthusiastic, practical, wise and flexible. They have rational judgment abilities and a constant curiosity about the world and their surroundings. Risk-taking characteristic can be seen in brave and fearless people, such as mountaineers who strive to reach the summit. They are not simply looking for thrills and excitement, but are challenging the human limits. Some scientists with risk-taking characters conduct extremely dangerous scientific researches that benefit humankind that no others dare to be involved in. However, there are also others whose risk taking strength is over functioned, neglect reality and pursue their dreams blindly and wilfully, this will result in wrong choices and decisions, leading to disappointing results in life. How then should parents inculcate good risk-taking spirit in their children?

### Expert Suggestions

- **Establish right philosophies.** Parents should prevent their children from indulging in bad habits or behaviours without affecting their creative and risk-taking spirits. Children's activities that violate the law, go against social or moral ethics or seek gains at the expense of others must be heavily chastised and restrained. On the other hand, children who explore an unknown field in an acceptable manner shall be encouraged, guided and supported.
- **Set up reasonable channels.** Children's recognition of the world is totally different from that of adults. Many things that adults are familiar with may sound completely strange to children, and those normal situations in adults' eyes may be totally foreign to children. Therefore, when trying to cultivate children's risk-taking character, parents should first think from a child's perspective and take progressive measures. Parents may encourage their children to take rides on the roller coasters, go skiing, mountain-climbing, etc, to experience the excitement, which will in turn, encourage them to cultivate the spirit of risk-taking and exploration.
- **Proper guidance in children's risk-taking behaviours.** It is children's natural instinct to be curious about everything. For example, they like to disassemble new toys and then try to fix them back. Parents should give assistance to children when they engage in such activities as well as answer questions they have. For example: How could radios speak? How could they sing? Of course, parents cannot use the theory of wireless communication to explain to the children, but instead, they should use metaphors that children are familiar with, or explain it in a manner that they would understand. Parents must also remember not to get angry with their children when a toy or something has been damaged by them out of curiosity. They should not scold or punish them as it will discourage their spirit of exploration. If possible, parents should assist their children to re-fix the items that have been disassembled. Such efforts will not only enrich children's imagination and creativity, but will also improve their hands-on abilities and parent-child bond.

**TO BE CONTINUED.....** (Gene descriptions and expert suggestions for all 46 talents and traits are included in this report)