Genetic Brain Organisation Profile

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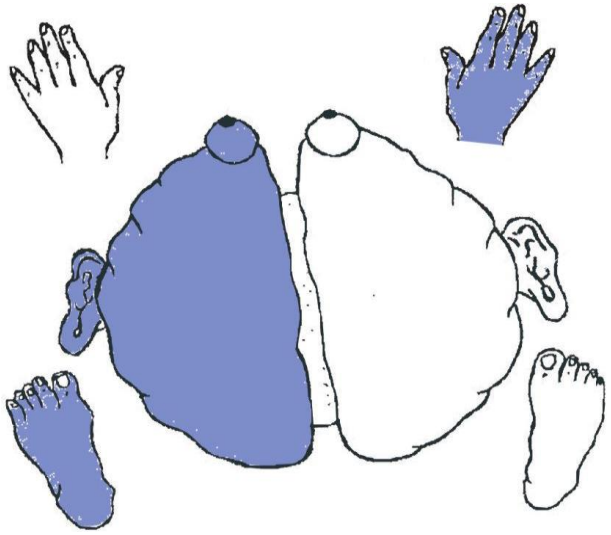
1. Genetic Brain Organisation Profile

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

PROFILE EE: Linear / Mixed

L **R**



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 EE 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 left eye.

- Tracks from right to left
- Gross motor movements
- Sees the 'big picture'
- Spatial
- Shape
- Colour
- Distance
- Hindsight
- Sensitive to visual movement

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.

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.

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 EE Profile tend to exhibit the following traits:

- Deals with the real world
- Goal oriented
- Responsible
- Stable
- Systematic
- Conscientious
- Organiser
- Thorough
- Decisive
- Logical and objective

4. Overview

The EE Profile's major attributes are logic, communication and being kinaesthetic. However, under stress both the visual and auditory modalities are blocked. You are highly verbal and enjoy communicating and writing but you experience difficulty in seeing and hearing the specifics when pressurized.

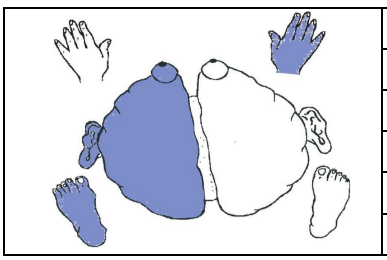
The sensitive left eye physiologically prefers to track from right to left. This may result in tiredness if much reading is required. There is also the potential for letter and number reversals or transpositions when dealing with highly detailed text.

If you are allowed to talk new information through, you will understand, consolidate and internalise it easily.

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



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

The EE Profile processes visual and auditory information in the right (gestalt) hemisphere. The hand is energised by the left brain hemisphere, indicating a fair degree of perfectionism.

Therefore processing of information occurs in the gestalt hemisphere, while you internalise and express yourself using the linear hemisphere (left).

You receive information sensitively, but express yourself logically. Your success in absorbing information will be directly influenced by the tone of voice and body language of others. When others look or sound emotional, you will analyse the emotion and miss the actual specifics of what was observed or heard.

The genetically dominant left eye tracks from right to left. This can result in tiredness when reading large volumes of text. It may also miss written detail, and letter and number transpositions are possible. However, the left eye has exquisite intelligence to visualise and conceptualise innovative ideas. It also has wonderful artistic and design ability. Be aware that the left eye is acutely sensitive to the body language and facial expression of other people. The E Profile can incorrectly assume responsibility when others appearing to be unhappy or angry. You can easily feel intimidated.

The left eye is also sensitive to movement going on in the environment and aesthetically pleasing objects. It therefore has the tendency to become distracted and scan the surroundings for something to day-dream about. This can lead to difficulty in maintaining eye contact with a speaker, if it is required for a lengthy period. To assist the eye in remaining focused, work areas should therefore be uncluttered and free of visual distractions. Try note-taking as a trick to focus your attention.

E Profiles need to ‘see love’. It is highly beneficial to your emotional state and level of motivation if you witness happy reactions from other people due to your effort. You appreciate visual recognition such as notes, cards, emails, flowers etc.

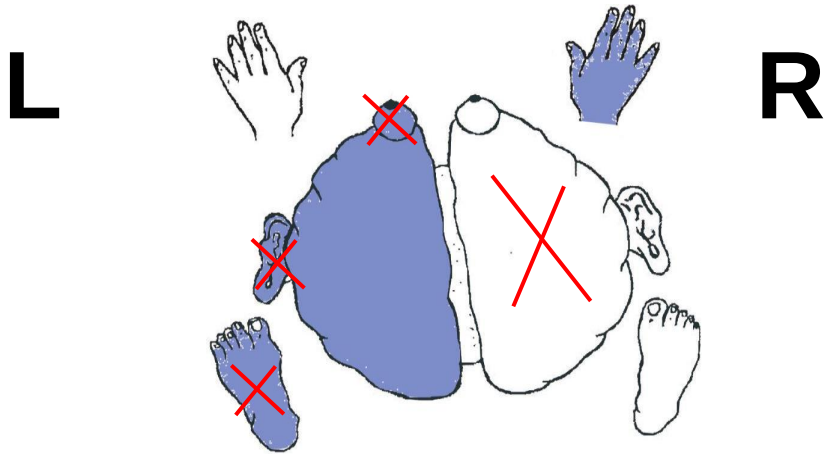
Profiles with left ears have the ability to harmonise well in a singing group and to compose music. Because the auditory sense of the left ear is more acute than that of most other modalities, detail may not be heard if an instruction or discussion takes place at a slightly higher pitch.

The expressive hand modality is controlled by the structured left brain hemisphere. This implies the ability to plan, organise and structure information and processes easily. The foot, however, functions from the creative right hemisphere - thus problem solving will always be approached in a new and innovative way.

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 EE Profile, the hand is controlled by the dominant left hemisphere, which implies that its functioning remains intact. However, both receptive modalities (eye and ear) and the foot are affected by stress.

The stress profile is visually represented as follows:



During stress the eye and ear are both blocked. This means that you may react more emotionally than normal. The blocked receptive modalities can lead to difficulty with memory, seeing detail and mathematical calculations, as detail is easily missed.

Because the foot is blocked in stress, it implies that you will have difficulty in walking away from problems or confrontation which may hamper your ability to be objective.

The emotional sensitivity of the eye and the ear implies that you tend to avoid interactions with others if you are upset or stressed. The open hand shows that you may be quite verbal, but there may be a lack of sequence and logic to your thought pattern and communication.

The functioning of the receptive eye and ear becomes acutely sensitive with regard to others' tone of voice and body language / facial expression under stress. You may be able to recall how the information was conveyed and with what body language, but will be unable to remember specifics of the conversation.

With both receptive modalities blocked under stress you need a lot of emotional support and to self-manage your reactions so that you don't become a victim of only interpreting from an emotional point of view.

The ability to work (hand) is not inhibited under stress. Problem solving, and physical reaction times (foot) however, may be slightly slower and more subjective.

It is very important for you to understand that your natural sensitivity to the emotional behaviour of others will cause you to experience major stress; however, those other people may be completely unaware of their effect on you. Thus, when you respond sensitively, they may perceive you as overly emotional instead of understanding their role in your reaction. You need to manage this situation: tell others how you perceive the way they look and sound, so that you force them to acknowledge their emotional behaviour which may upset you. Check your perceptions: "Am I seeing / hearing you correctly…?"

7. Barriers

- Hearing and seeing others being upset causes you to stress
- Being the cause of making others look or sound upset can upset you in turn
- Unstructured work experiences and environment
- Impatience from others
- Unfair labelling and treatment
- Visual and auditory distractions at work
- No visual recognition or verbal reward

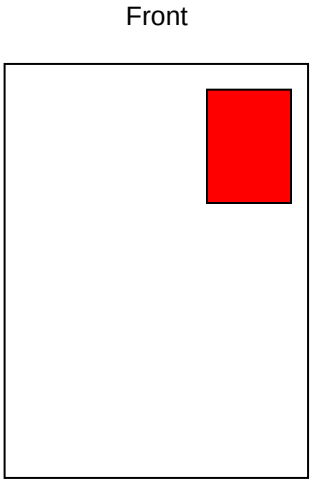
8. Implications

- The tactile and verbal modalities available at all times
- The visual and auditory modalities inhibited under stress
- You are always sensitive to visual and auditory distractions, tone of voice and body language
- The bigger the group or meeting, the more distracted you will become
- The above sensitivities open you up to manipulation by others
- You are always subtly stressed – you need to see what someone looks like and hear what they sound like before you can relax
- You understand and integrate information best by visual and manual experiences, writing and discussion
- You may need to touch, see or speak and/or write new information to internalise and remember it
- When experiencing difficulty following directions, you may benefit from whole body movement
- When not under stress, you easily access image, rhythm and emotion
- You tend to use emotive language
- You may experience tiredness and letter / number transpositions when your work requires much reading and the documents are long and detailed
- You prefer not to see or talk to others under stress; you need quiet time to re-evaluate and assess the situation
- You tend to think before moving physically and making decisions

9. Recommendations

- When dealing with visual information you prefer to see the big picture before you begin to structure it in an orderly and logical way
- However, when under stress you may struggle to perceive the big picture and you then try to focus on the detail, which can make visual or written information difficult to master
- When accessing auditory or verbal information, you tend to focus on the emotional undertones of the other person's voice, rather than the specifics being communicated especially when stressed
- In a tense situation this may influence you to respond emotionally rather than to what was actually said and may result in your inability to process the details or specifics of the information
- You need to be involved in physical activity to help alleviate stress and tension
- Deliberate time out is important when in stress to plan and consider appropriate action. This will help to improve your own objectivity about the situation or person involved

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



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 EE Profile:

- Linguistic intelligence – creative
- Visual-spatial intelligence – free design
- Musical intelligence – harmonizing and composing
- Bodily-kinaesthetic intelligence – structured
- Naturalistic intelligence
- Interpersonal (social) intelligence – patience and sympathy
- Intrapersonal intelligence
- Spiritual intelligence
- Componential intelligence

Intelligences requiring structured experiences for development:

- Linguistic intelligence – factual
- Logical – mathematical intelligence
- Visual-spatial intelligence – structured
- Musical intelligence – technical
- Bodily-kinaesthetic – creative
- Interpersonal (social) intelligence – assertiveness
- Experiential intelligence
- Contextual intelligence

11. Profile strengths

- You plan ahead
- You declare your views openly
- You use your experience
- You organises people well
- You follow through
- You meet deadlines
- You make decisions quickly
- You honour the chain of command

12. Profile weaknesses

- You are overly sensitive to visual and verbal feedback from others
- You may agree to tasks without really wanting to perform them
- You may be manipulated by others' emotional behaviour
- You can have difficulty in being assertive

13. Relationship needs

- You prefer the power of reward
- You need constant recognition and encouragement
- You need to see and hear love
- You are civic minded
- You are prudent and conventional
- You may mix business with pleasure
- You have very strong family ties
- You consider your home the 'castle'

14. Communication style

- You are an effective verbal communicator
- You are an excellent sounding board for others
- You communicate with facts
- You want the outline rather than the details
- You are crisp and direct

15. Preferred business setting

- You like to work alongside dedicated associates
- You prefer stable and predictable surroundings
- You enjoy working with and through people
- You prefer defined projects

16. Working in a team

- You work well with policies and procedures
- You are effective in controlling time spent on a project
- You are prepared to act when called upon
- You are systematic in your approach to a challenge
- You understand the importance of full cooperation

17. Management style

- You are direct and to the point with people
- You apply past experiences to resolve problems
- You are open to new ideas
- You use a reward system for subordinates

18. Career indications

These profiles are the Mother Theresa's and Ghandi's of the world. You should not consider a career where you need to continuously and aggressively supervise and tell others what to do all the time. If you feel you are the cause of seeing or hearing others being unhappy, you can become depressed.

Your career should focus on advising, counselling or assisting others, but let them take the final decision. Also steer away from jobs where you would continuously see and hear the pain of others, as it is difficult for you to remain objective and not take on their emotional baggage.

Various options such as therapies, general medicine, advisory jobs, design careers, junior teaching etc. can be considered.

18.1 Additional career notes

Offer assistance related to your current position where you:

- Work with others giving guidance and advice
- Are appreciated for your natural bedside manner
- Can "see" and "hear" recognition

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 E: "BUSY BEE WHO TURNS LEMONS INTO LEMONADE"

19.1 Satisfaction is obtained from a career that:

- Lets you work systematically, organising facts, policies or people and enables efficient use of time and resources towards a logical conclusion
- Lets you use mastered skills while working on concrete and straightforward assignments with clear specifications using your strong reasoning powers
- Is measured and evaluated by fair, logical, explicit and objective standards
- Is realistic and tangible in nature and has practical applications and concrete results
- Has clear expectations and a reporting hierarchy
- Lets you be productive, organising the necessary steps and resources, following established procedures and setting and meeting deadlines
- Is carried out in a stable and predictable environment, but that is also filled with action and a variety of people
- Can be done with other people
- Allows you to make decisions and is such that your opinions, recommendations and experience are considered important

19.2 Work-related strengths may include:

- Your practicality and focus on results
- Forcefulness in dealing with your commitments – you persist when necessary
- Your ability to remain focused on the organisational goals
- Your precision and accuracy, and a desire to get the job done right
- A desire to follow established routines and procedures
- An ability to recognise what is illogical, inconsistent, impractical or inefficient
- Organisational skills: you are good at making objective decisions, and considering both the people and the process
- Your belief in the value of a traditional structure and the ability to work within it
- Sense of responsibility – you can be counted on to do what you say
- Clear work ethic – you have a need to be efficient and productive
- Common sense and your realistic perspective

19.3 Work-related weaknesses may include:

- Impatience with those who do not follow procedures or who ignore important details
- A reluctance to embrace new, untested ideas
- Discomfort with or resistance to change if it is unclear
- Little patience with inefficiency or processes that take too long
- You can focus on present needs at the expense of future ones
- The tendency to take ownership of others' personal problems

19.4 Pathways to success:

- Avoid making decisions too quickly
- Find an efficient assistant
- Implement efficient systems and require direct-reports to use them
- Provide agendas to help others prepare for meetings
- Seek advice and opinions of colleagues who are different to you
- Join professional organisations and create opportunities to network
- Make sure to work surround yourself with colleagues to remain stimulated and delegate solitary tasks
- If you are not part of management, find a project that needs to be done and volunteer to lead the efforts
- Ask supervisors to be explicit about their expectations
- Become part of a work team

20. Summary

The EE Profile is a practical realist who is matter of fact and has a good head for business planning and strategising. You are not interested in subjects for which you see no use, but you are also able to apply yourself to anything if you see the need.

You enjoy organising and running activities and you tend to be very good at this, as long as emotional behaviour of others does not arise and throw you off track.

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 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.