



## ***Genetic Brain Organisation Profile***

**CONFIDENTIAL**

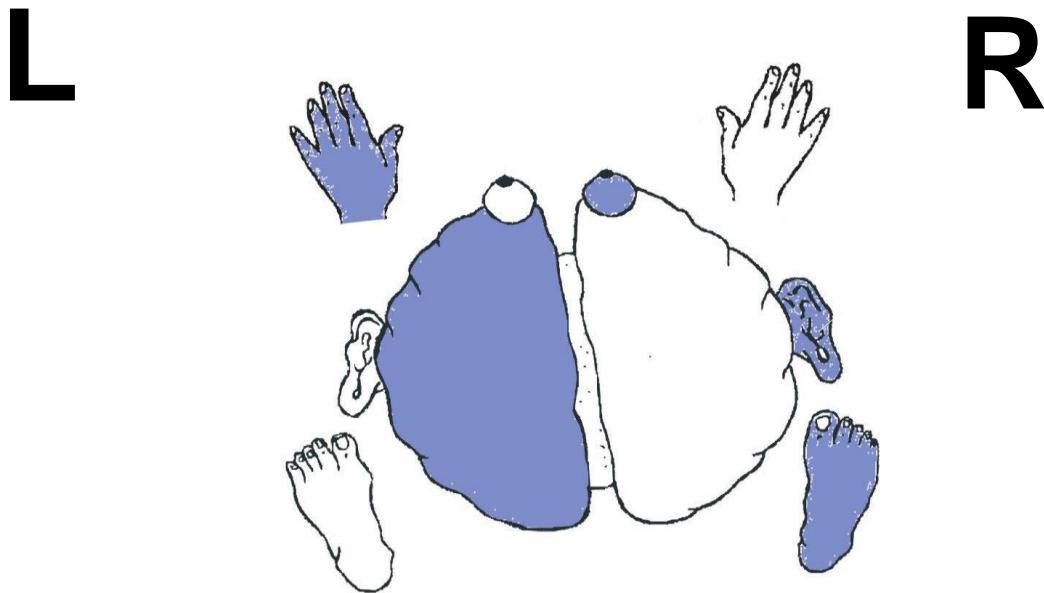
Web: [www.eduprofile.co.za](http://www.eduprofile.co.za)

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

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

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

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 to 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 left hand was indicated as dominant over the lesser deltoid resistance of the right hand.

- Highly verbal
- Poetic or metaphorical communication
- Can experience difficulty with penmanship
- Artistic tendencies
- Likely to find new methods to process tasks

If you make use of your right hand, it is considered to be the *functional* hand. This is *learned* behaviour and implies that the profile is, in fact, ambidextrous.

## 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.

***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 D Profile tend to exhibit the following traits:

- Thorough
- Factual
- Sensible
- Consistent
- Committed
- Reliable
- Reserved
- Systematic
- Orderly
- Down to earth

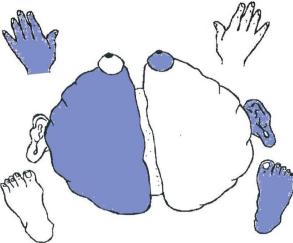
### 4. Overview

The D Profile's major attributes are logic, verbal and auditory access. Under stress, your communication is blocked (left hand). You easily process visual and auditory data, but you may experience difficulty communicating logically in a verbal or written way, or in understanding the 'big picture'.

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

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

Due to both the structured and detail eye and ear modalities, the D Profile always sees and hears information quickly. The diagnostic right eye implies the ability to see detail, add, calculate, measure, retrieve and check information. The detail right ear implies a natural ability to absorb auditory information rapidly. This indirectly indicates a preference for short and fast-paced interactions with others. Both the eye and the ear are considered to be non-sensitive to body language / facial expression and tone of voice. You therefore do not react to the emotional undertones of other people. This does not imply that you are unable to sensitive or empathetic, rather it means that you can remain objective towards others' behaviour.

Because the right ear becomes impatient quickly, an environment which allows you to work alone and at your own fast pace is essential.

The combination of the detail right eye / right ear implies that you do not need to maintain eye contact to hear what others are saying – be aware that they may consider you rude. Because you absorb detail so quickly, you easily become bored and will either ‘tune out’ or simply interrupt. Keep this in mind, or else it may reflect badly on you.

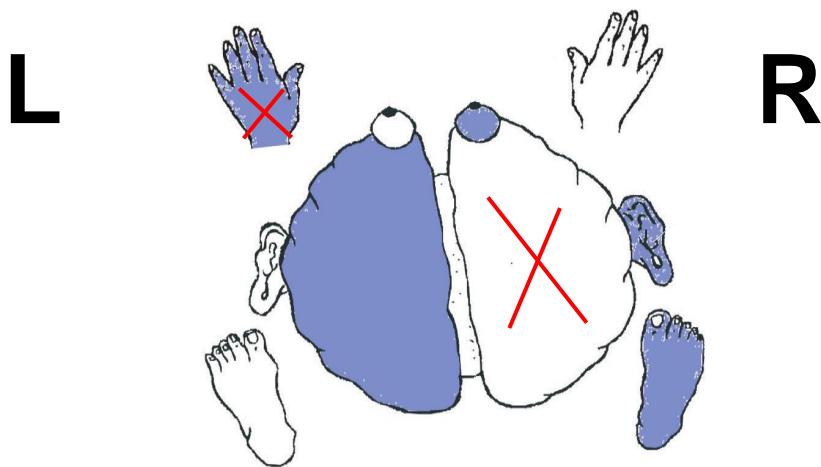
The expressive foot modality is functioning from the dominant left hemisphere. This means your ability to function is unimpaired. You also will not accept ‘no’ as an answer. The creative left hand, however, is controlled by the non-dominant right brain. It implies the ability to communicate well and flexibility to adapt to new, challenging situations. The combination of the right ear / left hand means that you can talk to anyone about anything – but you must ensure that you also listen to others and don’t dominate the conversation.

Because most of the modalities function in the left hemisphere, and all cognitive processing occurs there, it is important to participate in deliberate experiences to enhance processing and functioning of the right hemisphere as well.

## **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 D Profile, the eye, ear and foot are controlled by the dominant left hemisphere, which implies that their functioning remains intact. Only the hand’s functioning is affected.

The stress profile is visually represented as follows:



The D Profile is a detailed, quantitative thinker, although under stress you may lose sight of the ‘big picture’. Because functioning of the gestalt (right) hemisphere is lost first, you may struggle

to understand imaginative, rhythmic or emotional content, read between the lines and pick up on the nuances of what is being said.

Processing and understanding your own and others' emotional reactions can be a challenge for you, particularly if an argument goes beyond the rational and makes you feel stressed.

The functioning of the receptive eye and ear modalities are unaffected by stress. This means you are still able to absorb visual and auditory information without a problem. You therefore tend to focus on the facts and details of a situation and will not respond emotionally to the content. However, due to the blockage of the communication tool (left hand), your verbal responses may be inhibited under stress. You therefore require time out to think before reacting to situations.

Continuous emotional behaviour or outbursts from others is a source of major frustration for you. This can unfortunately lead to you being labeled as cold or insensitive, when in fact it is you that can keep a level head and others on track during stressful situations.

## **7. *Barriers***

- Emotional outbursts of other people frustrate you
- You can be unable to easily see the 'big picture'
- Slow and repetitive cognitive tasks are boring and frustrating
- No recognition is demotivating
- Having to listen patiently for long periods
- Blocked comprehension and communication under stress

## **8. *Implications***

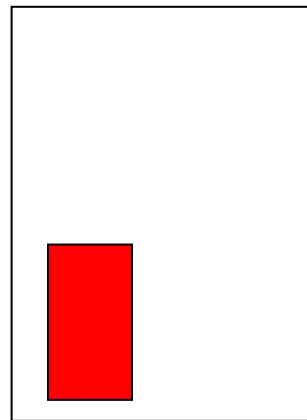
- Your ability to move away or avoid stressors and confrontation is always available
- Both receptive modalities are available at all times
- Language (oral and written) is very important for operational purposes
- You easily understand information when visually presented without emotional jargon
- You tend to think before moving physically and making decisions
- You may experience difficulty with physical movement and communication under stress
- You may have difficulty relaxing as the receptive modalities are always processing data
- You can get bogged down with repetitive factual detail
- You positively express opinions based on facts and evidence
- You function well in situations where others tend to fall apart
- When under pressure, you may express opinions impulsively
- You need deliberate, positive and enjoyable sensori-motor experiences to develop conceptual creativity, as well as introspective and sensitive interpersonal skills
- You get irritated easily by others' continuous emotional behaviour
- You don't mind being alone and working in isolation
- You have the patience and tenacity to observe processes and experiments until the facts are found
- You appreciate fair and consistent treatment

## 9. ***Recommendations***

- You will benefit greatly from having a structured objective before beginning a new task or job
- You prefer structured work with an orderly sequencing of information where you are able to analyse the details
- When processing visual information, you easily grasp and interpret written and pictorial information, especially when presented in the form of 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 equally well in maths and verbal assessments
- You will find it easy to manually piece things together in a planned and precise way
- You can normally easily express yourself through gestures and writing and this helps you to synthesise what has been perceived or observed
- You should work well at your own pace
- You need to be involved in physical activities to relieve stress and frustration
- Your challenge is that you tend to favour a clear, linear progression of information and that your focus on details inhibits your grasp of the big picture or whole context. This can reduce your comprehension of the incoming information

**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 D Profile:**

- Linguistic intelligence – factual
- Logical – mathematical intelligence
- Visual-spatial intelligence – structured
- Musical intelligence – technical precision
- Bodily-kinaesthetic intelligence – structured
- Naturalistic intelligence
- Interpersonal (social) intelligence – unemotional and objective
- Intrapersonal 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 – patience and sympathy
- Contextual intelligence
- Experiential intelligence

## 11. *Profile strengths*

- You know the rules
- You follow guidelines
- You like structure
- You can be relied upon
- You accept responsibility
- You adapt to new routines
- You take charge
- You are team oriented when leading
- Work comes before play
- You meet schedules

## **12. *Profile weaknesses***

- You may be too quick and fast-paced for others to keep up
- You can have an inability to communicate during stress
- You can be impatient with emotional behaviour from others

## **13. *Relationship needs***

- You are trustworthy and dedicated
- You stand behind the entire family
- You are known as the 'pillar of strength'
- You are thought of as conservative
- You expect the rules to be followed
- Beware of your choices when you start getting bored with relationships
- Communicate your needs clearly, but take notice of the needs of others too

## **14. *Communication style***

- You prefer visual concepts such as graphs, charts etc
- You are direct and to the point
- You adhere to agendas during meetings
- You use experience as the basis for conveying information
- You show the logical applications and steps

## **15. *Preferred business setting***

- You plan the work and then follow the plan
- You want goals and projects to be detailed
- You prefer hands-on experiences
- You expect all aspects of work to be orderly
- You prefer a task-oriented, quiet environment

## **16. *Working in a team***

- You are organised and plan ahead
- You are capable of following a schedule
- You respect traditions and rules
- You take responsibility for the project
- You want to be efficient and meet the deadline

## **17. Management style**

- You set the standards for other employees
- You are goal oriented and expects others to follow
- You conserve resources and expenditure
- You are direct and to the point
- You support existing systems and standards

## **18. Career indications**

D Profiles should focus on careers where critical thinking and specialist skills can be used.

Consider high profile careers such as an advocate, advertising, medical trauma, intelligence services, strategic military and industrial psychology.

Aim high and avoid lower levels of functioning and positions which will require you to be submissive and constantly involved with other people's emotions all the time.

Your natural inclination to talk a lot shows potential for careers such as embassy work, political correspondence, journalism etc.

You should consider careers where other people fall apart.

### **18.1 Additional career notes**

Offer assistance related to your current position where you:

- Can demonstrate your ability to make others feel comfortable
- Can use your excellent organisational skills
- Resolve conflicts with others
- Ask your boss to be clear about performance expectations
- Volunteer for a meaningful cause either inside or outside your organisation
- Make sure you have sufficient social stimulation during the day
- Implement efficiency systems and require direct reports to use them
- If you are not a manager, identify a project that needs doing and volunteer for it
- Find people with complementary strengths to give you input and balance
- Set up short-term goals that you can meet

## **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 D: “WHAT CAN I DO FOR YOU?”**

#### **19.1 Satisfaction is obtained from a career that:**

- Lets you establish and maintain warm, genuine interpersonal relationships with other people while working in real and tangible ways to improve their quality of life
- Has practical benefit for people and allows you to learn and master new skills before having to use them
- Allows you to exercise control, working with many people and helping them to work harmoniously towards a common goal
- Has clear expectations and where the evaluation of your performance is judged upon established and explicitly stated criteria
- Takes place in a cooperative environment which is free from conflict and tensions between supervisors, colleagues, clients etc.
- Allows you to make decisions and use efficient procedures to ensure that all the details of the project are carried out according to your specifications
- Provides you with plenty of opportunities to interact with other people throughout the day and to be an integral part of the decision making process
- Allows you to organize your own work and that of those around you to ensure that things run as smoothly and efficiently as possible
- Takes place in a friendly environment where people express their appreciation for your accomplishments, where you feel approval and support and where you can consider your co-workers to be your friends
- Takes place in a setting with an existing structure, where the chain of command is known and understood, and where authority is respected

#### **19.2 Work-related weaknesses may include:**

- Avoid the tendency to burn bridges once you think you have crossed them
- Try not to become easily discouraged, accept constructive criticism in the spirit in which it is intended
- Gather more objective criteria to make decisions rather than relying exclusively on your feelings
- Leave environments where there is great interpersonal tension
- Be aware of your reluctance to embrace new and untested ideas
- Your desire to focus on the present rather than on the future can mean that you can have a short-term focus
- You can have difficulty adapting to change and switching gears quickly
- You can find it difficult to work alone for extended periods of time

- You can have a tendency to show favouritism
- You can be inclined to make decisions prematurely, before you have enough information
- You focus on specific details rather than implications and the 'big picture'
- You have a tendency to be opinionated and rigid
- You can have difficulty in listening to and accepting opposing view points
- You have a tendency to become discouraged without praise or expression of appreciation

### **19.3 Pathways to success:**

Your strengths include:

- Great energy and drive to get things done and be productive
- The ability to cooperate and create harmonious relationships with others
- A practical and realistic attitude and aptitude for working with facts and details
- A nurturing and helpful nature; you praise and reinforce good performance in others
- Decisiveness and a stabilizing factor
- The ability to maintain an organisation's traditions
- Strong organisational skills and a clear work ethic
- Loyalty and belief in the value of working within a traditional structure
- A strong sense of responsibility: you can be counted on to do what you say
- The ability to follow established routines and procedures
- Common sense and realistic perspective

## **20. Summary**

D Profiles tend to be serious and outspoken. You earn your success through concentration, dedication and thoroughness. As a person you are practical, orderly, matter-of-fact, logical, realistic and dependable. You take responsibility and ensure that everything is well organised.

You have the ability to make up your mind about things and then work towards them steadily, regardless of protests or distractions.

Live your outer life with more thinking 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 20<sup>th</sup> 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-kinesthetic 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-kinesthetic 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 curriculums 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 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 centering around 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 analyzing 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.