Genetic Brain Organisation Profile

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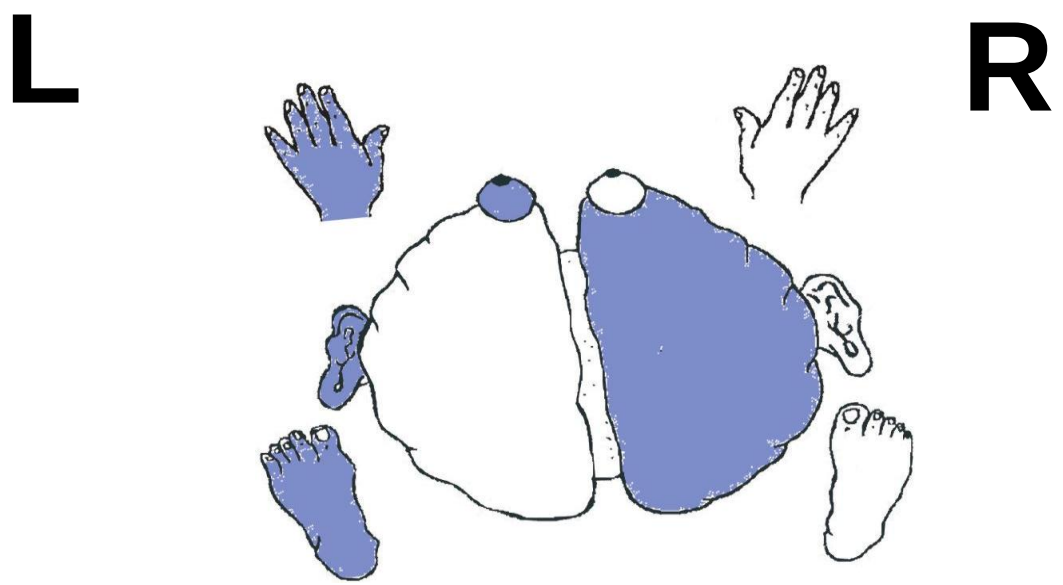
1. Genetic Brain Organisation Profile

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

PROFILE MM: Gestalt/ Uniform



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 MM Profile has right brain hemisphere dominance. All the modalities are controlled by the dominant hemisphere as well.

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

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 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 left foot was identified as being dominant. This implies:

- Unstructured, creative approach to problem solving
- Likely to consistently adopt new approaches to problems
- Tends to avoid confrontation by walking away

Dominance in the left foot also implies natural ability for sports which require change-in-direction foot work. Examples of these sports are hockey, netball and polo. The left foot has natural rhythm and implies ability for dancing and floor work in gymnastics.

Although genetically dominant traits have been established, it is the combination and interrelatedness of the dominant modalities which determine the uniqueness of the profile.

3. Dominance profile

Individuals represented by the MM Profile tend to exhibit the following traits:

- Gentle and considerate
- Quiet demeanour
- Has an inner intensity
- Can act spontaneously
- In touch with reality
- Discreet
- Sensitive to others
- Has an artistic flair
- Modest around others
- Cooperative and balanced

4. Overview

The MM Profile's major characteristics are those of Gestalt functioning and full sensory and expressive access. You most easily process information by using all your senses. However, the senses may battle to identify the specifics.

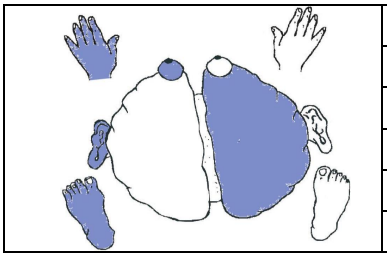
Because of the physiological tracking of the left eye (right to left), you may experience letter or number reversals and tiredness when you are forced to read for long periods or to handle detailed documents.

Your left hand dominance increases the need for you to be kinaesthetic when functioning. In order to completely process new information, you need to move physically.

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



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

The dominance of the left eye provides the MM Profile with an exceptional ability to visualise and conceptualise. When coupled with the gestalt brain hemisphere, this is perhaps your strongest characteristic and should ideally be fundamental to any career choice.

Your success in receiving visual and auditory information is directly influenced by the tone of voice, facial expressions and body language of others. When others either look or sound upset or angry, it causes you to analyse the emotional undertone which results in you missing the actual detail of what was seen or heard. It is also possible that you may incorrectly assume responsibility for their emotion.

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, or dealing with detailed documentation, particularly if numbers are involved.

The left eye also needs to “see love”, meaning that other people’s body language directly influences your level of relaxation and comfort. Visual recognition such as flowers, emails, notes or cards affect you deeply. However, the sensitive left ear also enjoys verbal compliments and encouragement.

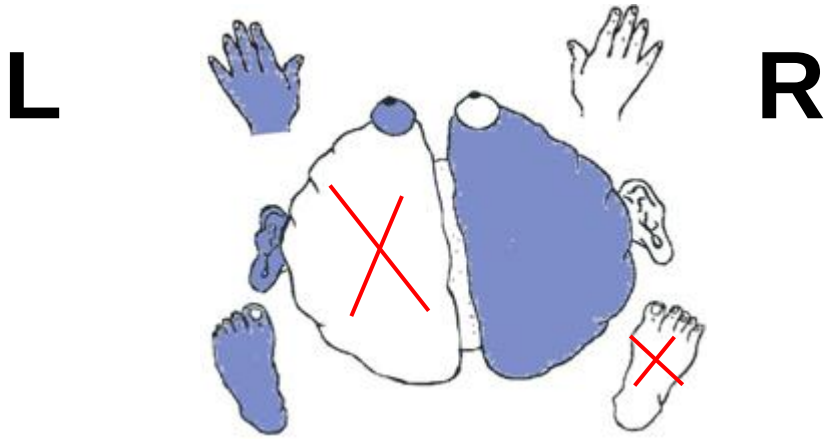
To assist the creative / sensitive eye and ear in not becoming distracted, the work environment should be plain and uncluttered with no visual or auditory distractions. This implies that having your own, private office area will be more beneficial to your level of focus and therefore productivity than an open-office environment.

The creative hand and foot imply that you may battle to adhere to routine and structure, preferring to do things your own way and in your own time. They also provide you with flexibility and adaptability and you enjoy challenging and changing prescribed methods.

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 MM Profile, the modality controlled by the non-dominant left hemisphere is the foot, which implies that its functioning is affected.

The stress profile is visually represented as follows:



The MM Profile rapidly becomes frustrated by predictable and repetitive tasks such as data checking or capturing which do not allow you to make use of any of your creative traits. The other major source of stress for your profile is negative facial expressions, body language and/

or tone of voice of others. The functioning of the eye and ear, while not affected by stress, becomes more emotional. This may result in you either *hearing* what you thought you *saw* (sensitivity to facial expression and body language) or *seeing* what you thought you *heard* (sensitivity to tone of voice).

It is important that you do not incorrectly assume responsibility for other people's negative body language, facial expression or tone of voice. 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.

Due to the exacerbated sensitivity of both receptive modalities under stress, you tend to need much emotional support. You may also need to learn to self manage your reactions in order not to become a victim of only interpreting someone else's actions from an emotional point of view.

Your open hand implies that your ability to work is unaffected, although the blockage of the foot means you may feel stuck and overwhelmed when faced with problems or conflict.

7. Barriers

- Hearing and seeing others who are upset causes you to stress
- If you are responsible for other people looking or sounding upset this can cause you to stress
- Continuous emotional behaviour from others tires you
- A lack of intellectual challenge can result in boredom
- You can have an inability to see detail without assistance
- Impatience from others
- Unfair labelling and treatment
- Visual and auditory distractions at work
- No visual or auditory rewards
- No movement being allowed
- Your own tendency to be talkative

8. Implications

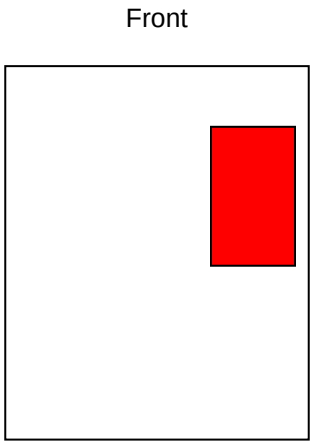
- The receptive modalities and verbal modality are always available
- The kinaesthetic and problem solving modality is blocked during stress
- You are always sensitive to noise, body language, tone of voice and facial expressions
- These sensitivities make you vulnerable to manipulation and intimidation by others
- The bigger the group or meeting, the more easily you will become distracted
- You always subtly stress; you need to see and hear people before you can relax
- You may need to learn how to organise, sequence, prioritise, delegate and to keep time
- When not stressed, you easily access image, rhythm and emotion
- You tend to use emotive language
- You may experience difficulty or tiredness when reading, and you may find that you reverse letters or numbers, especially when dealing with detailed text such as financial documents and data-capturing
- Under stress you prefer not to see or hear others; you require time out to assess the situation and to plan your response

- The exacerbated sensitivity of the eye and ear under stress may drastically affect your processing time and level of accuracy
- You may need to learn to function within organised and well-structured environments
- Your movements tend to be graceful and spontaneous naturally, and you have fine form and precision for structured sport and dance

9. Recommendations

- You easily access visual information and enjoy working with illustrations, diagrams, posters and charts which allow you to visualise the big picture
- However, you may have difficulty in identifying the details, especially if you feel pressured
- Under stress your tendency for letter / number reversals will be exacerbated; it is therefore critical that you double check your accuracy
- You are equally strong at accessing auditory information and you rapidly process talks, tapes and verbal information as you easily remember what you heard
- You find it easy to grasp the main idea, but can have difficulty in grasping and communicating the linear details
- You tend to focus on the overview, metaphor, story, dialect and emotional context
- You interpret language primarily by its pitch, tone and rhythm and easily decipher the meaning behind words
- Under stress it is likely that you will struggle to express yourself in a logical way and you may find that your fine-motor coordination activities such as penmanship or precise movements are not as precise as they are under normal circumstances
- Your profile benefits greatly from verbal and auditory encouragement
- 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 MM Profile:

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

Intelligences requiring structured experiences for development:

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

11. Profile strengths

- You are receptive to others
- You are generous with time
- You pay attention to the human aspect
- You are open-minded
- You garner trust in others
- You are unconditionally kind
- You maintain your optimism
- You solve problems
- You are understanding / trusting
- You respect others' feelings

12. Profile weaknesses

- You are sensitive to what you see in body language and hear in tone of voice
- You need visual and auditory recognition and reassurance
- You are easily distracted by what you see as your left eye is prone to day dreaming
- You may be manipulated or intimidated because you find it hard to say no
- You dislike working with detail
- You may lack structure
- You are prone to missing visual and auditory detail

13. Relationship needs

- You need to see and hear love and you bond easily with others who openly express their affection
- You thoroughly enjoy private leisure time
- You are personable and humorous
- You have a strong need to maintain relationships
- You enjoy solitary pursuits
- You take time for simple pleasures

14. Communication style

- You tune in to the needs of others
- You prefer calm, reserved conversations
- You like quiet, considerate co-workers
- You look for meaning in actions as well as words
- You listen first, then speak

15. Preferred business setting

- You need a private yet unconfined space
- You prefer compatible associates
- You need an aesthetically pleasing work environment
- You are concerned about how people behave
- You desire flexibility to be productive

16. Working in a team

- You conceptualise and visualise the large-scale parameters of projects
- You offer unconditional cooperation
- You bring focus to people's needs
- You build systems around productive people
- You provide the service aspect to any project

17. Management style

- You use praise and encouragement as your major tools
- You monitor group performance for signs of stress or unproductive behaviour
- You are ready and able in a crisis
- You are able to tap into the strength of others
- You are adaptable and cooperative

18. Career indications

The MM Profile is the Choreographer of the world!

You should not consider careers which require you to constantly supervise and reprimand others. If you are the cause of seeing or hearing others unhappy you will become depressed. You should also steer away from careers in which you see or hear a lot of pain, for example emergency medical care.

MM Profiles are often involved in movements such as “Green Peace” or environmental activism where you can become so involved in a cause that it consumes you. With your naturally expressive tendencies, you are likely to be the spokesperson for such a cause.

Your natural ability for research should underpin any career choice. You should spend the majority of your time in research on your own (with few distractions. This should be interspersed by limited sessions where your natural bed-side manner can be used to either gather information or provide feedback to the client.

18.1 Additional career notes

- Work where you are able to create something with your hands which is attractive and useful
- You enjoy using your five senses in a practical way as well as working with real things in the real world
- Careers which are ideal for your profile should allow you to work flexible hours and the freedom to schedule your own work
- People of your profile prefer to work autonomously without having to conform to administrative guidelines
- You may also enjoy the hands-on element of many of the therapy occupations, helping others either physically or emotionally during or after a crisis
- You are generally very observant and able to respond well to subtle changes, you also enjoy short-term problem solving
- An essential ingredient for career satisfaction is to be able to see or experience positive feedback for your contribution and efforts and to truly believe in the importance of the work that you are doing
- Your profile can also find fulfilment in service careers. Those which meet the needs of people or animals in real, tangible ways are most rewarding
- You may find enjoyment in teaching (especially young children) where you have the opportunity to include much spontaneity and fun

- Clerical careers which take place in the right environment can provide you with satisfaction. The critical factor is that you are able to use your excellent practicality in a supportive and affirming climate

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 MM: "IT IS THE THOUGHT THAT COUNTS"

19.1 Satisfaction is obtained from a career that:

- Is consistent with your strong inner values and is something you care deeply about and want to contribute your energy and talents to
- Takes place in a supportive and affirming climate where you are a valued member of a loyal and cooperative team
- Requires creative flair and attention to 'out-the-box' presentation, where you work with real things that benefit other people and have practical applications
- Gives you the freedom to work independently but in proximity to compatible and courteous people, where you don't feel restricted by excessive rules, structure, or inflexible operating procedures
- Allows you to be adaptable, yet committed, where you have a sense of purpose and are able to see and experience the actual results of your accomplishments. It is important that you are involved in 'seeing' and 'hearing' the feedback from clients
- Lets you use your sense of taste and aesthetics to enhance your physical workspace, personalise it, and make others more comfortable
- Takes place in a quiet, cheerful, cooperative environment where interpersonal conflicts are kept to a minimum
- Provides you with an opportunity to experience inner growth and development within a context of work that you feel is important
- Does not require you to perform regular public speaking, lead a large group of people you don't know well, or give people negative feedback

19.2 Work-related strengths may include:

- An ability to welcome change and adapt well to new situations
- Sensitivity to people's needs and the desire to help them in real ways
- Practicality and realistic perceptions
- Good common sense
- Warmth and generosity
- Loyalty to people and organisations that you care deeply about
- Attention to important details, especially those that concern people
- Thoughtfulness and the ability to concentrate on current needs
- A willingness to support organisational goals

- The ability to clearly assess the current situation and see what needs fixing
- Flexibility and the willingness to take calculated risks and try new approaches

19.3 Work-related weaknesses may include:

- A tendency to accept things at face value and miss deeper implications
- An inability to see opportunities and options which don't currently exist
- A tendency to take criticism and negative feedback very personally
- A dislike of preparing in advance and you can battle to manage your time
- Difficulty making final decisions and then abiding by them
- A dislike of excessive rules and overly structured bureaucracy
- Difficulty making logical decisions if they conflict with your personal feelings
- An unwillingness to risk disharmony to fight for your position or idea
- A tendency to become overwhelmed by large or highly complex tasks
- Resistance to setting long-term goals and occasional difficulty meeting deadlines
- Difficulty with disciplining direct reports or criticising others

19.4 Ways to find a better 'fit' with your current job:

- Seek help to resolve any interpersonal conflicts
- Consider taking an assertiveness training class
- Ask supervisors to be clear about their expectations of you
- Find time during the day to 'recharge' by yourself
- Do things which will allow you to help, connect with and support co-workers
- Try to ensure there is some variety in your daily activities
- Participate in recreational activities
- Seek others with complementary skills to help evaluate your ideas
- Think about where you want to be five years from now
- Set short-term achievable goals to keep you on track
- Try to find other people in your work environment who share similar interests and values

19.5 Pathways to success:

Use your strengths to:

- Consider all data available to you, even that which may contradict your personal feelings
- Look at the 'hard' consequences of your actions and decisions. List the pros and cons so that you are sure to consider both the positive and negative aspects
- Develop a method of analysing information before accepting it at face-value
- Use your skills at short-term planning to get things done and keep from becoming overwhelmed by the size of a task
- Assert yourself, step back and consider the big picture, and don't take things too personally

20. Summary

The MM Profile is quietly friendly, sensitive and modest about their abilities. You tend to shun disagreements and do not force your opinions or values on others.

You generally prefer not to be the leader and rather make a loyal and committed follower. You are relaxed about assignments and getting things done, because you enjoy the present moment and do not want to spoil it by undue haste or exertion.

Live your outer life with more sensing and your inner life with more feeling.

Born to be different!

Yours sincerely
Dr Annette Lotter

Appendix: The 12 Intelligences

The IQ test as we know it today grew out of the work of French Psychologist Alfred Binet, who, in the early years of the 20th century, devised a test to identify children, whose learning problems required remedial education. Lewis Terman at Stanford University standardised it to take population norms into account and the test became known as the Stanford-Binet. Terman later incorporated psychologist William Stern's notion of an intelligence quotient. In simple terms, IQ as it is universally recognised, is an individual's mental age, as determined by intelligence testing, divided by the person's chronological age – and the ratio multiplied by 100.

Over the years it has become the standard measure of intelligence while provoking fierce, passionate debate among academics, educators, and the lay public.

There is little doubt that IQ tests are reasonably good at assessing and predicting a pupil's school performance, "… but since intelligence is defined operationally as that which intelligence tests test, the test makers are *"chasing their own tail"*, declares Michael Gazzaniga, director of the Division of Cognitive Neuroscience at Cornell University Medical College.

In other words: intelligence tests measure the ability of people to do well in intelligence tests.

Typically, the IQ test predominantly measures an individual's ability with linguistic and logical-mathematical challenges as well as some visual and spatial tasks.

Enter Harvard professor of education Howard Gardner.

Gardner came up with his *"Theory of Multiple Intelligences"*, which says, in effect, that IQ should not be measured as an absolute figure in the way height, weight, and blood pressure are. It's a crucial blunder, he maintains, to assume that IQ is a single fixed entity that can be measured by a pencil-an-paper test.

It is not how smart you are, but ***how you are smart!*** This also implies that intelligence can vary in different contexts.

In arriving at his theory Gardner embraced ideas from a wide range of disparate sources. Gardner analysed studies of child prodigies, gifted individuals, brain damaged patients, idiots, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures.

In arriving at his theory Gardner embraced ideas derived from neurobiology, complemented by fields such as psychology, anthropology, philosophy, and history.

1 Linguistic intelligence:

The ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of such people.

2 Logical-mathematical intelligence:

The ability to reason and calculate; to think things through in a logical, systematic manner.

These are the kind of skills which are highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

3 Visual-spatial intelligence:

The ability to think in pictures, to visualise a future result.

To imagine things in one's mind's eye. Architects, artists, sculptors, sailors, photographers and strategic planners normally have this type of intelligence. People use it when they have a sense of direction, when they navigate or draw, or when they develop from mind ideas or flowcharts and find new ways of presenting ideas and things.

4 Musical intelligence:

The ability to make or compose music, to sing well, or to understand and appreciate music, to keep rhythm.

This is a talent obviously enjoyed by musicians, composers, and recording engineers. But most people have a basic musical intelligence that can be developed.

5 Bodily-kinaesthetic intelligence:

The ability to use one's body skilfully to solve problems, create products, or present ideas and emotions.

Obviously this is ability for athletic pursuits, artistic pursuits such as dancing and acting, or building and construction. One can include surgeons in this category, but many people who are physically talented – "good with their hands" – don't recognise that this form of intelligence as being of equal value to the others.

6 Naturalistic intelligence:

The ability to recognise flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productive.

For example: hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists and zoologists fit into this category.

7 Inter-personal (social) intelligence:

The ability to work effectively with others, to relate to other people and display empathy and understanding, to notice their motivations and goals.

This is a vital human intelligence exhibited by good teachers, facilitators, therapists, politicians, religious leaders, and salespeople.

8 Intra-personal intelligence:

The ability for self-analysis and reflection.

To be able to quietly contemplate and assess one's accomplishments, to review one's behaviour and innermost feelings, to make plans and set goals, to know oneself objectively. Philosophers, counsellors and many peak performers in all fields fit into this category.

9 Spiritual intelligence:

The ability to appreciate and accommodate views and opinions from people of other spiritual denominations.

Gardner admits that the mental abilities most valued in the western world are linguistic and logical-mathematical intelligences. Gardner notes, however, that the importance of these nine intelligences has shifted over time, and varies from culture to culture. In a hunting society, for example, it is a lot more important to have extremely good control of your body (bodily-kinaesthetic intelligence) and know your way around (spatial intelligence) than to add and subtract quickly. In Japanese society, the ability to work cooperatively in groups and to arrive at joint decisions (interpersonal intelligence) is highly valued. Whereas schools in the first 50 years or so of this century focused on linguistic and mathematical skills, Gardner (1983) speculated that linguistic abilities would become less important in schools in the near future as logical-mathematical abilities become more important related to technological and IT development.

The point is, while both logical-mathematical and linguistic intelligences are important today, it will not always be that way. Hence, Gardner's argument is that we need to be sensitive to the fact that what is valued as far as "intelligences" is concerned is changeable, something we need to keep in mind as we plan curricula and teach students. Annette Lotter (1985) has offered a view of mental abilities that questions the common assumptions that "smart is fast". This assumption underlies the overwhelming majority of IQ and aptitude tests, but is one that overlooks the evidence suggesting that smartness is not always associated with quickness.

First, it is well documented that a reflective rather than an impulsive style of problem solving tends to be associated with higher ability to solve problems (Baron 1982). Jumping to conclusions without adequate reflection can lead to false starts or erroneous thinking. How often, for example, do our snap judgments turn out to be poor ones, if not wrong ones? Yet, the vast majority of intelligence tests are timed, which forces the taker into an impulsive mode.

Second, research suggest that persons who are more highly intelligent tend to spend relatively more time than less intelligent persons on global, higher-order planning, and less time on local, problem-specific planning (Mulholland, Pellegrino, and Glaser 1980, Lotter 1981). Brighter people tend to be more reflective in their efforts to understand the terms and parameters of a problem the do less bright ones, something that takes more time, not less.

Finally, in a study which individuals were free to spend as long as they liked in solving insight problems, quite a high correlation, .75 (1.00 is a perfect correlation), was found between time spent on the problems and measured IQ (Lotter and Walpy 1982). These findings suggest that more able individuals do not easily give up when confronted with problems, and that persistence and involvement are highly related not only to successful outcomes, but to higher IQ's. For Dr

Lotter, the critical aspect of what constitutes "intelligence" is not necessarily the speed with which one arrives at a solution, but the processes one uses to get there.

Thus, Lotter, (1985) also suggests a "triarchic theory of intelligence" in agreement with Sternberg, based on research centring on the influence of context, upbringing and environment (1983 – 1985). This is a point of view that says there are different ways to be smart and that processing information quickly does not mean it was done accurately or correctly. Sternberg (1985) theorised that there are three aspects of intelligence: componential, experiential and contextual.

10 Componential intelligence:

The ability to reason logically and objectively.

Componential intelligence is that facet of people's mental ability that enables them to reason logically, to think analytically, to identify connections among ideas, and to see various aspects or "components" of a problem. It is the type of intelligence typically associated with people who do well on achievement and IQ tests. People with high componential intelligence might do quite well on multiple-choice or true-false tests, and might be especially skilled at critiquing and analysing arguments. This is one kind of intelligence, but not the only one. As observed by Lotter: "Many people are very good analytically, but they just don't have good ideas of their own".

11 Experiential intelligence:

The ability to think and solve challenges with new and ingenious solutions.

Experiential intelligence is a facet of mental ability associated with a person's capacity to combine disparate experiences in insightful ways. People high in this type of intelligence may not have the best test scores, but they are able to come up with creative and ingenious ways for seeing new combinations and possibilities in the world around them.

Lotter concluded from her research that experiential intelligence consists of three types of insight: selective encoding, selective combination and selective comparison. Experiential intelligence then is the capacity to not only make sense or our own experiences, but to reorder, recombine, and reinterpret our experiences in new and possible creative ways.

12 Contextual or practical intelligence

The ability to use practical common sense in solving challenges.

People use this type of intelligence in the context of their external world. It is one's practical intelligence or common sense, which might be loosely be defined as all of the really important things they never teach you in school. In Lotter's view, there are many people who do not do particularly well on tests, but who are extremely intelligent in a practical sense. Although this kind of intelligence does not fit the usual academic world, it is nevertheless intelligence, and as such, Lotter feels it should be considered along with all other expressions of human mental abilities.