



PERSONAL INTELLIGENCE

*It's not just another
lame buzzword!
(It's really not!)*





INTRIA



TRENT
UNIVERSITY

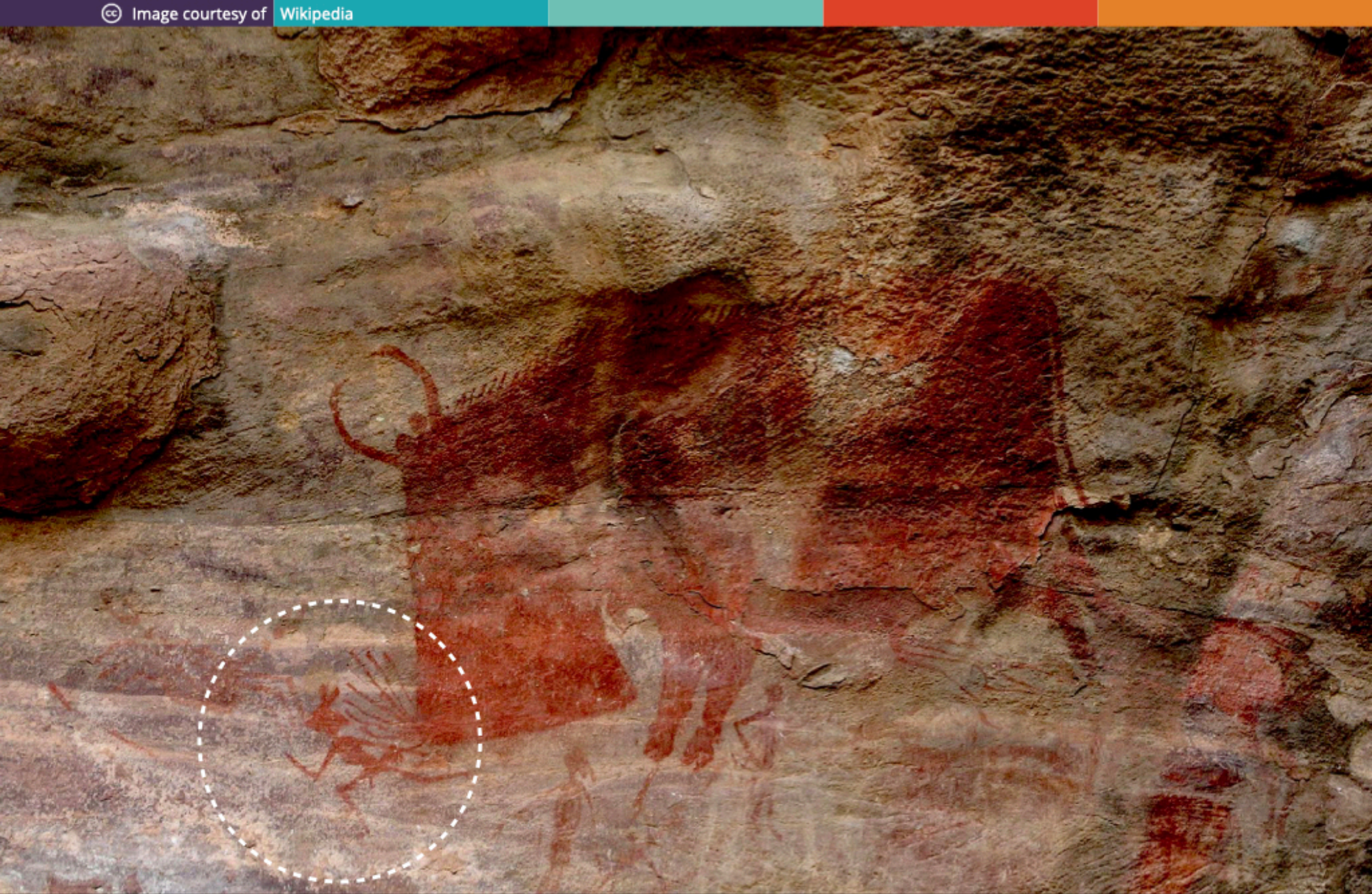


adaptimist



past projects

AUCKLAND 1998
BANGKOK 1997
BEIJING 1999
BOSTON 1996
CHICAGO 1996
DAKAR 2001
DUBLIN 2000
ENTEBBE 2011
HO CHI MINH CITY 1999
JAKARTA 1999
KOLKATA 2009
KUALA LUMPUR 1998
LONDON 2000
MANAMA 2002
MANILA 1999
MELBOURNE 2001
MONTREAL 1995
NEW YORK CITY 2001
PARIS 2004
PRAGUE 2000
QUEBEC CITY 1995
SAN FRANCISCO 2001
SEOUL 1998
SHANGHAI 1999
SINGAPORE 2004
TAIPEI 1999
TOKYO 1996
TORONTO 2012
VANCOUVER 1994
VIENNA 2000
WATERLOO 2009



FEAR.

Cave painting, Bhimbetka, India.
Man being hunted by a beast. 29,000 BCE.



LOVE.

Tomb painting, Saqqara, Egypt.
Embrace of Kahai and Meretites. 2400 BCE.



GRIEF.

Funeral stele, Santorini, Greece.
Deceased woman bids a final farewell. 3 BCE.

HAVE YOU EVER
LOOKED AT THE
LAST FEW LOADS
OF LAUNDRY AND
CONSIDERED
JUST THROWING
THEM AWAY?



OVERWHELM.

Meme, Internet.
Laundry blues. AD 2020.

HARPER'S MAGAZINE

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NO. DCCCXXVI



INTELLIGENCE AND ITS USES

BY EDWARD L. THORNDIKE

Professor of Educational Psychology, Teachers College, Columbia University

IN the last hundred years the civilized world has learned to trust science to teach it how to make the powers of wind and water, the energy of chemicals, and the vibrations of the ether do man's will and serve his comfort. Physical forces are being conquered by science for man. We may hope that man's own powers of intellect, character, and skill are no less amenable to understanding, control, and direction; and that in the next hundred years the world may improve its use of man-power as it has improved its use of earth-power.

Not only philanthropists and philosophers, but hard-headed, practical men of affairs in business, education, and government, are now looking to psychology, the science of human behavior, to provide principles for human engineering—for the efficient private and public management of man-power or "personnel." For example, the Secretary of War and Adjutant-General McCain, in seeking specialists to help "(1) secure a contented and efficient army by placing each enlisted man where he has the opportunity to make the most of his talent and skill, (2) to commission, assign, and promote officers on merit, and (3) to simplify the procedure of discovering talent and assigning it where most needed," intrusted the task to psychologists. The co-operation between psychologists and business men in the organization that resulted (the Committee on Classification of Personnel in the Army) made clear to each group how much it had to learn from the others. And, in general, to-day, science is eager to make use of the practical experience of men and women who succeed in man-

aging human nature; and men of affairs are realizing that the experiments and measurements and formulae of the scientific man may turn out to be the most "practical" things in the world.

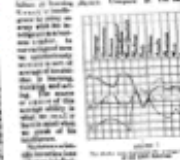
As a sample to illustrate both what the scientific study of personnel has done and what it has to do, we may take the problem of intelligence and its uses.

Men talk freely about intelligence, and rank their acquaintances as having very little, little, much, or very much of it. If, however, they try to state just what it is, and how it is to be measured, there is difficulty. One says, "It is thought-power; and it is measured by the person's ability in school and in life." Another retorts, "What is thought-power?" and calls attention to the fact that ability in school and ability in life are different things. Smith declares that "Intelligence is ability to learn," and when asked, "To learn what?" adds, "To learn anything." A teacher present then observes that one of the slowest boys at learning Latin whom he ever knew made record progress in learning to swim, skate, and play ball. Jones, who has turned to the dictionary, says: "This suits me, 'Readiness of comprehension!' I call a man intelligent who can understand questions—see the point. Give me fifteen minutes' interview with a man and I can give you a measure of his intelligence." Some one at once objects that a man may be slow and incorrect in responding to questions, but quick and sure in locating the trouble with an automobile, or in seeing a bargain, or in sizing up the temper of a mob of strikers.

The facts of every-day life, when

HARPER'S MONTHLY

Intelligence, ability that is not taught, but is innate, and is the basis of all learning. It is the power of the mind to grasp the meaning of things, and to use that meaning in the solution of problems. It is the power of the mind to grasp the meaning of things, and to use that meaning in the solution of problems.



Intelligence is the power of the mind to grasp the meaning of things, and to use that meaning in the solution of problems. It is the power of the mind to grasp the meaning of things, and to use that meaning in the solution of problems.

INTELLIGENCE	VARIATION
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20

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HARPER'S MONTHLY

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Intelligence is the power of the mind to grasp the meaning of things, and to use that meaning in the solution of problems. It is the power of the mind to grasp the meaning of things, and to use that meaning in the solution of problems.

Has a
hard time
making
friends;
gets
straight
A's

Makes
friends
easily;
struggles
with
academics

Public domain

Public domain

understand & manage

men and women, boys and girls,
to act wisely
in human relations"

—Edward L. Thorndike, 1920

INTELLIGENCE AND ITS USES

Professor of Educational Psychology, Teachers College, Columbia University

, boys

IV

Not only scientists and engineers, but also business leaders, practical men of affairs in business, education, and government are now looking to psychology—the science of human behavior—to provide principles for human engineering—for the efficient private and public management of man-power or “personnel.”

human

Edw

and g1

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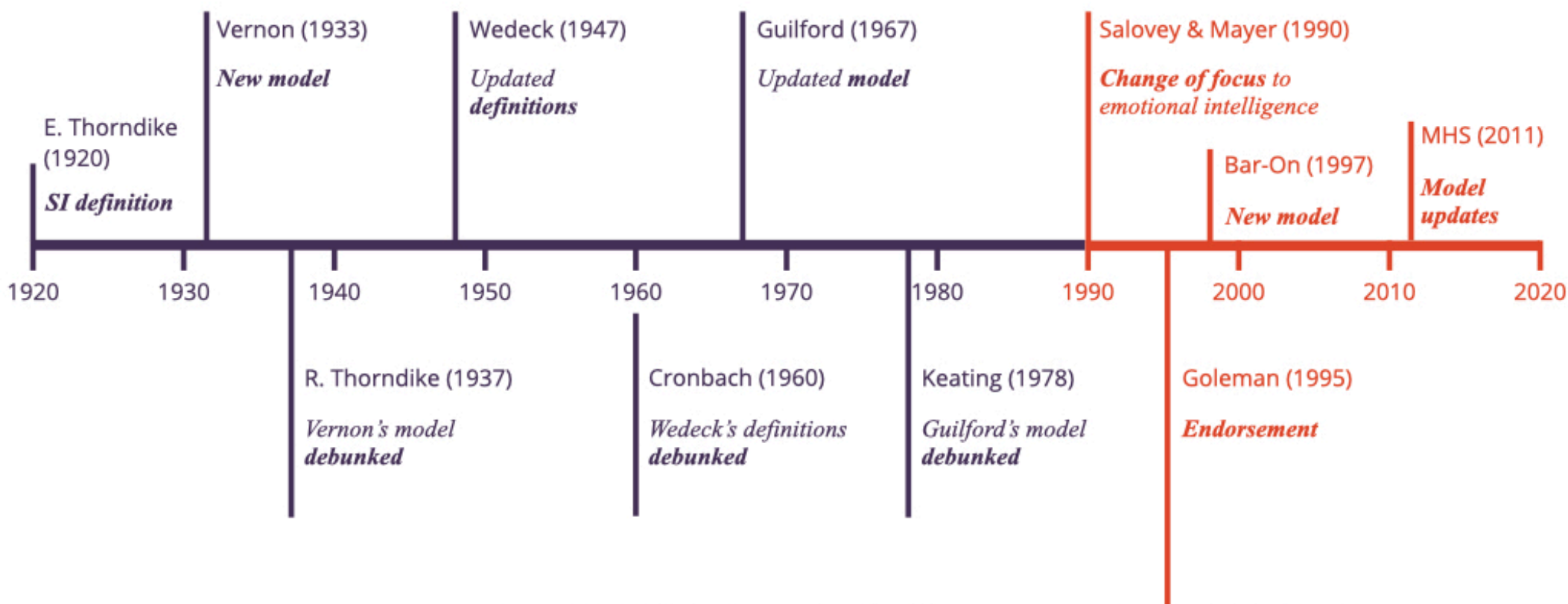
relation

ard L. Thorndike

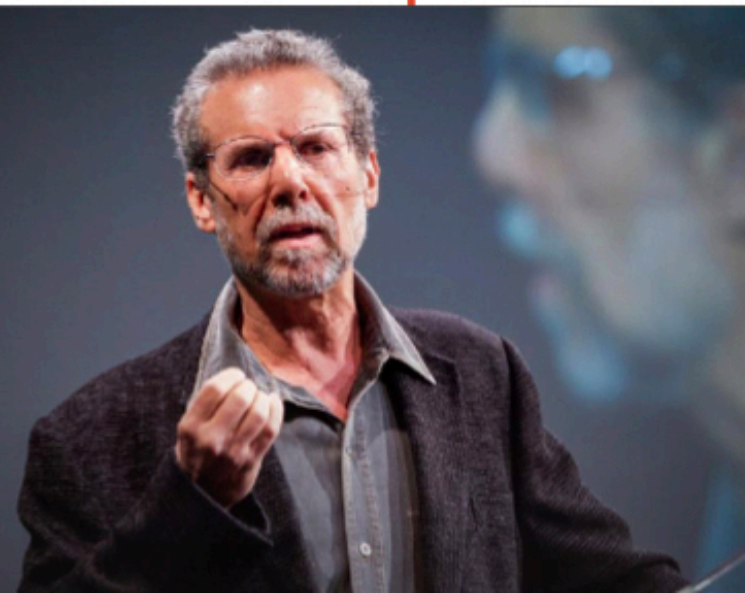
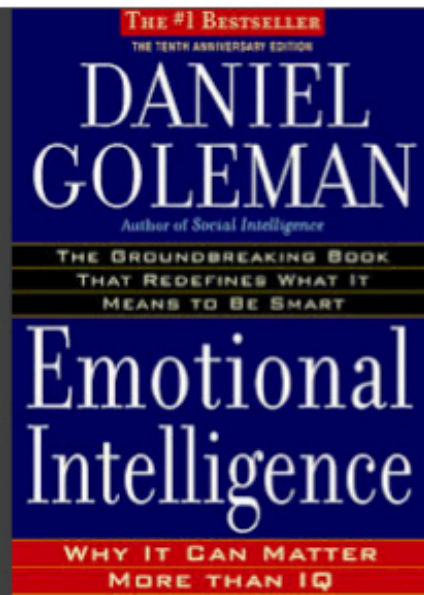


1) empathic connection

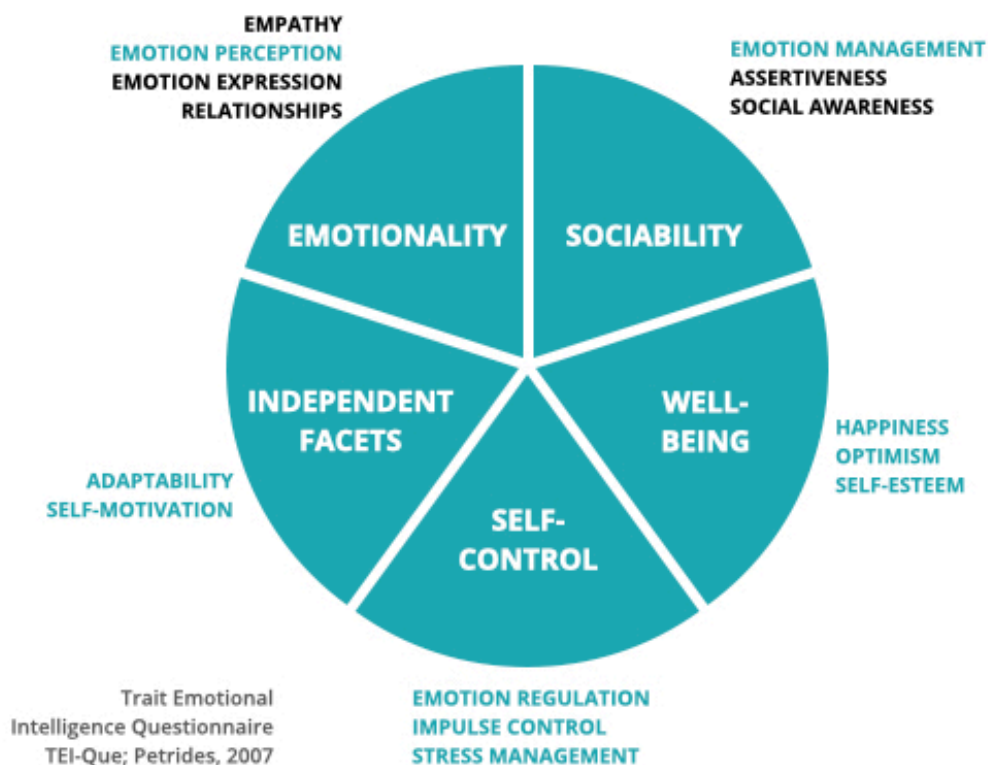
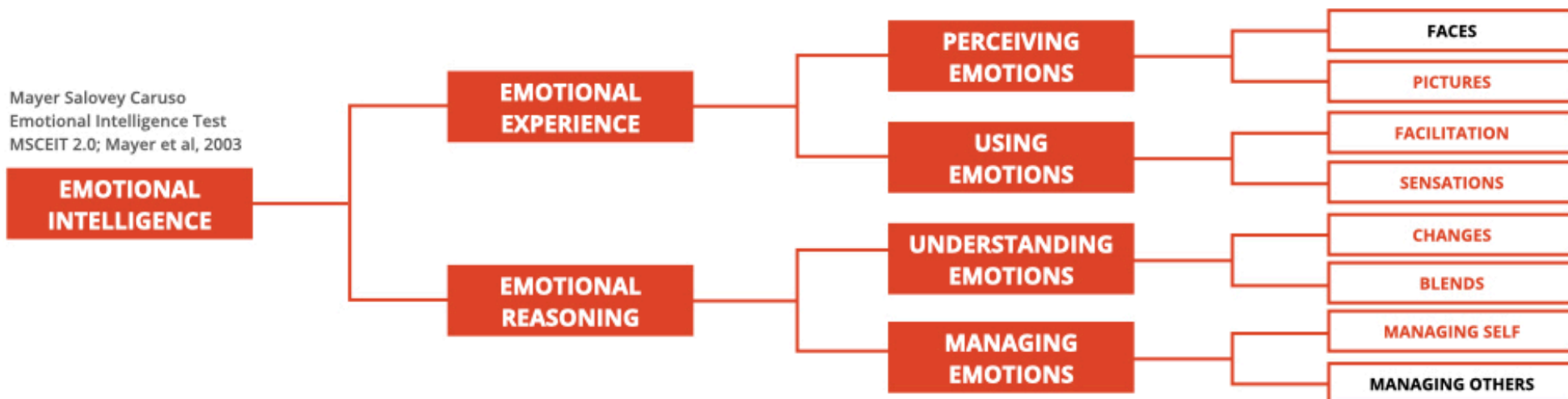
2) social rules



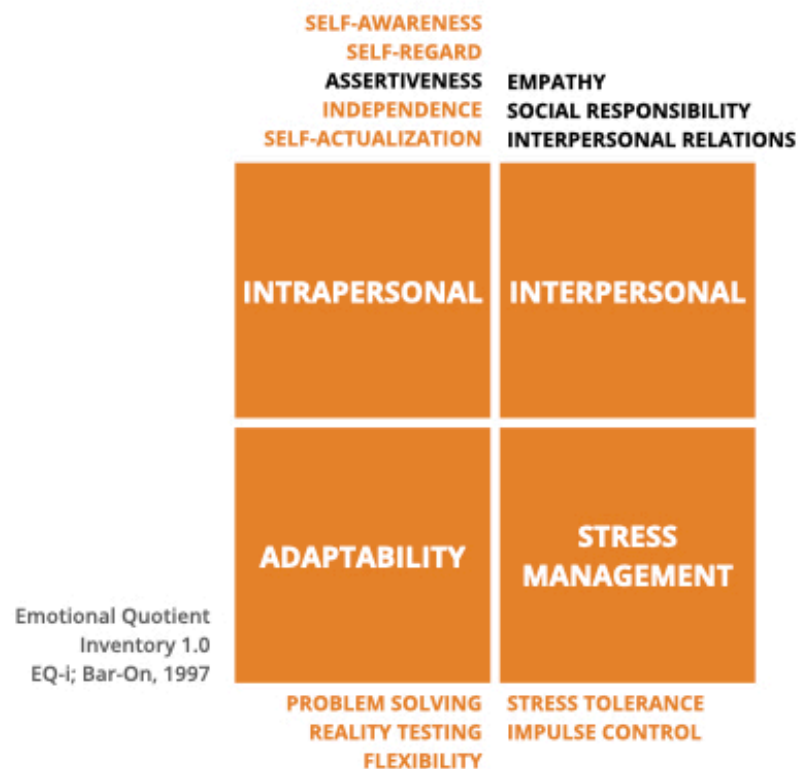
...let's see
where this
goes!



Mayer Salovey Caruso
Emotional Intelligence Test
MSCEIT 2.0; Mayer et al, 2003

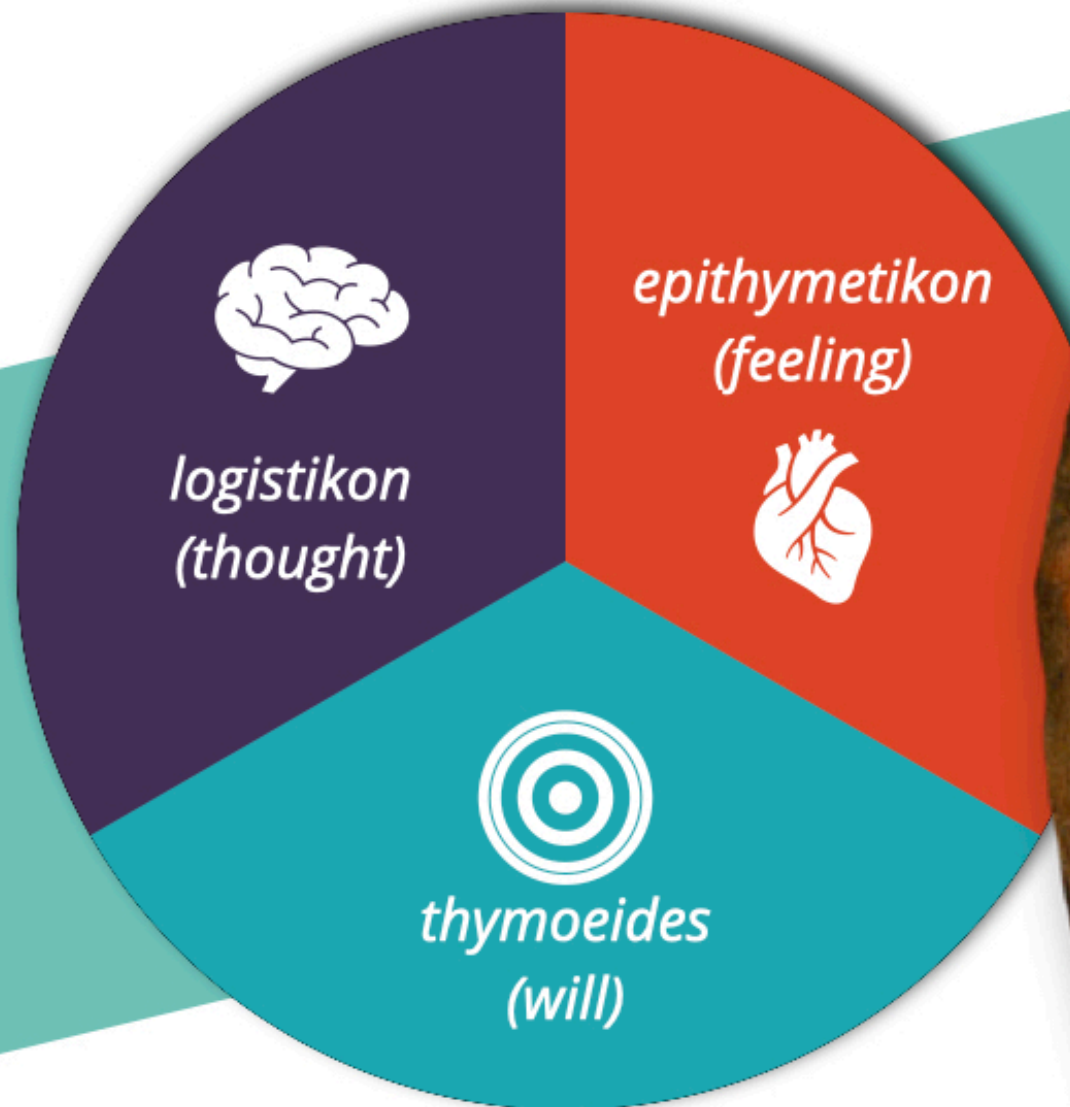


Trait Emotional
Intelligence Questionnaire
TEI-Q; Petrides, 2007



Emotional Quotient
Inventory 1.0
EQ-i; Bar-On, 1997

Plato's three-part model of the human mind



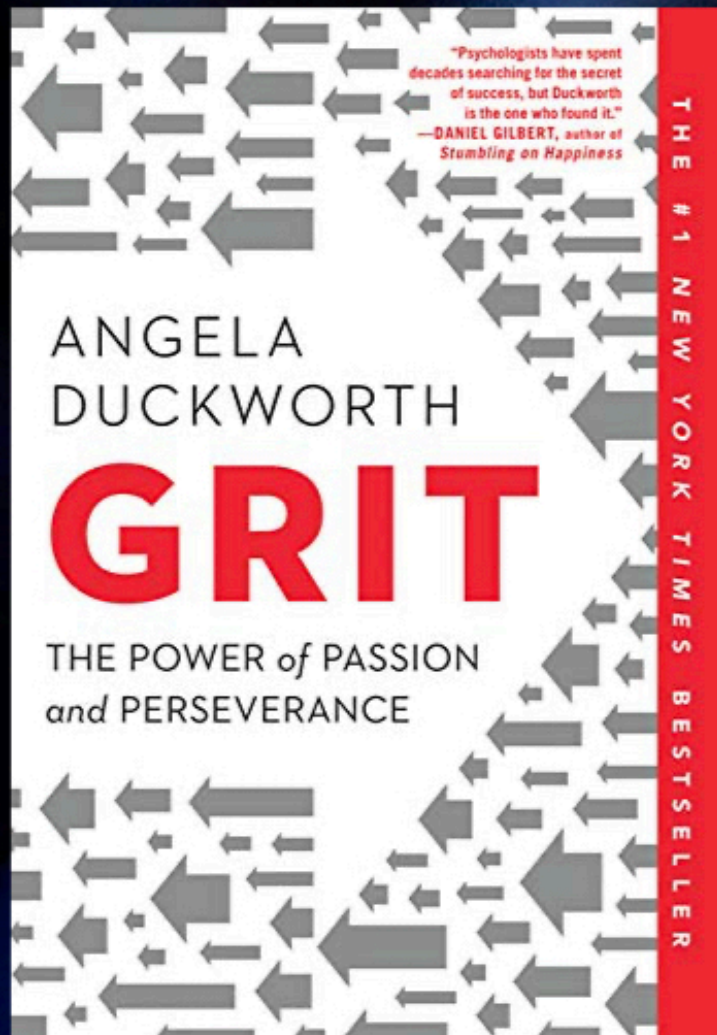
Social constructivism



WHAT IS
THAT?

IT'S A COW

THANKS!



"Psychologists have spent decades searching for the secret of success, but Duckworth is the one who found it."
—DANIEL GILBERT, author of *Stumbling on Happiness*

THE #1 NEW YORK TIMES BESTSELLER

ANGELA
DUCKWORTH

GRIT

THE POWER of PASSION
and PERSEVERANCE

© TED

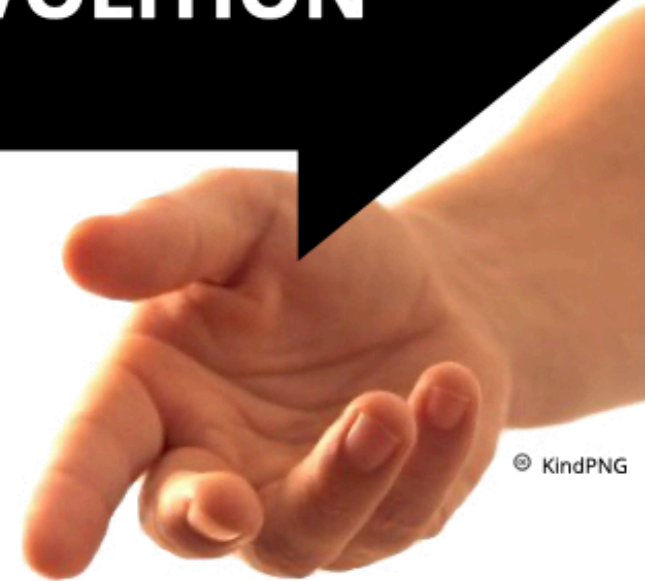




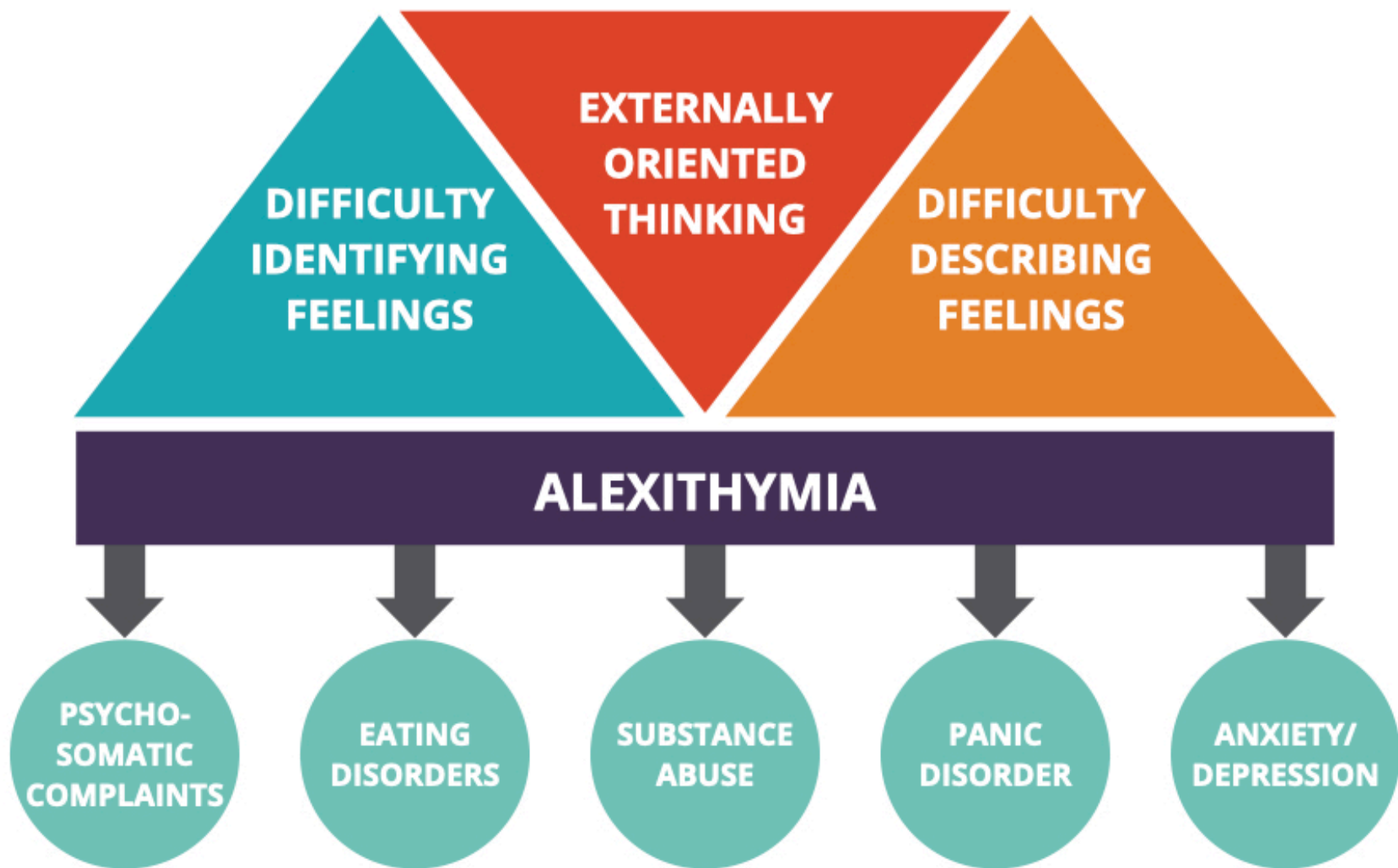
MOTIVATION

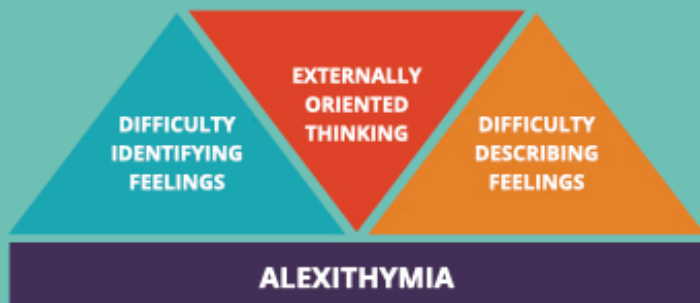
DECISION

VOLITION



“conation”



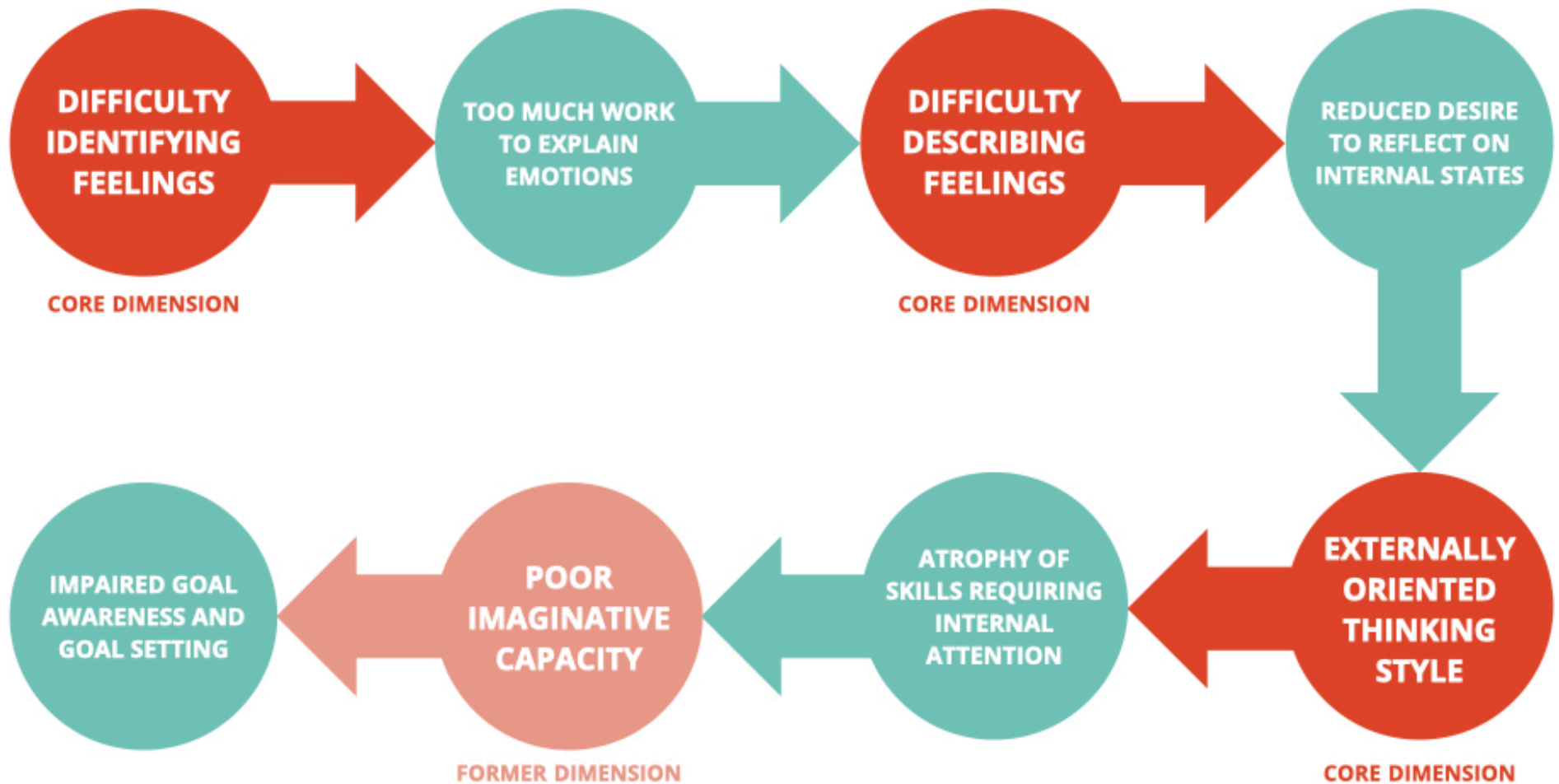


Eisner, W. (1939). *Blue Beetle* #1 [Cartoon], 1(1), p. 3.
Boston, MA: Fox Comics.

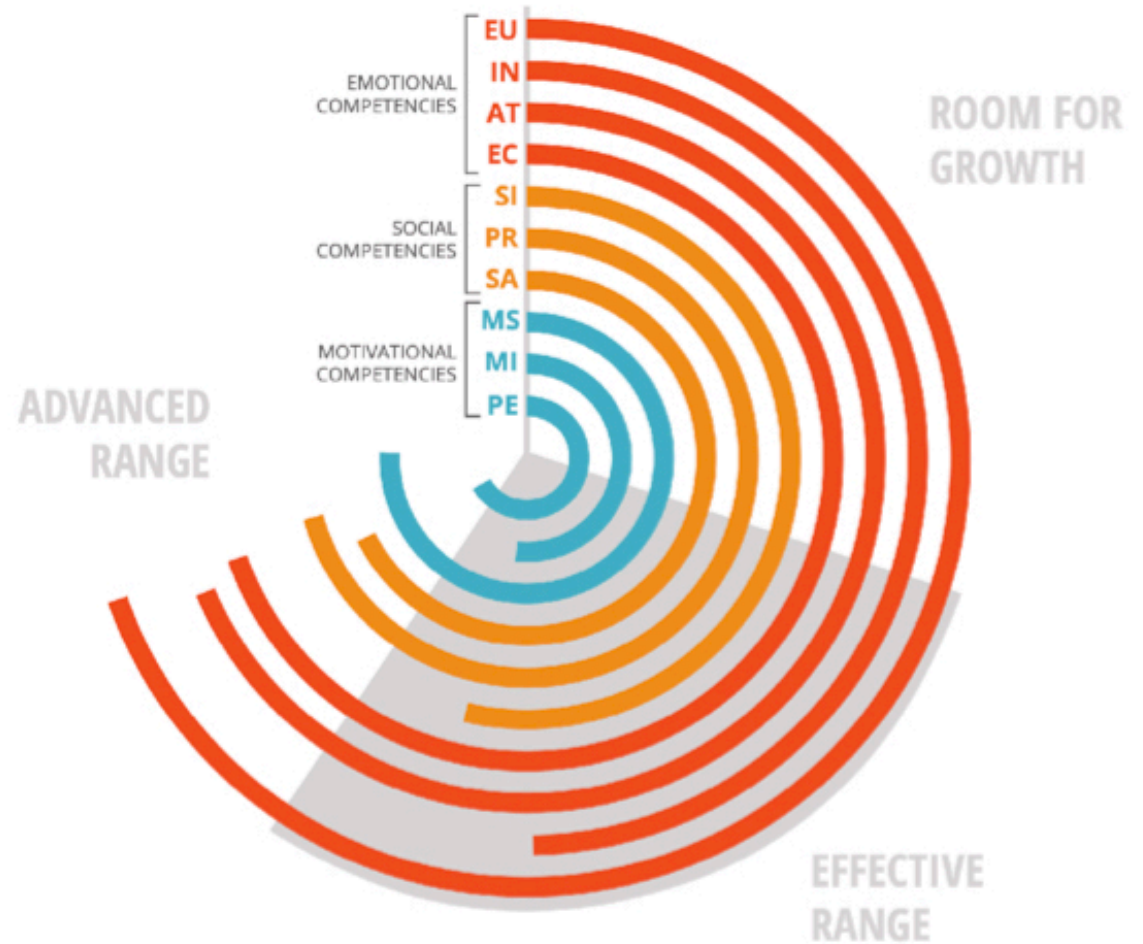
PRIMARY



SECONDARY



The Multidimensional Inventory for Personal Intelligence



EMOTIONAL COMPETENCIES

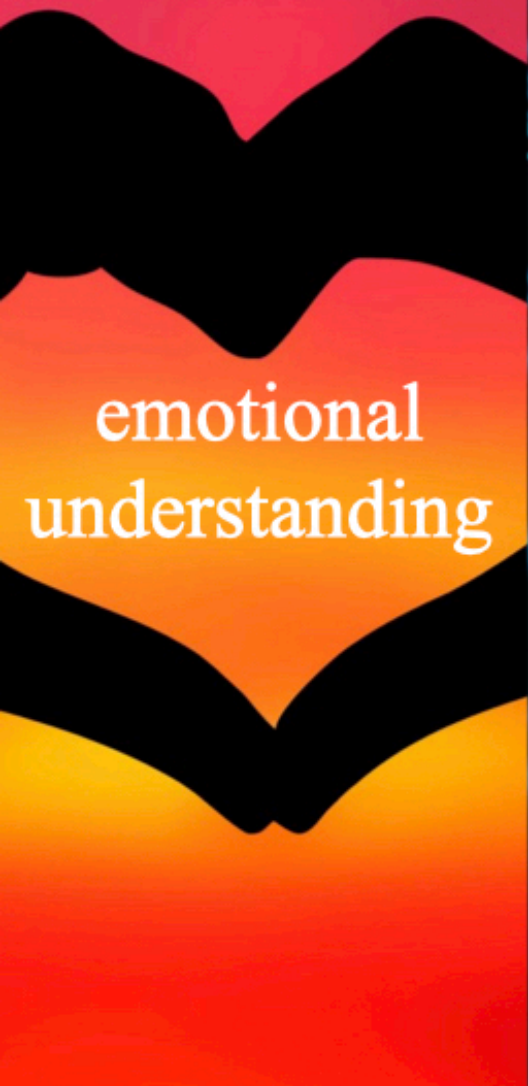


SOCIAL COMPETENCIES



MOTIVATIONAL COMPETENCIES





emotional competencies

social
integration



performance readiness



(social agency)

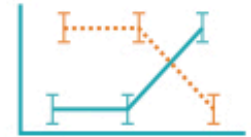
social competencies



motivational competencies

ECOLOGICAL VALIDITY

(GROUP DIFFERENCES IN OCCUPATION)



WORK READINESS CLIENTS ($N = 236$)

AGE: $M=37.7$, $SD=13.5$

105



131



PROJECT PROFESSIONALS ($N = 311$)

AGE: $M=44.2$, $SD=10.3$

96



215



TEACHING PROFESSIONALS ($N = 389$)

AGE: $M=40.8$, $SD=6.5$

98



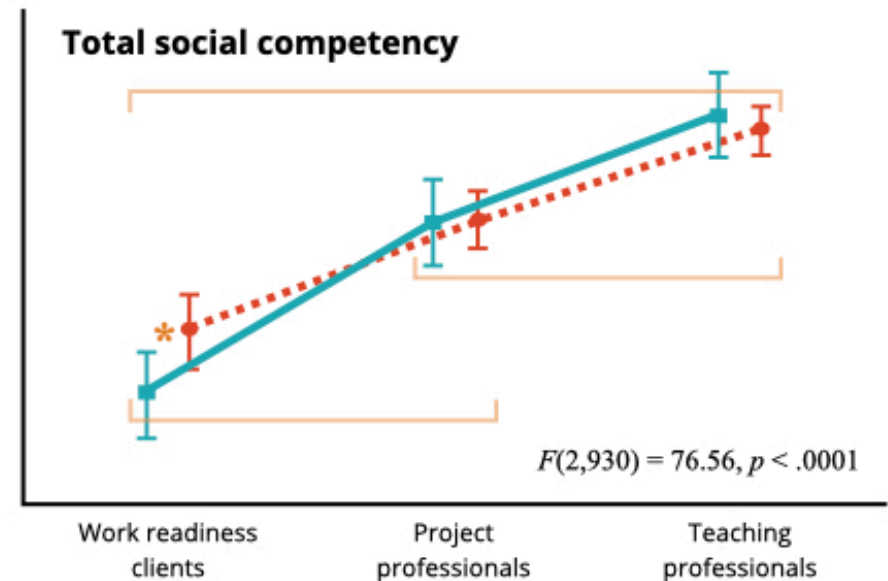
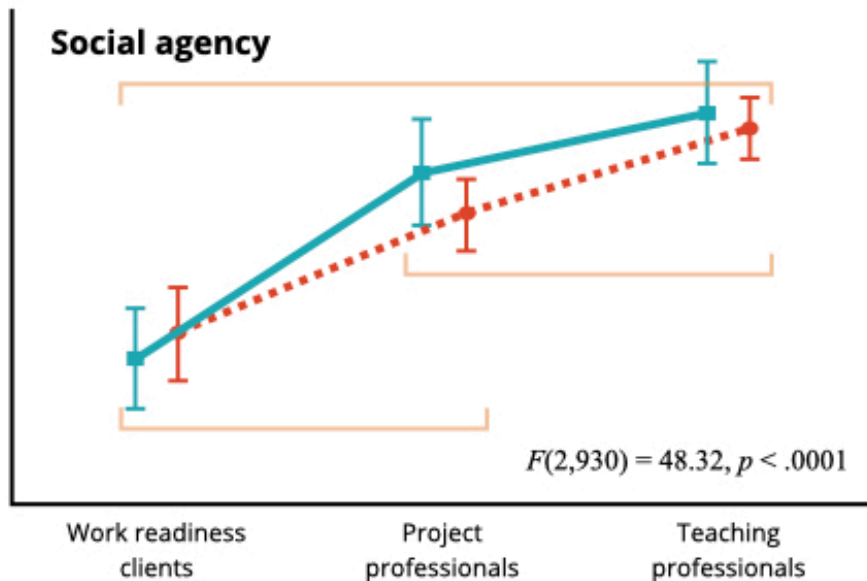
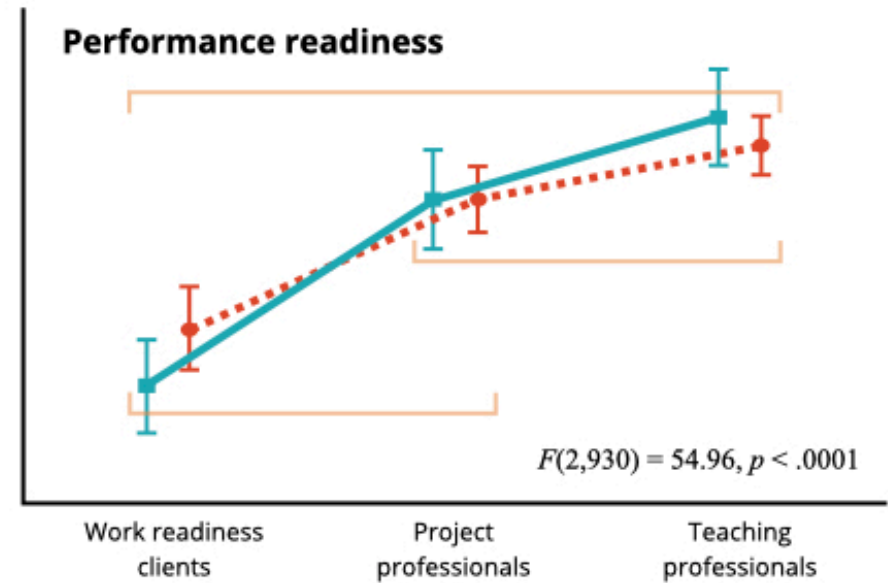
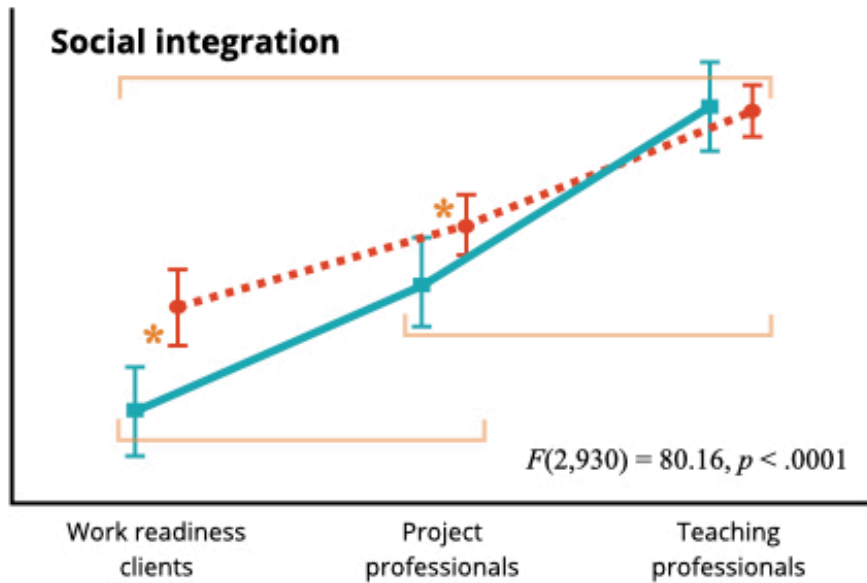
291



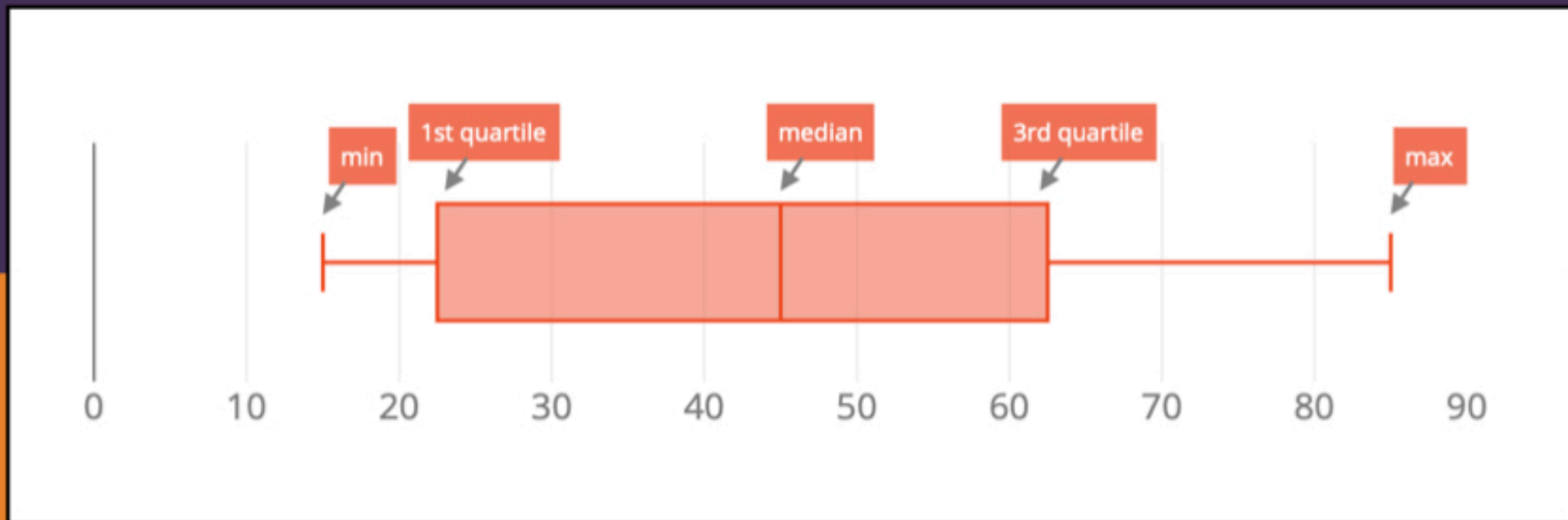
TOTAL $N = 936$ PARTICIPANTS

SOCIAL COMPETENCY MEAN ITEM SCORES - ANOVA BY OCCUPATION AND GENDER

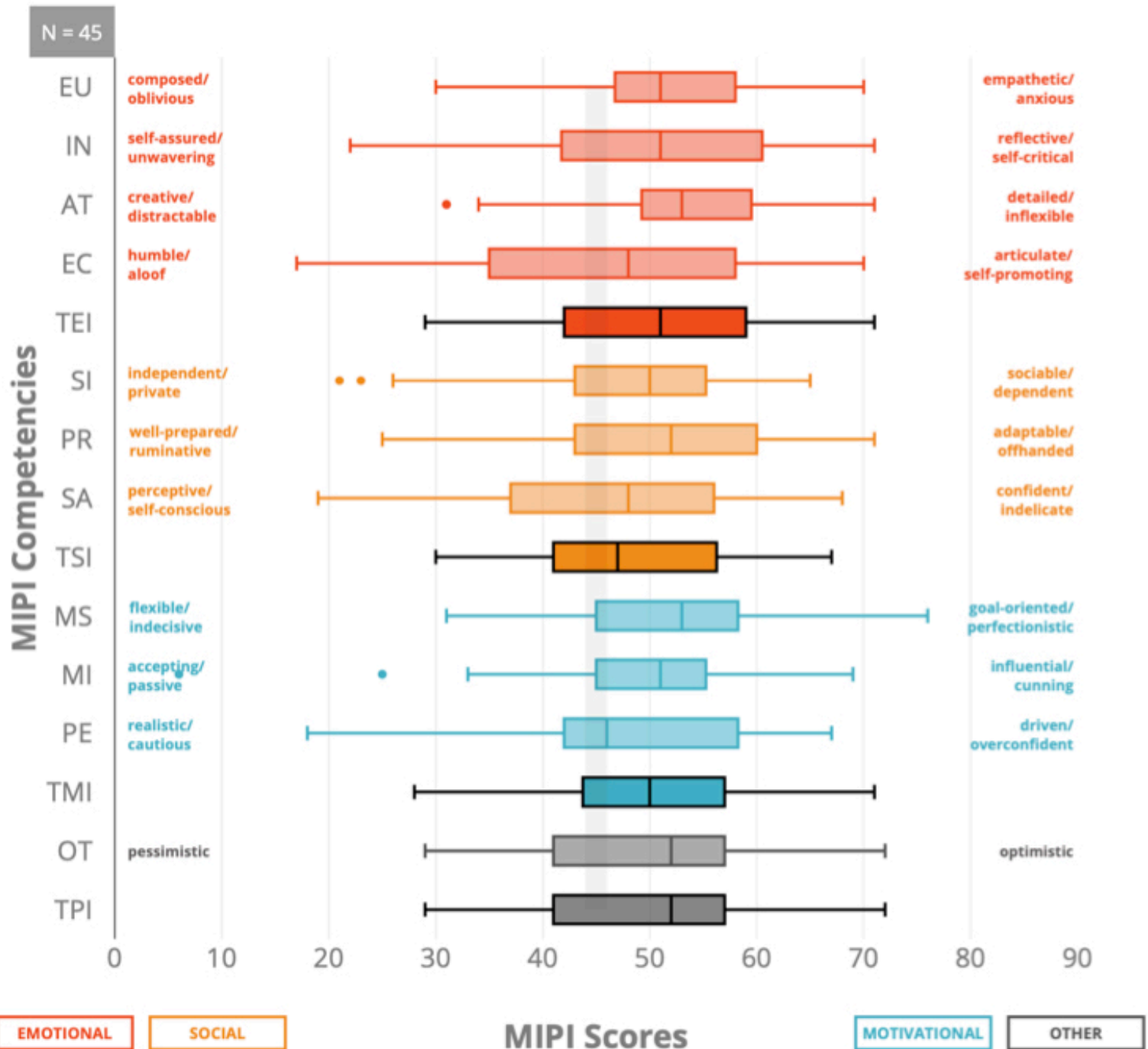
* Significant difference markers
 — Men
 ... Women



READING A BOXPLOT



MIPI GROUP REPORT



YOU
GUYS!





Looking
for more
data!

(You'll get free reports!)



Questions?