Genetic Brain Organisation Profile

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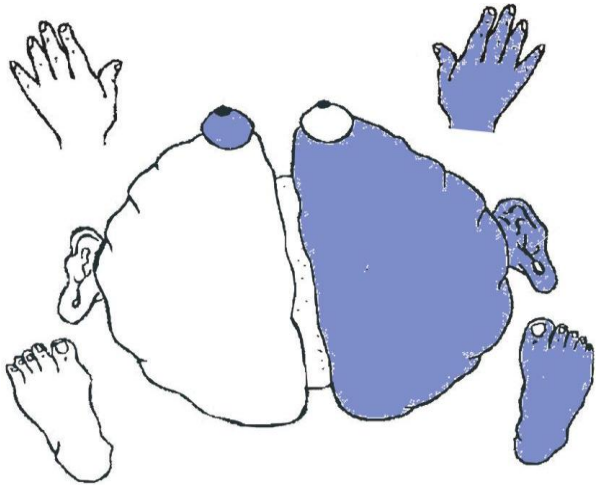
1. Genetic Brain Organisation Profile

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

PROFILE K: Gestalt/ 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 K Profile has right brain hemisphere dominance. The sole modality controlled by the dominant hemisphere is the eye. The ear, hand and foot function from the non-dominant left hemisphere.

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 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 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 right ear. This implies:

- You tend to interpret language literally
- You do not usually pick up the meaning within covert speech
- You remember the detail in conversations and discussions
- Your language tends to be analytical
- You hear the facts, rather than the emotions
- You tend to be an impatient listener
- You are prone to interrupt others or daydream if you feel that they are becoming 'long-winded'
- Breaks sound into small bits
- Hears the melodic line

2.4 Hand dominance

The dominant hand was identified by predominant deltoid resistance established via muscle checking. The 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 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 K Profile tend to exhibit the following traits:

- Idealistic
- Supporter of causes
- Faithful
- Seeker of truth
- Noble in purpose
- Honourable
- Congenial
- Devoted to duty
- Gentle and polite
- Committed

4. Overview

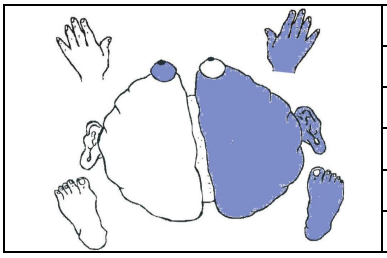
The K Profile's major characteristics are those of Gestalt functioning and visual access with auditory and communication blockages. You most easily process visual information although you may have difficulty with reading large volumes of text and there is the potential for letter and number reversals. This is because the dominant eye physiologically tracks from right to left.

Under stress the ear is blocked which may result in problems with memory, spelling and maths; as well as logical communication.

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



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

Due to their right brain hemisphere dominance, K Profiles prefer creative, flexible and challenging environments where you can employ your higher order cognitive skills more than the left brain ones. If the work environment requires predominantly left brain cognitive functioning, you will become bored and frustrated with the continuous routine and repetition which do not present sufficient intellectual challenge.

You process visual information in the right (gestalt) hemisphere, while the remaining modalities function from the left hemisphere. Therefore, processing occurs naturally in both hemispheres. You will be highly verbal when you are happy and at ease. You listen for the details, although you may battle to see the specifics. You continually process emotion and are always aware of the 'big picture'.

Your dominant left eye physically tracks from right to left. This may lead to letter and number reversals and tiredness when reading large volumes of text. However, this creative eye has exquisite intelligence to visualise and conceptualise (especially so with your right brain dominance) which should be considered in terms of career choice.

The left eye is also acutely sensitive to facial expression and body language of other people. Be aware of the possibility of incorrectly assuming responsibility for others looking upset or angry. The eye needs to 'see love', written appraisals or feedback such as notes, flowers, emails and letters will affect you more so than comments given verbally.

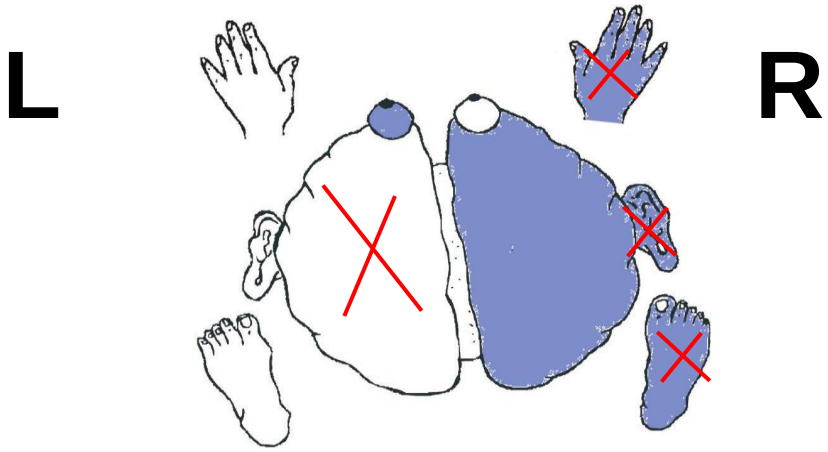
The right ear hears detail rapidly and easily becomes bored with long-windedness. In this type of situation, you are likely to lose focus on what they are saying, causing your creative/sensitive eye to wander and find something to day dream about. Bear in mind therefore, that your interactions with others need to be short and structured. This indirectly implies your need to work autonomously and for lengthy periods without interference.

The expressive hand and foot modalities function from the structured left hemisphere implying excellent ability to plan, organise and structure information and processes quickly and easily, while problem solving will always be approached in a routine and familiar way. Be careful that the structure of the expressive modalities does not undermine the creativity of both the eye and the brain!

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 K Profile, the modalities controlled by the non-dominant left hemisphere are the ear, hand and foot, which implies that their functioning is affected.

The stress profile is visually represented as follows:



Under stress, K Profiles lose access to their ear, hand and foot modalities. This results in you seeing from a more emotional point of view. In addition, the time taken to make decisions, and to start or finish work will be more prolonged. The blocked ear may also lead to problems associated with memory, verbal instructions and hearing detail. The eye's sensitivity will be exacerbated, increasing the likelihood of misreading text and not seeing spelling and mathematical errors.

Because of the blockage of the ear, you may seem passively deaf. This is because the functioning of the under stress becomes emotional. You will *hear* what you thought you *saw* and will interpret tone and pitch rather than the verbal specifics.

It is important that you do not incorrectly assume responsibility for other people's negative body language and facial expressions. This could lead to you easily being manipulated or intimidated. Make people aware of how they look so you can learn what behaviour is normal and what is not.

7. Barriers

- Seeing others who are upset or sad causes you to stress
- If you are the cause of others looking upset or sad, it causes you to stress
- Too many repetitive work experiences
- An inability to see detail without assistance
- Easily prone to boredom
- Impatience from others
- Unfair labeling and treatment
- Visual distractions at work

8. Implications

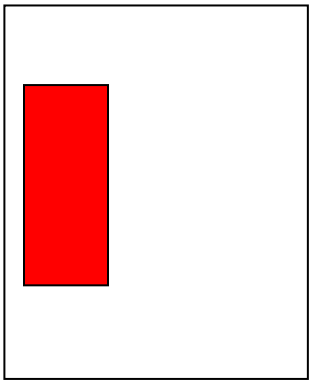
- The visual modality always available
- The dominant left eye implies a natural ability to visualise and conceptualise ideas
- The eye is therefore continuously scanning for things to day dream about
- You do not need to maintain eye contact in order to listen to others – this can seem rude
- You are always sensitive to facial expressions and body language, which means you may be easily manipulated or intimidated
- You see and grasps big picture but may need assistance to see the detail
- You read for meaning so be aware that you may miss spelling errors in texts
- The impatient ear may motivate the creative eye to day dream in boring situations which leads to you losing focus
- The auditory, fine-motor and gross-motor modalities inhibited under stress
- You understand best with a colourful and 3-dimensional visual perspective
- You may have difficulty listening, remembering and communicating under stress
- You benefit from experiences with loosely controlled visual forms like pottery, painting, gardening, and needle work in order to relax
- Your movements tend to be graceful and spontaneous. You are able to move with good form and precision for structured sports and sequenced dance
- You need to physically move to generate energy in the left hemisphere to activate the ear to hear and the ability to work, write and complete tasks

9. Recommendations

- As a visual profile, you should concentrate on the full three-dimensional perspective
- You easily assess visual information and prefer looking at or preparing your own presentations such as illustrations, diagrams, charts or posters which enable you to see the 'big picture'
- You have the innate ability to simplify a lot of detail in visual form
- Under stress you will still find it easy to visually grasp the main idea, but you may have difficulty in communicating linear details
- In stressful situations you may have difficulty interpreting the tone and meaning behind words and you may therefore battle to understand the emotional relevance or intention of the information
- Under stress you may feel clumsy and stuck and have difficulty communicating because you find it difficult to break the whole picture into linear detail in order to express it
- You prefer to plan by imagining the desired end result and then working backwards, rather than following prescribed step-by-step instructions or methods
- Your challenge is to access pieces of information and be able to put them together in a linear and logical manner, that you can then communicate succinctly
- You should sit on the left side of an audience

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

Front



10. The 12 Intelligences

Although every individual's *Genetic Brain Organisation Profile* indicates that they are born with potential in some of the 12 intelligences, it does not imply that those in-born intelligences have been developed or are utilised to their fullest extent. Upbringing, schooling and environmental factors will determine which of – and to what extent – the intelligences will come to the fore.

In-born intelligences exhibited by the K Profile:

- Linguistic intelligence – factual
- Visual-spatial intelligence – free design
- Musical intelligence – technical precision
- 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:

- Logical mathematical intelligence
- Linguistic intelligence – creative
- Visual-spatial intelligence – structured
- Musical intelligence – harmonizing and composing
- Bodily-kinaesthetic – creative
- Interpersonal (social) intelligence – assertiveness
- Contextual intelligence

11. Profile strengths

- You are creative
- You are persuasive
- You encourage others
- You have a sense of timing
- You are intuitive with people
- You are sincerely enthusiastic
- You have an awareness of time / history

12. Profile weaknesses

- Seeing others unhappy or upset causes you to stress
- You need visual recognition and reassurance
- You are easily distracted by what you see as the left eye is prone to day dreaming
- You may be manipulated by others' body language

13. Relationship needs

- You need to 'see love'
- You are a high maintenance partner
- You relate well to children
- You allow others freedom and space
- You see schedules as flexible
- You are protective of the home and family
- You are easy going and flexible, you flow with the family needs

14. Communication style

- You communicate best via the written word
- You write lyrically
- You move people through use of words
- You listen with sincere interest
- You stress the importance of relationships

15. Preferred business setting

- You work well alone
- You prefer a company of high integrity
- You desire cooperative peers
- You want to be independent
- You need time to reflect

16. Working in a team

- You stress the need for group and organisational values
- You present high ideals and a goal of perfection
- You stimulate cooperation among members
- You sense the true needs and motives of others
- You are creative about humanistic matters

17. Management style

- You prefer to facilitate rather than direct
- You seek out the self starters
- You have an innate sense for praising people
- You are open to ideas of others
- You are subtle, yet inclusive

18. Career indications

K Profiles should consider any career where, at a specialist level, you are allowed to use your ability to visualise things and conceptualise new ideas.

These types of careers include architecture, any design career (at a conceptual or concrete level), training and development, plastic surgery, certain types of engineering, journalism, research, and the arts.

Your impatient ear needs to be acknowledged in so far that your interactions with clients and colleagues need to be kept to brief, structured interviews or feedback sessions, with the remainder of your day being spent predominantly alone, allowing you to withdraw into your creative and innovative right brain.

18.1 Additional career notes

Offer assistance related to your current position in terms of:

- Working to resolve conflicts with co-workers, supervisors and direct reports
- Finding people with complimentary strengths to provide you with input and balance
- Asking your boss to be clear in terms of performance expectations
- Leaving environments where there is great interpersonal tension
- Implementing efficiency systems and ensuring that your direct reports use them
- Volunteering for research projects in which you have a personal interest
- Making sure you have plenty of uninterrupted time to do your work
- Asking for meeting agendas in advance in order to prepare appropriately
- Setting goals you can meet
- Taking an assertiveness course

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 K: "ON MY HONOUR; TO DO MY DUTY"

19.1 Satisfaction is obtained from a career that:

- Requires careful observation and meticulous accuracy, where you can use your ability to show interrelatedness and connections between tasks and actions
- Lets you work on tangible projects that help other people
- Allows you to express your passion and devotion by working behind the scenes, but where your contributions are recognized and appreciated
- Gives you private work space so you can concentrate fully for extended periods of time, with minimal interruptions
- Lets you work primarily one-on-one, helping others; or with others who share your personal values and beliefs
- Requires you to be organised and efficient in terms of completing work assignments

19.2 Work-related strengths may include:

- Great depth of focus and concentration
- Strong work ethic – you are responsible and committed
- Good cooperation skills – you create harmonious relationships with others
- Practical and realistic attitude
- Enjoy being of service to others
- Strength in maintaining organisational traditions and keeping track of its history
- Strong organisational skills
- Most comfortable and intensely loyal within traditional structures
- Strong sense of responsibility – you can be counted on to do what you say
- Common sense and a realistic perspective

19.3 Work-related weaknesses may include:

- A tendency to underestimate your own value – you may not have the assertiveness to stand up for your own needs
- A reluctance to embrace new and untested ideas
- Sensitivity to criticism, you feel stressed by tense working situations
- The tendency to take on too much
- Difficulty in adapting and changing gears quickly
- The tendency to become overwhelmed by too many projects or tasks at the same time
- The propensity to become discouraged if you no longer feel needed or appreciated
- Difficulty changing your mind or opinion once you have made a decision

19.4 Pathways to success:

Use your strengths to:

- Provide your employer with several examples of past successes; including citations, awards or letters of recommendation
- Demonstrate your consistency in meeting job requirements and reaching organisational goals
- Speak up, consider possibilities that don't already exist, and try to be more flexible and spontaneous!

20. Summary

The K Profile is full of enthusiasm and loyalties, but you seldom speak of these until you know the other person well.

You have a desire for learning, ideas, language and independent projects of your own. However, be aware of your tendency to take on too much, although you do somehow seem to always get it done.

To others it may seem that you are always too absorbed in what you are doing to be sociable or to notice what is going on around you.

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.