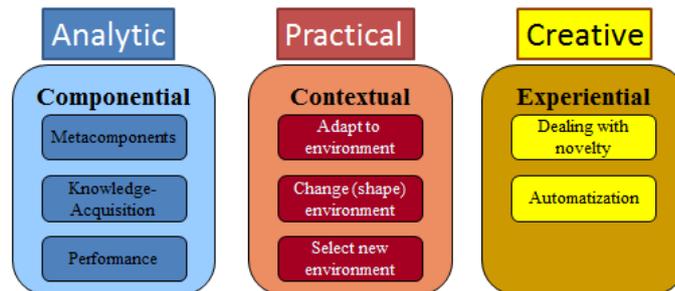


Sternberg's Triarchic Theory of Intelligence (three process domains)

- Intelligence is your ability to be successful at achieving your goals within your sociocultural climate
- Analytic/Academic Intelligence
 - Ability to “think critically, analyze and evaluate ideas, solve problems, make decisions”
- Practical Intelligence
 - Ability to “make solutions effective, solve real-world, everyday problems, implement ideas”
 - Skills that you don't learn at school but make you successful at interacting with the world
- Creative Intelligence
 - Ability to “go beyond what is given to generate novel and interesting ideas” (Sternberg et al., 2000)



1. Componential sub-theory (analytic) – internal world
 - Thinking Components or Processes
 - applied to relatively familiar tasks and situations somewhat abstracted from everyday experience
 - Typical intelligence types of tasks
 - Components (i.e., processes) can be classified by function & level of generality
 - Metacomponents/metacognition
 - Planning, monitoring, evaluation and using information to guide behaviour
 - Knowledge-acquisition components
 - Selective encoding, combination, comparison
 - Performance components
 - Perceiving, generating, comparing
2. Contextual sub-theory (practical) – external world
 - External aspects of intelligence (street smarts)
 - Maximising fit between oneself and one's environment
 - People mastering their environment seem to be able to capitalize upon their strengths & compensate for weaknesses
 - Adaptation
 - Adapt self to fit environment
 - Shaping
 - Shape/change environment to fit with own profile of skills/preferences
 - Selection
 - Select most appropriate environment for oneself
3. Experiential sub-theory (creative)
 - It postulates that intelligence is best measured by those processes that involve tasks & situations that are relatively novel or are in the process of becoming automatized
 - Links to creative intelligence
 - Ability to deal with novelty
 - Ability to automatise information processing

Practical intelligence and workplace success

- Practical intelligence is measured with tacit knowledge tests
 - Tacit knowledge
 - Knowledge that is not explicitly taught, but acquired with a low degree of social support
 - Highly context-specific
 - Instrumental to attaining personal goals
 - Takes the form of IF...THEN
 - Scoring is problematic, but there is a correlation between practical knowledge and workplace success

Sternberg's theory of successful intelligence

- The ability to achieve success in life, given one's personal standards, within one's sociocultural context
- In order to adapt to, shape, and select environments
- Via recognition of and capitalisation on strengths and remediation of or compensations for weaknesses
- Through a balance of analytical, creative and practical abilities

Berlin Model of Intelligence Structure (BIS)

- Jager (1982, 1984) – intelligence tasks are defined by contents and operations facets
 - Trying to remember numbers (numerical and relying on memory)
- Verbal/figural/numerical content distinction often reflected in employment selection tests

