Genetic Brain Organisation Profile

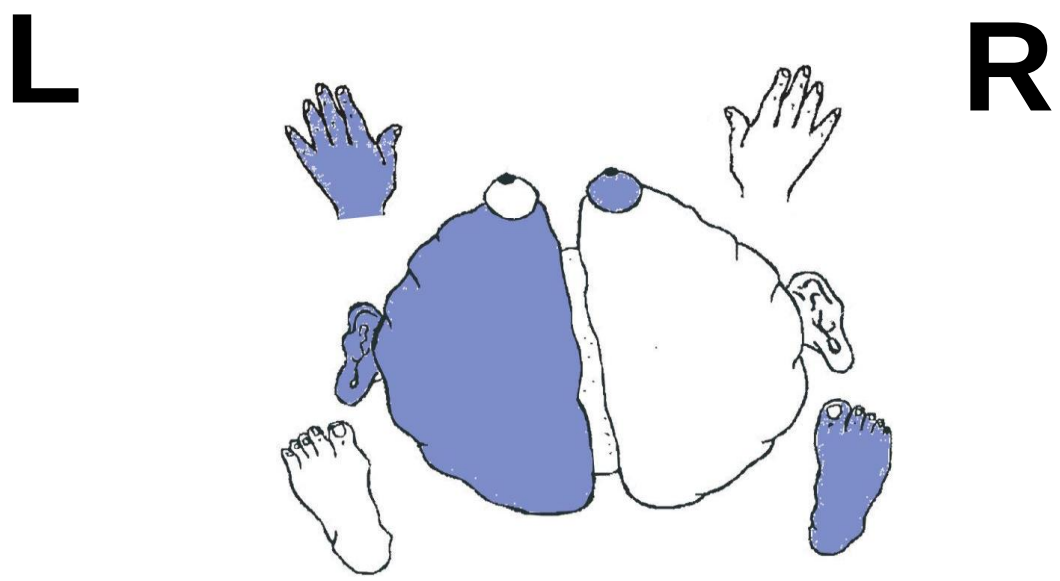
CONFIDENTIAL

Web: www.eduprofile.co.za

1. Genetic Brain Organisation Profile

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

PROFILE F: 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 F 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 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 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 willl 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 F Profile tend to exhibit the following traits:

- Loyal
- Diplomatic
- Harmonious
- People-oriented
- Expressive
- Responsible
- Idealistic
- Supportive
- Communicative
- Concerned

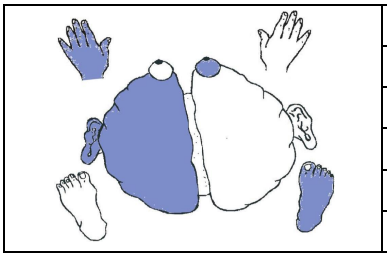
4. Overview

The F Profile's major attributes are logic and visual access. Under stress, your communication (left hand) and auditory modalities (ear) are blocked. You are able to see the specifics, but may have difficulty with listening, memory and communication in a logical context.

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



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

Dominance in the left brain hemisphere indicates skill to organise and structure, implement processes and plan logically and sequentially. However, you require clear directives and parameters before you settle down and can begin to access the creative skills of the right hemisphere.

You communicate logically and prefer to perform tasks in a structured and organised manner. Your profile generates energy though the use of sound, either your own talking or by listening to others. When either of those are lacking, you will need to move physically to compensate for the lack of internal or external resonance.

Profiles with left ears have the ability to sing in groups and compose music because of the harmonizing talent of the ear. However, the creativity and sensitivity of the ear makes it possible that you may miss spoken details. This occurs when instructions are given or discussions take place at a slightly higher pitch of voice. Apart from the sensitivity to pitch, the left ear is also sensitive for tone of voice and the amount of ambient noise in the environment. You may continuously be distracted by sounds in the work environment; you will focus better and be more productive if you have your own, quiet office area.

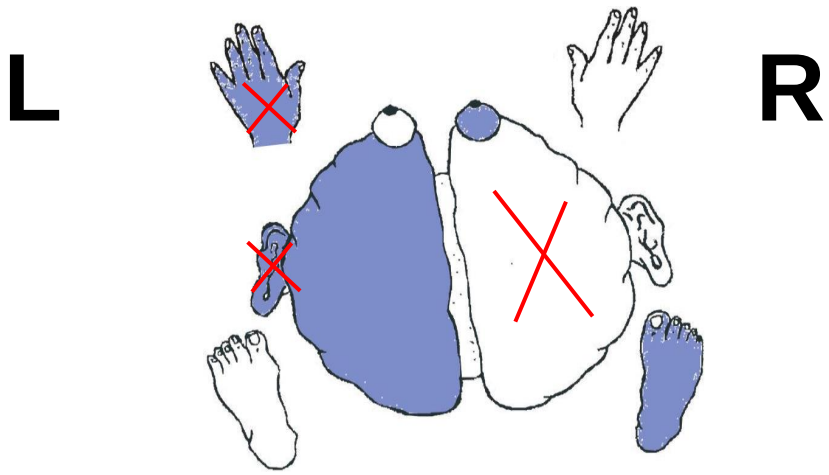
The detail / diagnostic eye means that you see detail very quickly. This implies that you have a natural ability for mathematics and other detail-eye tasks.

The hand implies 'verbal diarrhoea' without intention. The relationship between the left hand and the creative left ear implies exquisite communication skills when you are not experiencing stress. You may often be unconsciously tapping a finger or doodling harmoniously in time to some external sound source.

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 F Profile, the eye and foot are controlled by the dominant left hemisphere, which implies that their functioning remains intact. However, the ear and hand's functioning are affected.

The stress profile is visually represented as follows:



It is possible that, under stress, you may experience difficulty with penmanship, thus written work may not always be that neat. You will solve problems logically according to a learned and practiced sequence of actions. Your diagnostic eye is unaffected by stress, and therefore you never experience a problem absorbing visual information.

Because the left ear is sensitive to tone and pitch, you will stress if you hear others sounding unhappy or angry. The verbal explanations accompanying visual instructions may also be missed if given at the wrong pitch. Your sensitive ear is therefore the primary determining factor of your stress level and therefore your association and affiliation with certain people.

F Profiles may subtly stress all day as you need to hear what other people sound like before you can relax. You are so attuned to the pitch and tone of voices that you tend to "*see* what you thought you *heard*". When someone sounds upset or angry, you will immediately assume that to also be the case in their body language. The blocked ear and hand in stress can cause problems with memory and comprehension. Your profile also fears what other people may say about you in front of others.

Due to synaptic stress occurring in the gestalt (right) hemisphere first, you may experience difficulty in hearing, and be less objective to the detail of instructions, information and requests. The right hemisphere is where the ear generates its energy, thus under stress, the F Profile may present as being passively deaf.

The ability to see and move is not affected. On an emotional level, you will prefer time out to be on your own and consider matters. The blocked ear means you prefer not to interact with others. Your stress blockages imply that your ability to react with comprehension will be affected, thus people may view you as obstinate while in reality you are simply unable to respond promptly. It is therefore essential that you tell others you will respond in due course, but that you require time to consider your options first.

The ability to work and move is not affected by stress. Your performance in sport and hobbies which require eye-foot coordination (eg soccer) should be unaffected. It is important to pursue these types of activities for stress release and to re-activate energy in the non-dominant hemisphere.

7. Barriers

- Hearing others who are upset causes you to become stressed
- If you are the cause of upsetting others and hearing the results it affects you deeply
- Unstructured work experiences
- Impatience from others
- Unfair labeling and treatment
- Auditory distractions
- No verbal recognition or reward

8. Implications

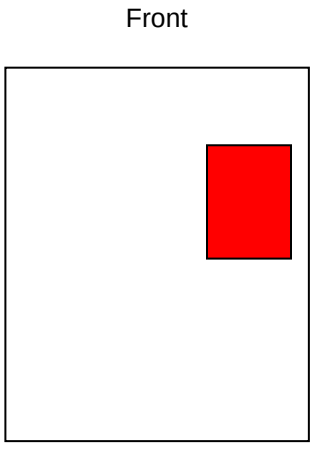
- The visual modality is always available
- The detail eye implies potential for tasks where detail analysis and sequencing is necessary
- The dominant eye reads from left to right as we do in our Western reading culture
- You are always sensitive to noise, auditory distractions and others' tone of voice
- The auditory and fine-motor modalities are inhibited under stress
- You assimilate information the best with sensori-motor, visual presentation
- You benefit from experiences with rhythm and music to relieve stress and frustration

- You are able to see the details but may have difficulty listening to and remembering them, or writing them in an organised manner
- Although you can see visual explanations, the speaker's tone and the level of environmental noise will determine how much you hear
- You may have difficulties with penmanship in stress
- The quieter the work and study area the better you are able to concentrate
- Foot movement might always be evident to generate energy in the right hemisphere
- You may benefit from movement breaks to alleviate muscular stress and postural tension

9. Recommendations

- You work best by focusing on visual information or practical applications, and you process data by analysis, verbalising and writing
- When processing auditory information you prefer to analyse verbal instructions, talks and tapes as you easily remember what was heard. You have a good memory for numbers and details of a conversation or talk when not stressed
- You find it easy to manually piece things together in a planned and precise way and learn new methodology through touch and practical activity. You express yourself easily through gestures, talking and writing to help integrate what was understood
- When dealing with visual information, you prefer to see the big picture before you can structure it in an orderly or sequential way. When you are stressed however, you find it difficult to process visual information and may find written information difficult to master
- The major challenge for your profile is that you tend to favour a clear, linear progression of information and do not always pick up nuances of meaning in what is being said, or 'read between the lines'. You may have difficulty in processing and understanding your own and the other person's emotional reaction to what is heard, especially if an argument goes beyond the rational and makes you feel stressed
- You need emotional safety
- You need quiet time out to process information
- You should sit with the dominant ear towards centre of room/audience
- You should not be expected to look at the speaker at all times; note taking will help you listen better
- You need to say what you think you have seen. Tell people what you observed in their body language: "Am I seeing correctly, are you …"?

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 F Profile:

- Linguistic intelligence – factual
- Logical – mathematical intelligence (conditional)
- Visual-spatial intelligence – structured
- Musical intelligence – harmonizing 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 – patience and sympathy
- Intra-personal intelligence
- Contextual intelligence
- Experiential intelligence

11. Profile strengths

- You inspire others
- You ask for commitment
- You stimulate loyalty
- You communicate values
- You exercise tact
- You have high standards
- You use an orderly approach
- You gain others' respect
- You garner cooperation

12. Profile weaknesses

- You are always sensitive to others' tone of voice
- You are easily distracted in groups
- You can have difficulty saying no and disagreeing with others
- You may be manipulated by others' emotions
- You may agree to tasks and favours that you would rather not accept

13. Relationship needs

- You need verbal recognition
- You need others to be patient and accommodating
- You are romantic and devoted
- You are involved and caring in relationships
- Family and responsibilities come first
- You are community / service oriented
- You value harmony in the home

14. Communication style

- You are openly talkative and sociable
- You stimulate group involvement
- You learn through inter-relations
- You use your 'sixth sense' for communication
- You use values and traditions as examples

15. Preferred business setting

- You desire an environment that benefits everyone
- You expect your surroundings to be settled and orderly
- You enjoy harmony among co-workers
- You want a social, yet professional feeling
- You like a value-based, principled organisation

16. Working in a team

- You provide information about human issues
- You rely on personal experience and information
- You have an orderly approach to matters
- You maintain cooperation within the team
- You protect the values and ideals of the organisation

17. Management style

- You assign tasks based on the needs of those involved
- You promote group participation
- You prefer to know who is involved prior to making decisions
- You like to stick to the plan once it is underway
- You are concerned about the feelings of colleagues and associates

18. Career indications

The F Profile is known as the 'Country Club Manager', overtly so. If socialising was a job, you would be appointed first. You therefore need to capitalise on your natural bed-side manner and spontaneous expressiveness.

A career which has clear directives and structure to allow you to work systematically without the continuous guidance and interference of others is ideal. You have the ability to easily work with figures and numbers, perform microscope laboratory work, architecture, editing, bookkeeping, accountancy etc.

However, you do require verbal recognition in order to pace yourself, and to gain motivation before starting a new task. Be careful of people manipulating your sensitive left ear. Advisory jobs which do not require you to continuously oversee others but rather provide them with options are better suited for you. Examples are medicine, therapies and legal.

You should consider careers where you earn money giving people advice and listening patiently, and receive verbal compliments for your efforts!

18.1 Additional career notes

- You are motivated to understand and please others, which explains your natural diplomacy and tact
- You prefer the spoken word to the written one
- You enjoy the process of gathering information by meeting with people and by coming to understand the underlying personal side of a story
- You should only consider advertising, PR and fund-raising if you fully believe in the product, service or cause and if the environment is not overly competitive or conflict-ridden
- You could consider the field of health care as long as it allows you to view, diagnose and treat the whole person
- You are able to establish relationships quickly
- If you consider education you will prefer subjects where you can focus on the meaning of material and teach through interpretation and expression
- You need a harmonious and cooperative work environment which is tolerant of all views and fosters open sharing of opinions and feelings
- You are interested in psychological, emotional and spiritual causes of disease and are intrigued by new, alternative methods of treatment
- You may enjoy the creative problem solving elements of occupational therapy and speech and language pathology

- The many fields within the business and consulting professions can provide satisfaction because they offer independence while still maintaining a close affiliation with others
- You could be an excellent presenter or trainer especially if you concentrate on working with others to help them improve their own effectiveness
- You have the ability to invent and design programmes and services to benefit others
- You could also enjoy an executive position in a smaller organisation where you can have a positive impact, enjoy the variety and opportunities to do things in new ways, while still maintaining control
- In the rapidly expanding technology sector, there is a high demand for people like you with a good understanding of technology – but who also have good people and communication skills

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 F: "THE PUBLIC RELATIONS SPECIALIST"

19.1 Satisfaction is obtained from a career that:

- Lets you establish and maintain warm and supportive interpersonal relationships with colleagues, clients and customers
- Lets you develop creative solutions to problems on projects that you believe in and where you can see the positive results of your efforts
- Has an environment where expectations are clear, contributions are appreciated and professional and personal growth and development is encouraged
- Makes you a part of a team with other creative people that you trust
- Ensures that you will be productive and busy
- Allows you to develop creative solutions to problems and then share them with supportive and caring people who appreciate your efforts
- Creates an active and challenging environment where you are able to juggle several different projects at once
- Lets you use your organisational and decision-making skills
- Allows you to have control and to take responsibility for your own projects
- Gives you a variety of activities but allows you to work in a relatively orderly and well planned manner
- Has an environment which is free of interpersonal conflict and tension
- Exposes you to new ideas and lets you explore new approaches – especially those that will improve the lives of other people

19.2 Work-related strengths may include:

- Excellent communication and presentation skills
- Charismatic leadership and the ability to build consensus
- Enthusiasm and the ability to enlist cooperation from others
- Decisive and well organised
- Eagerness to think 'outside the box' and consider all possibilities
- Empathy and ability to anticipate others' needs; a genuine concern for others
- Having varied interests and being a quick learner
- Drive to be productive and to achieve goals
- Deep commitment to work you really believe in

19.3 Potential blind spots:

- Try not to make decisions based solely on your personal feelings
- Try not to take rejection or criticism personally
- Concentrate on collecting all the facts
- Try to be more realistic about potential careers and other people
- Take your time making decisions

19.4 Work-related weaknesses may include:

- A reluctance to work on projects that conflict with your values
- Your tendency to idealise people and relationships
- Difficulty working in competitive or tense environments
- Impatience with structures that are inefficient and uncooperative people
- Your tendency to avoid conflict and to ignore unpleasantness
- Your tendency to make decisions too quickly without having first gathered all the
- relevant information

20. Summary

F Profiles are responsive and responsible. You feel real concern for the way others feel and what they desire and you try, therefore to handle things with regard for other people's feelings.

You are dynamic and flexible and can present a proposal or lead a group discussion with ease and tact. You are sociable, popular and active in social affairs, although you still allocate substantial time to your work to be productive and efficient.

Live your outer life with more feeling, 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-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, cousellors 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 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 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.