Genetic Brain Organisation Profile

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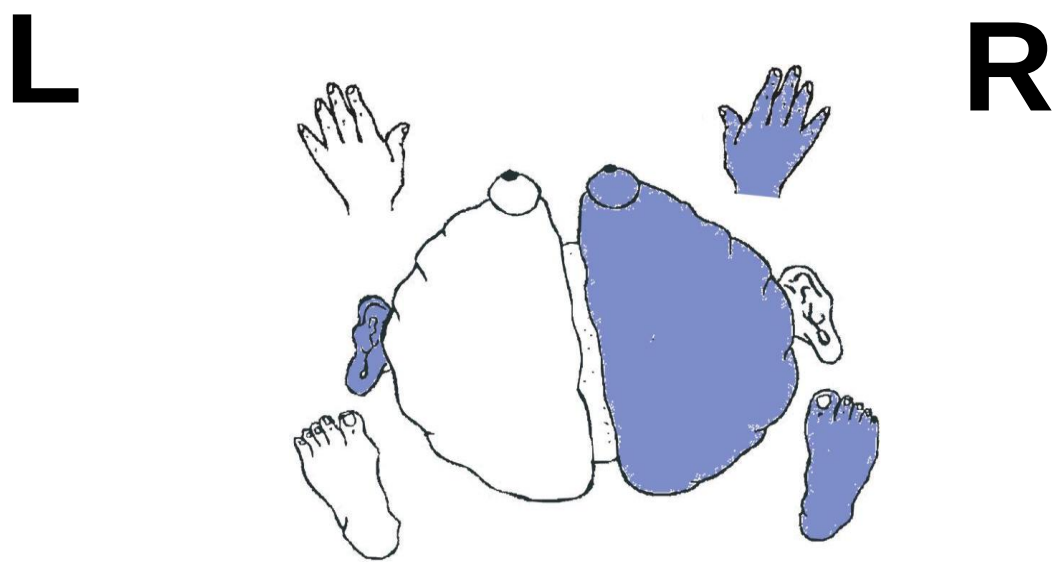
1. Genetic Brain Organisation Profile

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

PROFILE J: Linear / One-sided



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 J Profile has right brain hemisphere dominance. The sole modality also controlled by the right hemisphere is the ear. The remaining modalities, eye, hand and foot, are controlled by the non-dominant left hemisphere.

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

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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 right hemisphere of the brain.

- Unconscious actions
- Instinctive
- Impulsive
- Simultaneous
- Gestalt
- Auditory synthetic
- Visio – spatial
- Feeling

2.2 Eye dominance

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

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

2.3 Ear dominance

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

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

2.4 Hand dominance

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

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

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

The right eye / right hand combination may also lend the J Profile towards perfectionism in their work.

2.5 Foot dominance

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

- You have a structured approach to problem solving
- You are likely to consistently approach problems from the same angle
- You 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 J Profile tend to exhibit the following traits:

- Humanity oriented
- Highly committed
- Calm and sensitive
- Able to build unity
- Diplomatic
- Warm personality
- Inspiring to others
- Compassionate
- Reserved
- Ready for challenges

4. Overview

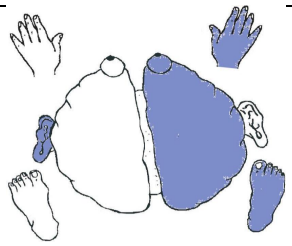
The J Profile's major characteristics are those of Gestalt and auditory functioning. You actively process and synthesise verbal or auditory information. J Profiles prefer the whole philosophy to the detail, but may need to close their eyes in order to not to get bogged down with the visual detail.

Under stress you may experience difficulty in seeing the details and being able to logically and sequentially communicate them.

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



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

J Profiles prefer environments with flexibility, allowing higher order thinking and challenge. If the work environment requires mostly left hemisphere cognitive processing, you will become bored and frustrated with the continuous repetition and predictability, as the activities will not be sufficiently challenging for you. Because three of the remaining four modalities are functioning from the structured left brain, you are likely to have perfectionistic tendencies.

Profiles with left ears have the ability to sing in groups and compose music because of the sensitivity of the ear. However, this creative / sensitive ear has trouble identifying detail in auditory information. It is therefore the modality which frustrates you the most. The ear is prone to missing detail when instructions or information is given at a slightly higher tone and pitch. Apart from this particular sensitivity, the left ear is also sensitive to the level of ambient noise; and may become easily distracted in open office or noisy environments.

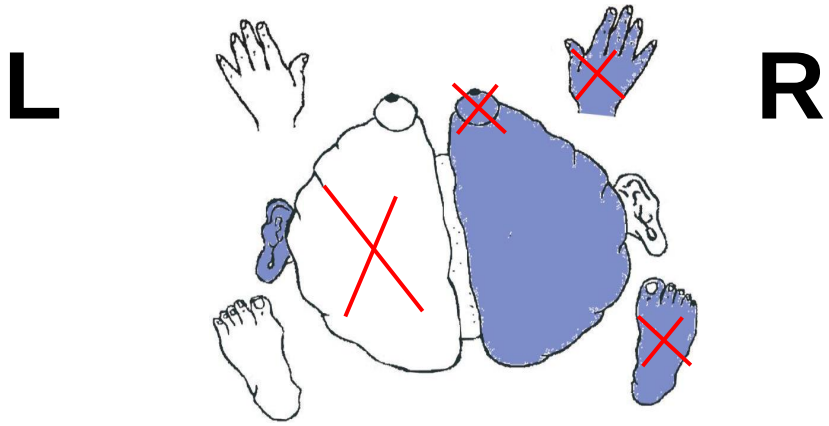
The detail or diagnostic eye implies natural intelligence for mathematical reasoning and other detailed fields such as science, accountancy, and technical drawing. The tracking of the dominant eye is also from left to right, implying no stress on the eye when reading. If your performance in these areas is poor, it is clear that the transfer of information was spoken and undemonstrated. The more visual the explanation, the better and more rapid your understanding is.

The expressive hand and foot modalities function from the structured left hemisphere implying excellent ability to plan, organise, structure and solve information and processes quickly and easily. Be aware, however, that the structured functioning of the expressive modalities does not undermine the creativity of the mind.

6. Stress functioning

Under stressful conditions, access to the non-dominant left 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 J Profile, only the ear is controlled by the dominant right hemisphere, which implies that the functioning of the remaining three modalities is affected.

The stress profile is visually represented as follows:



During stress, the eye, hand and foot are blocked which may lead to you seeing more emotionally than usual, and missing detail in written information. You may also take longer to make decisions and to start or finish your work.

The blockage of the eye may lead to problems with memory, spelling and mathematics, and misreading of instructions or written data because the detail is missed easily in stress. Although the ear is not blocked in stress, its functioning becomes largely emotional as well. This means

that you may become passively deaf, as you only interpret the pitch and tone of spoken information and not what was actually said.

You should continuously make others aware of how they sound to check the reason for their negative tone or pitch. Be aware that if you don't, you may incorrectly assume responsibility for how they sound, causing you to stress unnecessarily. If possible you should find a career which makes use of this gentle ear, such as counselling.

Because the functioning of both the expressive (hand and foot) modalities is also blocked, the J Profile can exhibit either overtly passive behaviour, or may become 'hyperactive'. The latter is the fastest way for the body to re-activate energy in the non-dominant left hemisphere and therefore the other three modalities as well.

From an emotional point of view, with three blocked modalities, you prefer complete time-out as you would prefer not to interact with others before you have had time to process and interpret the context of the situation. However, your gentle left ear may undermine your assertiveness to take the time that you require.

7. Barriers

- Hearing others who are upset or sad causes you to stress
- If you are the cause of others sounding upset or sad, it causes you to stress
- Too many repetitive work experiences
- Being bored
- Impatience from others
- Possible unfair labeling and treatment
- Auditory distractions can reduce your efficiency and productivity
- No verbal reward
- Find it difficult to say no
- People may abuse your left ear for sympathy and favours

8. Implications

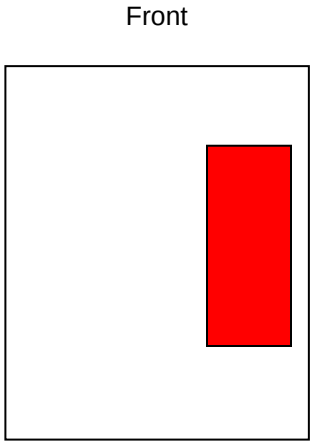
- The auditory modality always available
- The detail eye implies intelligence for tasks and processes where detail needs to be seen, but the sensitive ear may mean that an accompanying verbal explanation might be lost
- The dominant eye reads from left to right which implies no stress or dyslexic tendencies
- You need to hear how others sound before you can relax and focus
- You have a natural tendency to assist and care for others when asked. Be aware this may get you into trouble if you agree to do things that you would prefer not to
- You will be more focused and productive in a quiet environment with few auditory distractions
- The visual, fine motor and gross motor modalities are inhibited under stress
- You tend to interpret language primarily from its emotional elements, like tone and pitch
- You are always sensitive to sound, auditory distractions and tone of voice of others
- You prefers a global approach to an analytical one
- You may benefit from closing your eyes and turning your ear towards the speaker when you need to absorb verbal detail

- Your movements are spontaneous. Your profile may tend towards hypo- or hyperactivity in order to re-energise the left hemisphere which controls the eye and expressive hand and foot
- Under normal circumstances your hand-eye, hand-foot and eye-foot coordination should be good, but it will be affected to some degree under stress

9. Recommendations

- You operate and remember best by processing auditory information, and you favour verbal instructions, talks and tapes as you easily remember what you heard
- You tend to focus on the overview, metaphor, story, dialect and emotional context
- You have a good memory for faces, underlying meanings and whole concepts
- You interpret language primarily from its tone and pitch and can easily decipher the meaning behind the words
- When dealing with visual data you are able to grasp and interpret written data and pictorial information although you prefer not to and can therefore resist this type of learning / working
- When stressed you may have difficulty creating a visual perspective and fail to understand the intention or emotional relevance of the information
- You welcome movement to anchor information and your actions tend to be spontaneous and relaxed while you move, touch and manually explore in order to organise, integrate and express it
- In a relaxed state you easily communicate the details and sequence of information verbally, in writing or through gestures and body language
- In stress you may feel clumsy and stuck and have difficulty communicating as you will battle to break the details down and put them into a logical, linear sequence
- It is important for you to understand the intention or emotional relevance of the information in order to give it meaning and to open yourself up to agree or disagree
- You prefer to start a new cognitive task by imagining the end goal or whole context rather than following a step-by-step method
- Your profile needs to hear love!
- You should sit on the right side of an audience

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 J Profile:

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

Intelligences requiring structured experiences for development:

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

11. Profile strengths

- You listen to others
- You are cooperative
- You are creative / innovative
- You look to the future
- You are intensely determined
- You put integrity first
- You consult with people
- You are patient in relationships
- You are gentle and accepting
- You are very loyal

12. Profile weaknesses

- You are sensitive to others tone of voice
- You dislike reprimanding others
- You deed constant verbal recognition
- You dislike routine tasks

13. Relationship needs

- You appreciate verbal recognition
- You like to talk through problems and concerns
- You need instructions and requests to be given at a normal tone and pitch
- You are concerned about home comforts
- You develop long term relationships
- You enjoy a variety of interests and pursuits
- You are a congenial and stimulating companion
- You are subtle in expressing affection

14. Communication style

- You are an elegant communicator, both verbally and in writing
- You prioritise the feelings of others
- You can associate with others' preferences and values
- You have a natural talent for languages
- You use relationships to communicate values

15. Preferred business setting

- You need solitude and room for concentration
- You seek a conflict-free environment
- You like room to be creative
- You enjoy challenging and novel projects
- You want an organised and harmonious setting

16. Working in a team

- You excel at public relations
- You have insight into future human needs
- You face challenges to gain ideals
- You help others to actualise their goals
- You work with integrity and consistency

17. Management style

- You are low-key yet determined
- You match people to the tasks
- You champion causes and ideals
- You inspire others to achieve goals
- You win cooperation from others

18. Career indications

J Profiles are the psychologists and paediatricians of the world. You should not consider careers where you need to constantly supervise others and reprimand them all the time. This is because if you are the cause of others sounding upset, you will become depressed.

You also have a natural ability for research. This should underpin your career choice. You should spend most of your day in spend quiet investigative time on your own, with limited sessions to allow your natural bed-side manner to gather information or to give feedback. With your caring and democratic nature, advisory jobs are ideal. Be careful of finding a career with regard to your ear while ignoring your creative brain!

18.1 Additional career notes

- J Profiles enjoy using their knowledge and ideas to help others
- The counselling and teaching professions require personal interaction, often on a one-on-one basis, allowing you to make an in-depth connection with others
- The appeal of the arts is the ability to create unique works, using your own ideas and vision
- Enlist people with whom you have developed relationships over the years
- Use your extraordinary ability to ‘read’ people’s needs and motivations
- Let employees sense your natural warmth and enthusiasm, and demonstrate your ability to listen and communicate articulately
- Capitalise on your propensity to think things through in a careful way
- Use your vision to anticipate trends, where people with your talents will be needed in the future
- Build on your abilities to:
    - use your creativity to plot campaigns in new and unique ways
    - use your organisational skills to stay on top of projects, make plans, be on time, send notes after an interview and follow up

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 J: "THE CATALYST FOR POSITIVE CHANGE"

19.1 Satisfaction is obtained from a career that:

- Allows you to consider and create new ideas and/or approaches to a variety of problems, predominantly those which help others to grow and develop
- Allows you to create a product or service which you believe in and are proud of
- Recognises your authorship and ownership and your unique contributions
- Lets you express yourself and see the results of your vision
- Allows you to implement your ideas for the benefit of people or in the service of others
- Lets you work with others on a one-to-one basis
- Has tension-free environments where your ideas are seriously considered and where you are psychologically supported for your efforts
- Allows you to work independently but supplies the opportunity to share frequently with others in an environment that is friendly and free of interpersonal conflict
- Allows you to organise your own time and immediate environment and to exert significant control over both the process and the product
- Gives you adequate time to formulate and process your ideas so they are thoroughly prepared
- Is in harmony with your personal values and beliefs and lets you maintain a high degree of personal and professional integrity

19.2 Work-related strengths may include:

- Integrity which inspires others to value your ideas
- Focus and single-mindedness on projects which are important to you
- Decisive and strong organisational skills
- Creativity and the ability to come up with original solutions
- Empathy and the ability to anticipate others' needs
- Perspective to see the big picture and the future implications of actions & ideas
- Ability to understand complex concepts
- Genuine interest in others and talent for helping others grow and develop
- An independent streak and strong personal convictions
- The drive to be productive and to reach your goals
- A deep commitment to do work that you believe in

19.3 Potential blind spots:

- Concentrate on the facts and details of the project and not just the big picture
- Try to establish realistic expectations
- When discussing your skills and abilities, focus on how you can meet the perspective of company needs, rather than your own
- Avoid spending too much time considering possibilities and not enough time acting on them
- Approach temporary setbacks as problems to be solved rather than as rebuffs or insurmountable obstacles
- Remember that you naturally see things from a personal perspective and need to consciously engage your logical thinking skills
- Don't confuse rapport with personal friendship

19.4 Pathways to success:

- Make sure you have plenty of interrupted time to think: close your office door and occasionally take a break from answering your phone
- Volunteer for planning committees where you can give your creative input
- Try not to become enmeshed in personality conflicts between co-workers
- Try to work on one major project at a time
- Volunteer to draft your department's or organisation's mission statement
- Seek out other creative people to bounce your ideas off
- Try to put your thoughts and ideas on paper and get them published
- Make sure to strike a balance between your work and personal life
- Consider becoming a trainer or coach in your field of expertise
- Spread inspirational messages to friends and colleagues regularly

20. Summary

Generally, J Profiles succeed through perseverance, originality and the desire to do whatever is wanted or needed. You put your best efforts into your work in order to achieve the desired outcome. Quietly forceful, conscientious and concerned for others, the J Profiles are respected for their firm principles and clear convictions.

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.