Genetic Brain Organisation Profile

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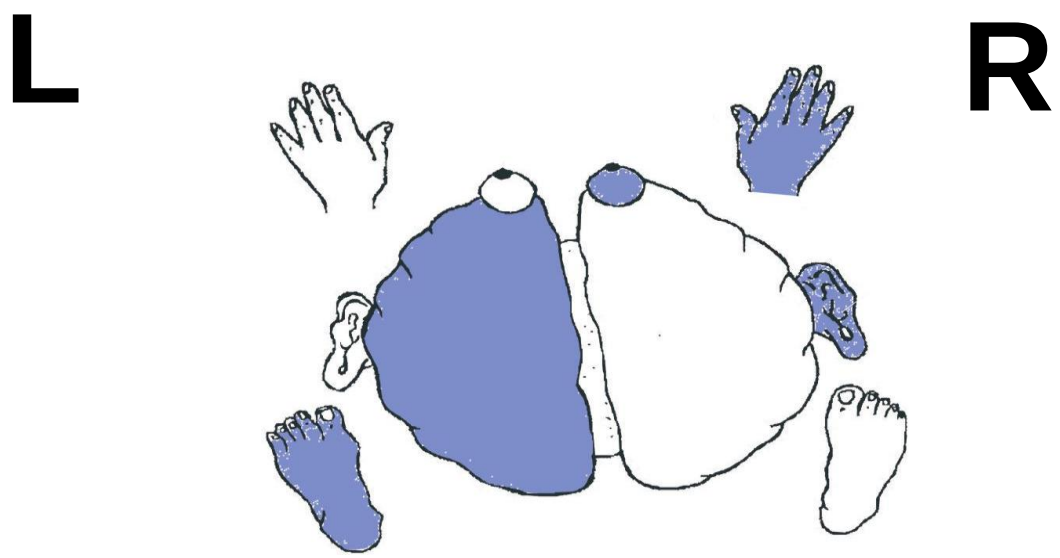
1. Genetic Brain Organisation Profile

Visually the *Genetic Brain Organisation Profile* presents as follows:

PROFILE AA: Linear / Uniform



2. Dominance checks

The dominance patterns were observed with the intention of eliciting the individual's genetic profile. The profile indicates the preferred cognitive and operational functioning under normal circumstances and the predicted compensations during stress. The AA profile has a left brain hemisphere dominance. In addition, three of the remaining dominant modalities – the eye, ear and hand – are also controlled by the dominant left hemisphere. The sole modality controlled by the non-dominant right hemisphere is the foot.

MODALITY	LEFT	RIGHT
Brain Hemisphere	●	
Eye		●
Ear		●
Hand		●
Foot	●	

1.1 Introduction

It all starts with ***you***, consciously and unconsciously! You have decided to make an investment in yourself by discovering more about yourself namely your personal **Brain** *Organisation* Profile (**GBP**)! Some of the facts that you will discover might be familiar but we hope that there might be some delightful surprises for you as well – some talent which you might not have utilized yet. Thus you might wonder about the why and how of your GBP.

a. Why do we have a GBP?

The obvious reason why all humans are programmed with a GBP is for survival purposes, for when in danger so that the body will understand which foot needs to start running first and which arm will respond impulsively in defending yourself. Therefore we also assist in giving advice related to how your success in specific sport!

b. Why should you understand your GBP?

Your GBP is established at conception, innately programming the way in which you do, hear, see, approach, perceive and react to people and specific situations. This information can assist you to plan for such and be aware of the factors that will cause you to

- Approach your work in a specific way
- Like or dislike certain tasks
- Have certain perceptions
- Stress or be apprehensive in specific situations or around certain people
- Prefer certain hobbies, activities and social situations
- Prefer to be alone or happier surrounded by other people
- Make certain mistakes unconsciously
- Be at risk in certain relationships; therefore understand how and why you might sometimes be manipulated making you vulnerable and sensitive or even to react in an aggressive manner!

The ultimate aim for understanding your GBP is to in your ideal career use your potential sensitivities as a strength! Once we have established your GBP we can assist you in giving you the criteria of how you would like to interact with others at work, how you should operationally be involved in tasks and how you would come across emotionally!

c. When should I assess my GBP?

Ideally in the perfect world we would like to establish the GBP already at age 3 in order to proactively enable awareness of potential learning challenges, while at the same time establishing physical, emotional, cognitive and intellectual potential.

Key interventions where the GBP will assist in decisions will be:

- Before going to pre-school
- To establish - School readiness
- Before making - Subject choices

- Before making - Career choices and considering promotional prospects
- Life choices (relationship, lifestyle, hobbies and relaxation options)

2.1 Brain hemisphere dominance

The dominant brain hemisphere was determined by predominant deltoid resistance indicated by muscle checking. Dominance was identified in the left hemisphere of the brain. This implies:

- Conscious reaction (you generally think before you react)
- Purposeful
- Compulsive rather than impulsive
- Sequential thinking
- Linear thinking
- Auditory analytical (you analyse the details in what you hear)
- Visio – focal (you prefer to see pictures rather than simply being told information)

2.2 Eye dominance

The eye dominance was determined via the Straight-Arm eye test, and was confirmed by predominant deltoid resistance indicated by muscle checking. Dominance was identified in the right eye. This implies:

- The eye tracks from left to right
- Fine motor movements are satisfactory
- You pay attention to detail
- You prefer linear patterns
- You prefer symmetry
- You prefer to work within systems
- You generally have foresight and plan accordingly
- You are able organise visual information

2.3 Ear dominance

The ear dominance was determined through predominant deltoid resistance indicated by muscle checking. Dominance was identified in the right ear. This implies:

- You tend to interpret language literally
- You do not usually pick up the meaning within covert speech
- You remember the detail in conversations and discussions
- Your language tends to be analytical
- You hear the facts, rather than the emotions
- You tend to be an impatient listener
- You are prone to interrupt others or daydream if you feel that they are becoming ‘long-winded’
- Breaks sound into small bits
- Hears the melodic line

2.4 Hand dominance

The dominant hand was identified by predominant deltoid resistance established via muscle checking. The right hand was indicated as dominant over the lesser deltoid resistance of the left hand. This implies:

- Structured verbal communication
- Structured written communication
- You tend to be articulate
- You tend to be organised
- You are able to delegate effectively
- Fine motor co-ordination
- You are likely to consistently process tasks using the same method or procedure

Dominance in the right hand also implies a natural ability for sports which require structured hand techniques. These sports include among others: tennis, golf and cricket. The combination of the right eye / right hand can provide skills for aim-related activities such as archery, shooting in netball or basketball and darts.

The right eye / right hand combination also means that the AA profile may tend towards perfectionism in their work.

2.5 Foot dominance

The foot dominance was identified by predominant deltoid resistance established via muscle checking. The left foot was identified as being dominant. This implies:

- Unstructured, creative approach to problem solving
- Likely to consistently adopt new approaches to problems
- Tends to avoid confrontation by walking away

Dominance in the left foot also implies natural ability for sports which require change-in-direction foot work. Examples of these sports are hockey, netball and polo. The left foot has natural rhythm and implies ability for dancing and floor work in gymnastics.

The AA Profile has the added advantage of maintaining learned techniques. This is due to the fact that under stress, you experience minimal loss of hand / eye coordination.

Although genetically dominant traits have been established, it is the combination and interrelatedness of the dominant modalities which determine the uniqueness of the profile.

3. Dominance profile

Individuals represented by the AA Profile tend to exhibit the following traits:

- Easy going
- Ultimate realist
- Resourceful
- Lively / quick
- Persuasive
- Alert
- Organised
- Takes the initiative
- Resourceful

4. Overview

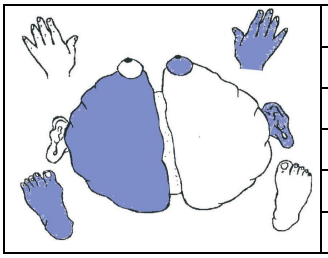
The AA Profile's major attributes are logic and full sensory access – both receptive modalities (eye and ear) continually process information due to their functioning from the dominant left hemisphere. These modalities are therefore unaffected under stress.

AA Profiles focus on the facts and dissect information with ease. You also have natural ability to analyse, verbalise and communicate in a written format. The specific details are easily seen, heard and communicated however; you may battle to connect with the information on an emotional level. Language is very important to AA Profiles in terms of how you prefer to communicate.

5. Normal functioning

Under normal conditions, the inherent strengths, weaknesses or sensitivities and personality traits are exhibited in the way the individual functions. This is based on the premise that no synaptic stress has occurred, and the individual still has full access to both hemispheres of the brain.

The AA Profile's *Genetic Brain Organisation Profile* is shown here again for ease of reference:



MODALITY	DOMINANCE
Brain hemisphere	Left
Eye	Right
Ear	Right
Hand	Right
Foot	Left

The AA Profile rapidly picks up detail. The diagnostic right eye implies the ability to see detail, add, calculate, measure, retrieve and check information quickly and accurately.

The dominant right ear implies the natural ability to hear detail rapidly. This implies a preference for short, fast-paced interactions with others which have direction and quickly come to the point.

Bear in mind that the 'impatience' of your right ear can cause you to unnecessarily miss spoken detail as you may lose concentration and attention. You are also predisposed to becoming bored, and interrupting others.

Generally you do not react to the emotional undertones of others, but this does not necessarily imply you are unable to be sensitive or empathetic. Rather it shows you have the ability to be objective with regard to body language and tone of voice.

Because your detailed eye and ear prefer brief, structured interactions with others, you will benefit from substantial periods of time where you can work alone and uninterrupted, and at your own fast pace.

The expressive hand and foot modalities function from the structured left hemisphere implying you have excellent abilities to plan, organise and structure information and processes quickly and easily.

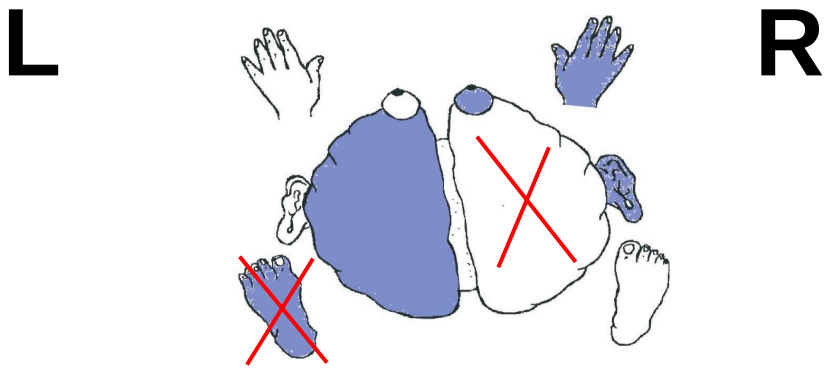
Because both the predominant functioning of the modalities and the cognitive processing all occur in the left brain hemisphere, deliberate experiences must be organised in order to enhance processing and functioning of the right hemisphere as well.

Although as an AA Profile you enjoy structure in your tasks, you can become irritated with too much routine or repetition as you grasp information very quickly.

6. Stress functioning

Under stressful conditions, access to the non-dominant right brain hemisphere is affected first. The result is that all other dominant modalities controlled by the non-dominant brain hemisphere will also be inhibited. In the case of the AA Profile, the eye, ear and hand modalities are controlled by the dominant left hemisphere, which implies that only the foot is affected by stress.

The stress profile is visually represented as follows:



AA Profiles are detailed, quantitative thinkers, but under stress it is possible that you may miss the big picture. Because cognitive processing is inhibited in the right brain hemisphere first (as

shown above), you may have difficulty understanding rhythmic, abstract, imaginative or emotional concepts, such as reading between the lines or picking up on nuances of meaning in what is being said or demonstrated.

Processing and understanding your own and others' emotional reactions can prove difficult especially if arguments or conflict go beyond the rational and become more emotional.

As the functioning of the both receptive modalities (the eye and the ear) is unaffected by stress, you are always able to see and hear information. This means you tend to focus on the facts and details of the situation and respond unemotionally. Continuous emotional outbursts from others are a source of frustration and irritation for your profile. Sadly, this can lead to you being labelled 'cold and unemotional'. However, in reality you are the person who can keep a level head and others on track even in stressful situations.

One of the two expressive modalities – the foot – is inhibited under stress (as shown above). This can slow down physical reactions and movements, and implies that your problem solving skills may be less effective. Because the left foot is 'open' and allows you to walk away from confrontation under normal conditions, its blockage under stress may leave you feeling overwhelmed and trapped if conflict arises.

7. Barriers

- Emotional outbursts of others frustrate you
- You can struggle to see the 'big picture' easily
- Slow and repetitive cognitive tasks bore and irritate you
- Not being recognised is de-motivating
- Unstructured work experiences are frustrating
- Having to listen patiently for long periods

8. Implications

- Both receptive modalities are available at all times
- The expressive hand modality is available at all times; the foot is blocked
- You may become frustrated with others' emotional outbursts which detract from the job at hand
- Language is very important for operational purposes
- You easily understand information when it is presented either verbally or in written or illustrated form, without emotional jargon
- You tend to think decisions through before acting
- You prefer structured work environments and appreciate orderly sequencing of data
- During stress you are able to see, hear and communicate, however you may miss the 'big picture' or end goal
- You can experience difficulty in relaxing and letting go as the receptive modalities are constantly processing information cognitively
- May have difficulty moving or expressing emotion in a stressful situation
- You function well in situations where others tend to fall apart
- You often express opinions impulsively, which are usually factually based
- You do not mind working alone

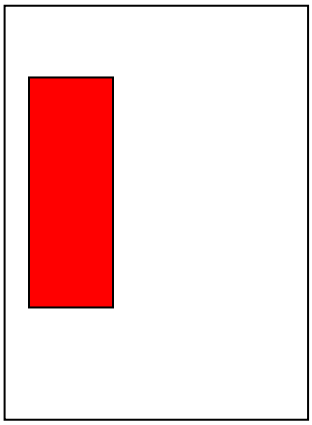
- You show tenacity and patience when observing processes, procedures and experiments until the facts are discovered
- You appreciate fair and consistent treatment
- You require deliberate, positive, enjoyable sensory experiences in order to develop conceptual creativity, introspective and sensitive interpersonal skills

9. Recommendations

- You benefit greatly from being given a structured objective before each task or job
- You prefer structured learning with orderly sequencing of information, where you are able to analyse the details
- When processing visual information, you quickly and easily grasp written and pictorial data such as graphs, charts, lists, maps, diagrams, flow charts and tables
- You are equally good at processing auditory information and have a good memory for numbers, spelling and details of a conversation and usually perform very well in verbal and mathematical skills tests
- You easily express yourself through gestures and writing which helps you to synthesise what you have learned
- You prefer to work at your own fast pace and to take the lead
- You should partake in physical activity in order to alleviate frustration
- Bear in mind that because your tendency is to favour a clear, linear progression of information and you focus on details, there is the potential for this to inhibit your ability to grasp the 'big picture'. Therefore your comprehension of the whole context of the incoming information can be decreased
- Check your perception when taking instructions
- Use structured checklists to limit and organise interaction with others
- You are encouraged to tell others when they are irritating you or wasting your time. If you do not, you may be accused of emotional immaturity when your frustration ultimately leads to an outburst.

Ideal position for you to sit in an audience / lecture:

Front



10. The 12 Intelligences

Although every individual's *Genetic Brain Organisation Profile* indicates that they are born with potential in some of the 12 intelligences, it does not imply that those in-born intelligences have been developed or are utilised to their fullest extent. Upbringing, schooling and environmental factors will determine which of – and to what extent – the intelligences will come to the fore.

In-born intelligences exhibited by the AA Profile:

- Linguistic intelligence – factual
- Visual-spatial intelligence – structured
- Logical mathematical intelligence
- Musical intelligence – technical precision
- Bodily-kinaesthetic intelligence – structured
- Naturalistic intelligence
- Interpersonal (social) intelligence – unemotional and objective
- Intra-personal intelligence
- Spiritual intelligence
- Componential intelligence

Intelligences requiring structured experiences for development:

- Linguistic intelligence – creative
- Visual-spatial intelligence – free design
- Musical intelligence – harmonising
- Bodily-kinaesthetic – creative
- Interpersonal (social) intelligence – showing patience and sympathy
- Contextual intelligence
- Experiential intelligence

11. Profile strengths

- You are straightforward
- You handle risks well
- You negotiate well
- You make things happen
- You respond quickly
- You are results oriented
- You remember data and facts
- You take action
- You mediate problems
- You deal in reality

12. Profile weaknesses

- You are generally impatient but specifically with the emotional reactions of others
- You can battle to see the big picture
- Team work can be challenging as you prefer to do things your own way and at your own pace
- You can find it difficult to be patient and understanding

13. Relationship needs

- You prefer colleagues and partners that are fast paced and concise
- You prefer factual honesty
- You are active with friends and family
- You enjoy both personal and group activities
- You have extensive outside interests
- You are a charming companion

14. Communication style

- You use both oral and visual communication
- You are personable and engaging
- You enjoy 'real' discussions
- You glean information from verbal cues, tone, pitch etc
- You enjoy discussing and implementing plans and operations

15. Preferred business setting

- You need and want a minimum of bureaucracy
- You like to include time for fun while working
- You enjoy overcoming technical problems
- You desire an attractive working environment

16. Working in a team

- You act as a bridge to facilitate negotiations
- You readily adapt to working with all types of people
- You are able to incorporate last minute changes
- You accept being the trouble-shooter
- You support projects with data and facts

17. Management style

- You are direct and assertive
- You are attentive in meetings
- You take charge in a crisis
- You use persuasion to expedite workflow
- You handle today's problems today

18. Career indications

The AA Profile is the perfect 'devil's advocate'. Any career where critical thinking and specialist skills can be utilised is ideal.

You should consider high-profile positions such as an advocate, medical trauma, intelligence services, industrial psychology, and quantitative research projects which require thorough and detailed analysis, such as forensics, foreign correspondence, actuarial science, risk management and stock broking.

You are encouraged to aim high and to steer clear of lower levels of functioning and positions which require you to consistently be submissive and exposed to others' emotional behaviour.

Consider careers where others tend to fall apart, as you will be able to keep going.

18.1 Additional career notes

Offer assistance related to your current position where you:

- Don't need to spend too much time with others
- Can use your organisational skills
- Can organise your own priorities and pace

19. Attaining & maintaining career satisfaction

It is important to note that there are successful people of all profiles in all occupations. In this section, specific criteria are highlighted which may not have been previously considered in terms of making the most of your career.

PROFILE AA: "LET'S GET BUSY"

19.1 Satisfaction is obtained from a career that:

- Lets you meet and interact spontaneously with many people where the interchange of ideas and facts are key rather than listening to their personal problems
- Is done in a friendly environment with other hard working and conscientious people who do not bring their personal problems to work or expect you to share your personal feelings on the job
- Allows you to use your keen powers of observation and your capacity for absorbing and remembering facts
- Lets you use your ability to search for solutions to problems, using first-hand experience and then critically analysing these solutions to find the best ones
- Is active and challenging, where things happen quickly and where you are allowed to take risks and be alert to new opportunities
- Lets you respond to unplanned situations, using conventional approaches where you can skilfully negotiate satisfactory solutions
- Takes place in an environment with clear and well defined rules and restrictions that everyone understands, and does not require time from you to check and supervise others all the time
- Allows you to work independently but supplies the opportunity to share frequently with others in an environment that is friendly and free of interpersonal conflict
- Allows you to organise your own time and immediate environment and to exert significant control over both the process and the product
- Gives you adequate time to formulate and process your ideas so they are thoroughly prepared
- Is in harmony with your personal values and beliefs and lets you maintain a high degree of personal and professional integrity

19.2 Work related strengths may include:

- Keen powers of observation and an excellent memory for factual information
- Ability to see what needs doing and to be realistic about what's necessary to complete a job
- Enjoyment in initiating and promoting projects
- Lots of energy – you enjoy being active on the job

- Ability to adapt well and to shift gears quickly
- Ability to make work fun and exciting
- Practicality, realistic perceptions and good common sense
- Process oriented approach – you create a lively and fun atmosphere at work
- Flexibility and willingness to take risks and try new approaches
- Willingness to accept differences and ability to go with the flow

19.3 Work related weaknesses may include:

- Difficulty working in groups, especially for long periods of time
- A tendency to be blunt and insensitive to others' feelings at times
- An inability to see opportunities and options which may not already exist
- Impatience and/or intolerance with the administrative and procedural policies of others
- Sometimes you experience difficulties making quick decisions and prioritising projects – you tend to see everything as important
- Occasional tendency to be impulsive and easily tempted or distracted
- You need to work on seeing the long-term implications of your actions
- Dislike of excessive rules and overly structured bureaucracy
- Some resistance to setting long term goals and difficulty meeting deadlines
- Think before you act, acknowledge others' opinions, and follow through on your commitments

19.4 Pathways to success:

Use your strengths to:

- Look around and find projects you would enjoy working on and volunteer for them
- Consider taking a time management course
- Ask supervisors to be clear about their expectations
- Find time during the day to get outside and do something physical
- Find others with complementary strengths to give your ideas balance
- Recruit and hire an efficient and organised assistant to help you with administrative routines
- Delegate some of the follow-through of projects as soon as possible

20. Summary

The AA Profile is matter-of-fact and unflustered – you have the ability to take whatever comes with a minimum of stress or worry.

Tending to like mechanical things and sports, your friends can be pushed to the side, and thus at times you may be labelled as blunt or insensitive.

Although the AA Profile has an excellent ability for the mathematical and scientific faculties, you prefer real things that can be worked with, handled, taken apart and put back together at both a concrete and an intellectual level.

Live your outer life with more intuition and your inner life with more thinking.

Born to be different!

Yours sincerely
Dr Annette Lotter

Appendix: The 12 Intelligences

The IQ test as we know it today grew out of the work of French Psychologist Alfred Binet, who, in the early years of the 20th century, devised a test to identify children, whose learning problems required remedial education. Lewis Terman at Stanford University standardised it to take population norms into account and the test became known as the Stanford-Binet. Terman later incorporated psychologist William Stern's notion of an intelligence quotient. In simple terms, IQ as it is universally recognised, is an individual's mental age, as determined by intelligence testing, divided by the person's chronological age – and the ratio multiplied by 100.

Over the years it has become the standard measure of intelligence while provoking fierce, passionate debate among academics, educators, and the lay public.

There is little doubt that IQ tests are reasonably good at assessing and predicting a pupil's school performance, "… but since intelligence is defined operationally as that which intelligence tests test, the test makers are *"chasing their own tail"*, declares Michael Gazzaniga, director of the Division of Cognitive Neuroscience at Cornell University Medical College.

In other words: intelligence tests measure the ability of people to do well in intelligence tests.

Typically, the IQ test predominantly measures an individual's ability with linguistic and logical-mathematical challenges as well as some visual and spatial tasks.

Enter Harvard professor of education Howard Gardner.

Gardner came up with his *"Theory of Multiple Intelligences"*, which says, in effect, that IQ should not be measured as an absolute figure in the way height, weight, and blood pressure are. It's a crucial blunder, he maintains, to assume that IQ is a single fixed entity that can be measured by a pencil-an-paper test.

It is not how smart you are, but ***how you are smart!*** This also implies that intelligence can vary in different contexts.

In arriving at his theory Gardner embraced ideas from a wide range of disparate sources. Gardner analysed studies of child prodigies, gifted individuals, brain damaged patients, idiots, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures.

In arriving at his theory Gardner embraced ideas derived from neurobiology, complemented by fields such as psychology, anthropology, philosophy, and history.

1 Linguistic intelligence:

The ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of such people.

2 Logical-mathematical intelligence:

The ability to reason and calculate; to think things through in a logical, systematic manner.

These are the kind of skills which are highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

3 Visual-spatial intelligence:

The ability to think in pictures, to visualise a future result.

To imagine things in one's mind's eye. Architects, artists, sculptors, sailors, photographers and strategic planners normally have this type of intelligence. People use it when they have a sense of direction, when they navigate or draw, or when they develop from mind ideas or flowcharts and find new ways of presenting ideas and things.

4 Musical intelligence:

The ability to make or compose music, to sing well, or to understand and appreciate music, to keep rhythm.

This is a talent obviously enjoyed by musicians, composers, and recording engineers. But most people have a basic musical intelligence that can be developed.

5 Bodily-kinaesthetic intelligence:

The ability to use one's body skilfully to solve problems, create products, or present ideas and emotions.

Obviously this is ability for athletic pursuits, artistic pursuits such as dancing and acting, or building and construction. One can include surgeons in this category, but many people who are physically talented – "good with their hands" – don't recognise that this form of intelligence as being of equal value to the others.

6 Naturalistic intelligence:

The ability to recognise flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productive.

For example: hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists and zoologists fit into this category.

7 Inter-personal (social) intelligence:

The ability to work effectively with others, to relate to other people and display empathy and understanding, to notice their motivations and goals.

This is a vital human intelligence exhibited by good teachers, facilitators, therapists, politicians, religious leaders, and salespeople.

8 Intra-personal intelligence:

The ability for self-analysis and reflection.

To be able to quietly contemplate and assess one's accomplishments, to review one's behaviour and innermost feelings, to make plans and set goals, to know oneself objectively. Philosophers, counsellors and many peak performers in all fields fit into this category.

9 Spiritual intelligence:

The ability to appreciate and accommodate views and opinions from people of other spiritual denominations.

Gardner admits that the mental abilities most valued in the western world are linguistic and logical-mathematical intelligences. Gardner notes, however, that the importance of these nine intelligences has shifted over time, and varies from culture to culture. In a hunting society, for example, it is a lot more important to have extremely good control of your body (bodily-kinaesthetic intelligence) and know your way around (spatial intelligence) than to add and subtract quickly. In Japanese society, the ability to work cooperatively in groups and to arrive at joint decisions (interpersonal intelligence) is highly valued. Whereas schools in the first 50 years or so of this century focused on linguistic and mathematical skills, Gardner (1983) speculated that linguistic abilities would become less important in schools in the near future as logical-mathematical abilities become more important related to technological and IT development.

The point is, while both logical-mathematical and linguistic intelligences are important today, it will not always be that way. Hence, Gardner's argument is that we need to be sensitive to the fact that what is valued as far as "intelligences" is concerned is changeable, something we need to keep in mind as we plan curricula and teach students. Annette Lotter (1985) has offered a view of mental abilities that questions the common assumptions that "smart is fast". This assumption underlies the overwhelming majority of IQ and aptitude tests, but is one that overlooks the evidence suggesting that smartness is not always associated with quickness.

First, it is well documented that a reflective rather than an impulsive style of problem solving tends to be associated with higher ability to solve problems (Baron 1982). Jumping to conclusions without adequate reflection can lead to false starts or erroneous thinking. How often, for example, do our snap judgments turn out to be poor ones, if not wrong ones? Yet, the vast majority of intelligence tests are timed, which forces the taker into an impulsive mode.

Second, research suggest that persons who are more highly intelligent tend to spend relatively more time than less intelligent persons on global, higher-order planning, and less time on local, problem-specific planning (Mulholland, Pellegrino, and Glaser 1980, Lotter 1981). Brighter people tend to be more reflective in their efforts to understand the terms and parameters of a problem the do less bright ones, something that takes more time, not less.

Finally, in a study which individuals were free to spend as long as they liked in solving insight problems, quite a high correlation, .75 (1.00 is a perfect correlation), was found between time spent on the problems and measured IQ (Lotter and Walpy 1982). These findings suggest that more able individuals do not easily give up when confronted with problems, and that persistence and involvement are highly related not only to successful outcomes, but to higher IQ's. For Dr

Lotter, the critical aspect of what constitutes "intelligence" is not necessarily the speed with which one arrives at a solution, but the processes one uses to get there.

Thus, Lotter, (1985) also suggests a "triarchic theory of intelligence" in agreement with Sternberg, based on research centring on the influence of context, upbringing and environment (1983 – 1985). This is a point of view that says there are different ways to be smart and that processing information quickly does not mean it was done accurately or correctly. Sternberg (1985) theorised that there are three aspects of intelligence: componential, experiential and contextual.

10 Componential intelligence:

The ability to reason logically and objectively.

Componential intelligence is that facet of people's mental ability that enables them to reason logically, to think analytically, to identify connections among ideas, and to see various aspects or "components" of a problem. It is the type of intelligence typically associated with people who do well on achievement and IQ tests. People with high componential intelligence might do quite well on multiple-choice or true-false tests, and might be especially skilled at critiquing and analysing arguments. This is one kind of intelligence, but not the only one. As observed by Lotter: "Many people are very good analytically, but they just don't have good ideas of their own".

11 Experiential intelligence:

The ability to think and solve challenges with new and ingenious solutions.

Experiential intelligence is a facet of mental ability associated with a person's capacity to combine disparate experiences in insightful ways. People high in this type of intelligence may not have the best test scores, but they are able to come up with creative and ingenious ways for seeing new combinations and possibilities in the world around them.

Lotter concluded from her research that experiential intelligence consists of three types of insight: selective encoding, selective combination and selective comparison. Experiential intelligence then is the capacity to not only make sense or our own experiences, but to reorder, recombine, and reinterpret our experiences in new and possible creative ways.

12 Contextual or practical intelligence

The ability to use practical common sense in solving challenges.

People use this type of intelligence in the context of their external world. It is one's practical intelligence or common sense, which might be loosely be defined as all of the really important things they never teach you in school. In Lotter's view, there are many people who do not do particularly well on tests, but who are extremely intelligent in a practical sense. Although this kind of intelligence does not fit the usual academic world, it is nevertheless intelligence, and as such, Lotter feels it should be considered along with all other expressions of human mental abilities.