



Genetic Brain Organisation Profile

CONFIDENTIAL

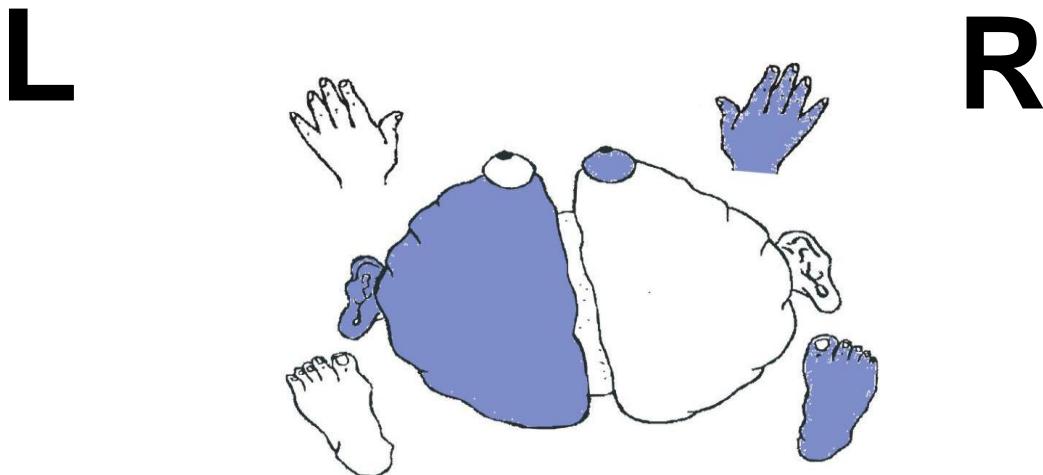
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1. ***Genetic Brain Organisation Profile***

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

PROFILE B: Linear / Mixed



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 B profile has left brain hemisphere dominance. In addition, the eye, hand and foot modalities are also controlled by the dominant left hemisphere. The sole modality controlled by the non-dominant right hemisphere is the ear.

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 left ear. This implies:

- Figurative language
- Rhythm
- Echo effect
- Gestalt / Tonal
- Sensitive ear
- Sympathetic ear
- Hears emotional intonation
- Builds sounds into words

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 B 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 right foot was identified as being dominant. This implies:

- You have a structured approach to problem solving
- You are likely to consistently approach problems from the same angle
- You will tend to use tried-and-tested methods or procedures to solve problems
- You tend to meet conflict or confrontation head-on

Dominance in the right foot also implies natural ability for sports which require straight-line foot technique. Examples of these sports are: athletics, swimming, cycling, gymnastics (bar and horse work) and equestrian sports.

The B 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 B Profile tend to exhibit the following traits:

- Sympathetic
- Detailed and factual
- Conscientious
- Respects tradition
- Sense of history
- Realistic
- Service oriented
- Meticulous with detail
- Practical and organised

4. ***Overview***

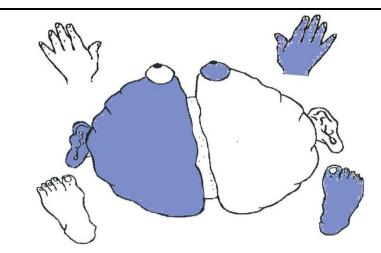
The B Profile's major attributes are logic and conditional sensory access – the eye continually processes information due to its functioning from the dominant left hemisphere. However, the ear is blocked under stress.

B Profiles focus on the facts and dissect information with ease. You also have the natural ability to analyse, verbalise and communicate in a written format. The specific details are easily seen and communicated however; you may battle to pick up verbal (auditory) detail and to connect with the information on an emotional level. Language is very important to B 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 B Profile's *Genetic Brain Organisation Profile* is shown here again for ease of reference:



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

The B Profile's left hemisphere dominance confirms the need for predictability and structure in order to relax. This simultaneously implies the profile's natural ability to organise, structure, plan, sequence and follow processes and procedures.

The detailed right eye enhances the above-mentioned abilities, and adds to your skills with regard to data capturing, processing, supervising and checking. The structured expressive modalities (hand and foot) indicate the potential for perfectionism and neatness.

The genetic left ear demonstrates potential musical talent and the ability to harmonise well within a group. The ear's sensitivity implies an innate tendency to show empathy and listen for long periods. The B Profile has a natural bed-side manner and you enjoy interacting with others, giving options and advice. Situations which require you to reprimand others will cause immediate stress.

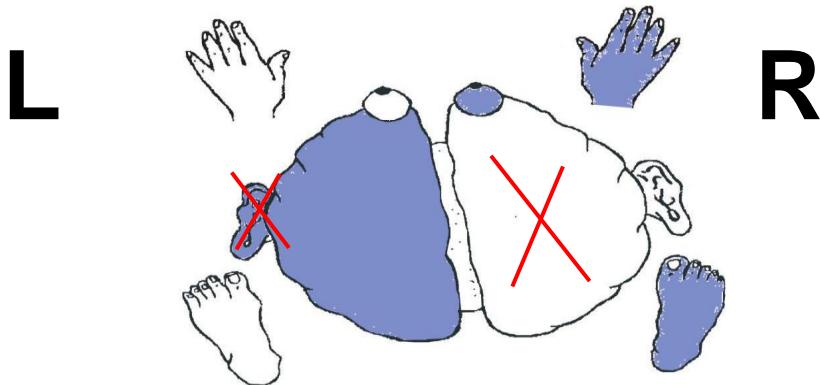
The sensitivity of the left ear also implies that you are easily affected by the tone of voice of others, as well as the level of ambient noise. You will be distracted easily by sounds, noise and talking if you work in an open office environment – which may affect your concentration and level of productivity.

When others sound unhappy, emotional or angry, the B Profile often incorrectly assumes responsibility for it. Therefore the danger exists that others may take advantage of your need to assist people.

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 B Profile, the eye, hand and foot are controlled by the dominant left hemisphere, which implies that their functioning remains in tact. Only the ear's functioning is affected.

The stress profile is visually represented as follows:



The major stressor for the B Profile is the negative tone of voice of other people. Because the right brain hemisphere is affected first, cognitive functions such as visualisation, conceptualisation, evaluating, criticising and comprehension will be impaired. The inaccessibility of the right hemisphere also implies that the functioning of the dominant left ear will be affected.

The tone and pitch of other people's voices can cause the B Profile to miss verbal detail. Thus, you only hear how it is said and not what is said. This will obviously impair your ability to respond objectively to verbal instruction and conversation.

All other functions: seeing, communicating, problem solving and getting the job done are unaffected. Be aware however, that the blockage of the left ear may reduce your efficiency and the accuracy of your work.

The B Profile's sensitive left ear likes to 'hear love'. You will therefore benefit from spoken praise or reassurance far more so than written communication.

7. *Barriers*

- Emotional outbursts and tone of voice of other people can upset you
- Noise and auditory distractions in the environment
- You can struggle to see the 'big picture' easily
- Not being recognised is de-motivating
- Unstructured work experiences are frustrating
- A lack of verbal praise is de-motivating

8. *Implications*

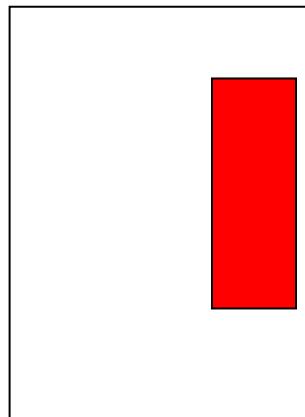
- The tactile, visual and verbal modalities are available at all times
- You are nearly always sensitive to sounds, noise and tone of voice
- The bigger the group, the more easily you will become distracted
- The auditory modality is seriously inhibited under stress
- You grasp new information best by visual, manual experiences, discussions and writing
- When the ear is blocked, you will experience difficulty processing auditory information
- You enjoy listening to music and to the rhythm, tone and emotional content of language
- You may benefit from deliberate interventions in order to develop adequate listening skills
- You may experience difficulty with memory, spelling or maths skills when under stress (due to the temporal lobe / limbic connection between hearing and memory)
- You tend to think before making a decision and moving physically
- You always stress subtly as you need to hear how others sound before you relax
- You have the potential to be emotionally manipulated by others because of your sensitivity to their tone of voice
- You are likely to approach situations cautiously where negative verbal feedback is possible
- You will act positively towards others in order to earn verbal recognition and praise

9. **Recommendations**

- You will benefit greatly from being given a structured objective before each task or job where you need to listen for details
- You prefer structured learning with orderly sequencing of information, where you are able to analyse the details
- You learn best by focusing on the visual details, or through practical application
- Visual information is quickly and easily grasped, especially when presented in forms such as charts, lists, graphs, maps, diagrams and tables
- You are equally good at processing auditory information and have a good memory for numbers, spelling and details of a conversation. You usually perform very well in verbal and mathematical skills tests, on the condition that the explanation was heard at the required pitch and tone
- When accessing auditory or spoken information, you tend to focus on the quality of the sound rather than on the specifics being communicated – especially under stress. In a tense situation this may lead you to react emotionally rather than rationally to what is said – which makes it impossible to process the details of the conversation
- You find it easy to manually piece things together in a planned, precise way
- You should partake in physical activity in order to alleviate frustration
- You should learn to understand other people's intonation – how do they sound naturally? This will help you to clarify what is emotional, and what is not
- Check your understanding of verbal instructions

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 B Profile:

- Linguistic intelligence – factual
- Visual-spatial intelligence – structured
- Logical mathematical intelligence – conditional
- Musical intelligence – harmonising and composing
- Bodily-kinaesthetic intelligence – structured
- Naturalistic intelligence
- Interpersonal (social) intelligence – patience and sympathy
- Spiritual intelligence
- Componential intelligence

Intelligences requiring structured experiences for development:

- Linguistic intelligence – creative
- Visual-spatial intelligence – free design
- Musical intelligence – technical
- Bodily-kinaesthetic – creative
- Interpersonal (social) intelligence – assertiveness
- Intrapersonal intelligence
- Contextual intelligence
- Experiential intelligence

11. *Profile strengths*

- You use resources wisely
- You are knowledgeable
- You are just and fair
- You are task oriented
- You work tirelessly
- You are considerate of others
- You personalise information
- You accept responsibility
- You plan for emergencies
- You simplify information

12. *Profile weaknesses*

- You are not always able to absorb and interpret verbal detail
- You may be subject to possible emotional manipulation by others
- You may agree to tasks you would prefer not to undertake, in order not to cause confrontation

13. *Relationship needs*

- You need to hear love and compliments
- You require continuous verbal recognition and encouragement
- Your partner and colleagues need to be aware of their own tone of voice
- You need structure and defined parameters within which to function
- You serve the family with loving devotion
- You enjoy family traditions
- You work first, then find time to relax

14. *Communication style*

- You use examples and demonstrations to communicate
- You are direct and to the point
- You look for clear-cut contrasts
- You write things down to complete the orientation process
- You are friendly, patient and accommodating

15. *Preferred business setting*

- You prefer business settings which provide job security
- You need time to be alone – especially when under stress
- You appreciate accurate and conscientious peers
- You enjoy direct physical involvement with work
- You want established rules and routines

16. *Working in a team*

- You are thorough and painstaking
- You carry out the detail and routine
- You personalise the goals and the project
- You provide stability and follow-through
- You make effective decisions and take action

17. Management style

- You are consistent and orderly
- You set priorities around people
- You use personal influence discreetly
- You preserve traditional rules and procedures
- You are focused and detailed

18. Career indications

The B Profile is known as the “Country Club Manager” due to the gentle left ear.

You should look for a career where there are both clear cut processes and structure which will allow you to work systematically and without continuous interference from other people.

You can easily analyse detail such as working with figures and numbers, microscopic and lab work, architecture, editing, bookkeeping, accounting etc. Be aware that you function best when you receive verbal recognition which helps to pace you and keep you motivated between tasks or jobs.

Be careful of people manipulating your sensitive left ear, therefore advisory jobs are better suited to you than having to supervise others. Examples are counselling psychology, medical advisory, legal advisory etc.

You should consider careers which require you to listen patiently, give people advice, and receive verbal reward for your effort.

18.1 Additional career notes

In order to maximise the fulfilment that you receive from your current position:

- Volunteer to help draft your department's / organisation's mission statement
- Delegate certain routine tasks or details to others
- Take a course in conflict resolution to optimise your natural mediator skills
- Consider becoming a trainer or coach in your field of expertise
- Do more of your work from home
- Stay in the same occupation but switch employers if you are unhappy
- Consider going back to university to obtain more specialised training

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 B: “STILL WATERS RUN DEEP”

19.1 Satisfaction is obtained from a career that:

- Is in harmony with your own personal values and beliefs and allows you to express your vision through your work
- Gives you time to develop substantial depth to your ideas and to maintain control over the processes and the product
- Allows you autonomy and a private work space with plenty of uninterrupted time, but with periodic opportunities to bounce ideas off people that you feel respect towards
- Provides you with organised structure and clear rules and guidelines
- Allows you to work with organised and caring individuals in a cooperative environment which is free of tension and interpersonal strife
- Allows you to express your originality and in which personal growth is encouraged and rewarded
- Does not require you to frequently present your work to groups of people or be called upon to share it before it is completed to your satisfaction
- Allows you to help others grow and develop and realize their full potential
- Involves understanding people and discovering what makes them tick
- Allows you to develop one-on-one relationships with others

19.2 Work related strengths may include:

- Thoughtfulness and the ability to focus on one idea or issue in depth
- Eagerness to be organised and dependable
- Deep commitment to work that you believe in
- Ability to work well on your own if necessary
- Natural curiosity and skill for getting the information you need
- Ability to analyse the small details and to see implications of ideas and actions
- Perceptive of others' needs and motivations
- Ability to work extremely well with people on a one-on-one basis

19.3 Potential blind spots:

- Develop realistic expectations for yourself and your job
- Try not to take rejection or criticism personally
- Look at the logical consequences of your actions
- Resist the tendency to avoid eliminating options and put off making decisions
- Concentrate on getting organised

19.4 Work related weaknesses may include:

- You need to understand the detail and purpose of projects or else you will experience unnecessary stress
- You have a tendency towards disorganisation and have difficulty prioritising when tasks are vague and not well structured
- You have difficulty working on projects that conflict with your values
- Your natural idealism can prevent you from having realistic expectations
- You find it difficult to work in highly competitive or tense environments
- You are reluctant to discipline those that directly report to you and to criticise others openly

19.5 Pathways to success:

Use your strengths to develop your patience to work with complex tasks when well structured

Try to realize that:

Finding the right job takes more time than you might expect or wish

- You need to have some boundaries – you can't please everyone all the time
- You shouldn't try to make important decisions based solely on your personal feelings – get input from objective and trusted colleagues or friends
- Beware that you are naturally prone to perfectionism which may delay you from completing tasks as you continuously try to improve your own work

20. Summary

The B Profile is friendly, quiet, responsible and conscientious. You work devotedly to meet your obligations and to serve your family, colleagues and clients. You are thorough, painstaking and accurate, however, you may require a little time to master technical areas as your interests are not often technical.

B Profiles are capable of showing amazing patience with detail and routine. They are loyal, considerate and concerned about the feelings of others.

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

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 than 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 of 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.