

## **Mental Intelligence**

The term *mental* is distinguished as, “of or relating to the intellectual, or the mind, occurring or experienced in the mind, the ideological.” Concepts that have been used to describe the mental domain include: the reflective, creative, connective, contextual, cognitive, analytical, logical, evidential, knowledge and understanding. The intelligence quotient (IQ) is a measure of our rational, logical, rule-bound, abstract problem-solving intelligence and refers to a style of rational, goal-oriented thinking.

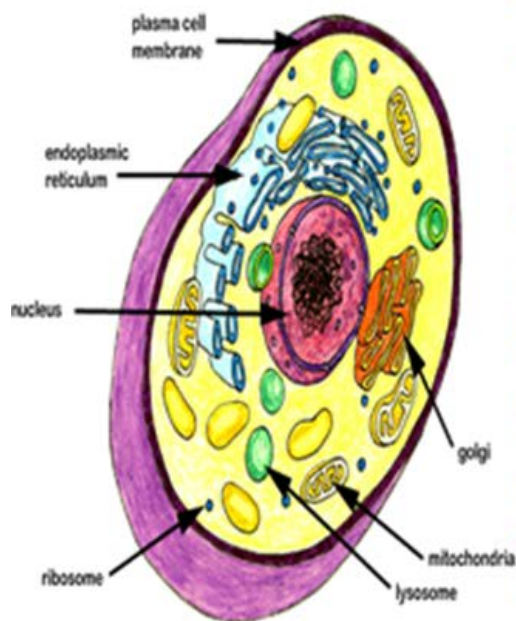
Fritoj Capra’s living systems theory proposes that mental activity is the organizer of organisms on all levels of life, “mind is not a thing but a process—the very process of life.” The interactions of living organisms with their environment involve mental processes that include knowing, thinking, learning, judging, and problem solving, i.e., cognition. Life and cognition are intimately correlated. From an integrative lens, intuition, synthesis, holistic and non-linear are also characteristics of our mental intelligence. Language is an essential component of our mental processes as we bring forth our world through conversation and relationship with other people (Maturana & Varela).

The ***natural*** role of the mental domain is known and appreciated by the integral thinker. Mental intelligence is known to expand in an environment in which people are encouraged to love learning, be curious, and follow their passion. The natural quality of learning is activated when people are respected, trusted, and honored as unique human beings, and educated to think and learn for themselves.

## Mental Intelligence

An integral thinker provides learning opportunities that are experiential and relevant so people can embody both content and context. The growth of mental acumen is equated with trusting the human being in his/her natural quest of learning. There is a recognition that one of the main purposes of an environment is to provide experiences in which the inherent attributes of the individual can naturally grow and take root. If the context is known and the learning is relevant, the learner is at choice and responsible for her/his growth and development, and the success of that to which they are committed. Who we are as human beings at the most fundamental level are natural learners.

### The Body-Mind



**When you think a thought, you make a molecule...**

**Thoughts, feelings, emotions and desires translate into a flux of neuropeptides in the brain...**

**What science is discovering is that we have a thinking body. Every cell in our body thinks.**

**Every cell in our body is actually a mind.**

**Every cell communicates with every other cell.**

**We have a body-mind simultaneously, everywhere.**

**(Chopra)**



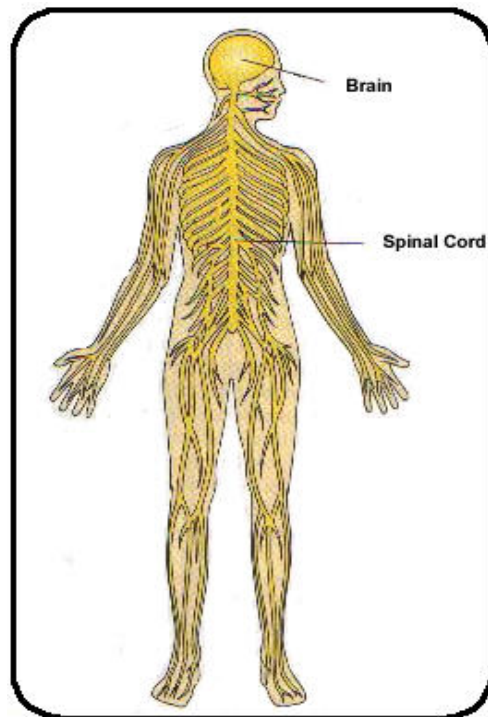
## Physical Intelligence

Physical intelligence is seen as ***fundamental*** to an integral experience of one's self.. There is an acknowledgement of the essential relationship between biology (earth, body), chemistry (foods, substances), and physics (energy) at the core of an approach to integrality. There is “grounded ness,” consciousness, and connection with the natural elements. There is a tacit form of knowledge in bodily knowledge. “The clues that allow us to know anything come from our relatedness to reality–relatedness as deep as the atoms our bodies share with everything that is, ever has been, or ever will be.” (Palmer)

This embodiment of the physical has powerful implications to how people relate to life. Physical intelligence communicates a particular reality and way of being that gives access to what is real for people; what is real for them is in their body, in their experiences, and senses. Persons, who are grounded, embodied individuals, relate to knowledge uniquely; what they know is relevant to them on a very basic level. It is learning that is connected in many layers– energetic, cellular, muscular, sensory, and kinesthetic. How integrated individuals represent themselves to others is coherent, consistent, present, aware, connected, etc.

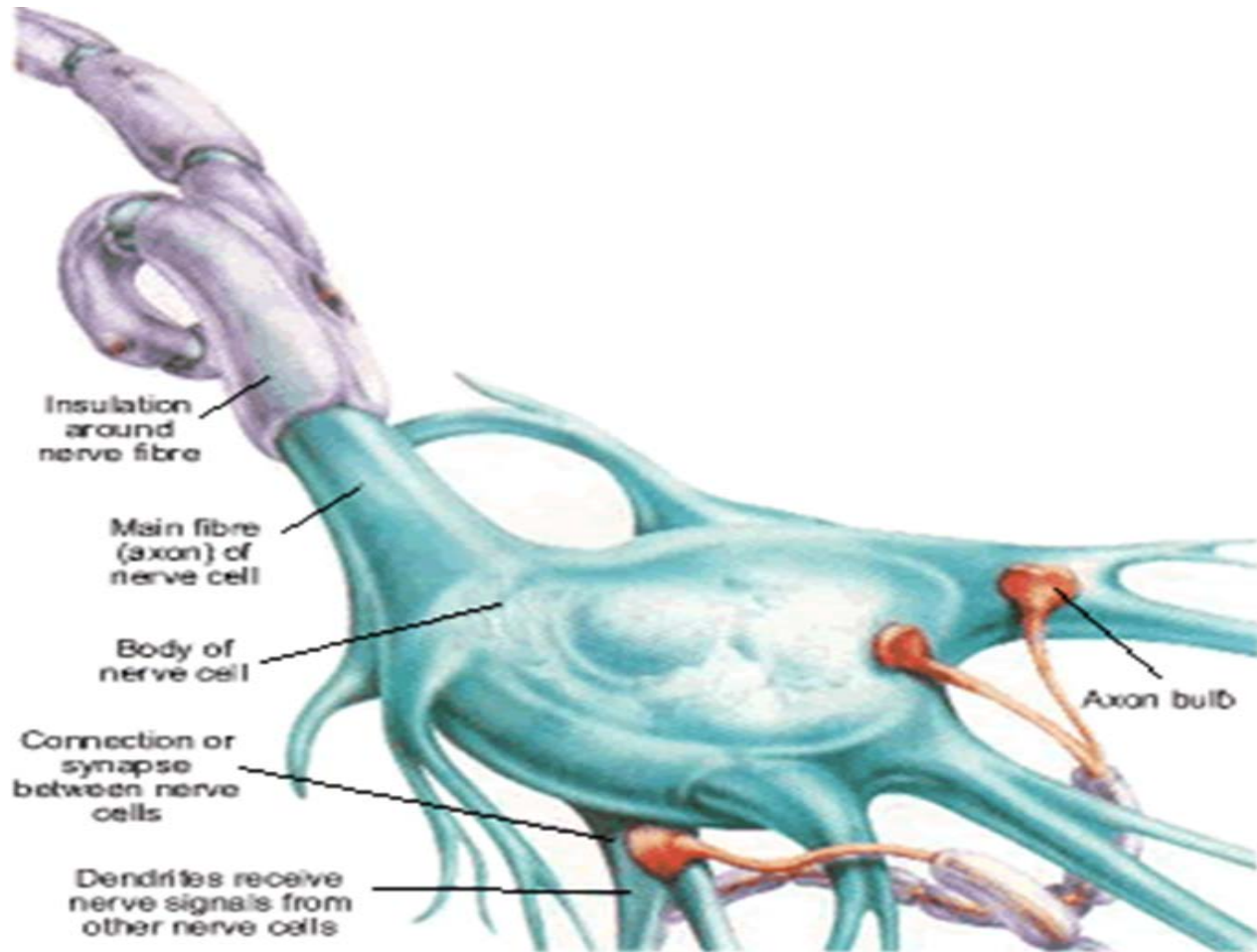
The Nervous System is the most complex and delicate of all the body systems. At the center of the nervous system is the brain. The brain sends and receives messages through a network of nerves. This network can be explained as similar to a road network. The nervous system is the body's information gatherer, storage center and control system. Its overall function is to collect information about the external conditions in relation to the body's external state, to analyze this information, and to initiate appropriate responses to satisfy certain needs. *The most powerful of these needs is survival.*

## Physical Intelligence



The nervous system uses electrical impulses, which travel along the length of the cells. The cell processes information from the sensory nerves and initiates an action within milliseconds. The brain and spinal cord make up the central nervous system. Each microscopic nerve cell, or neuron, has a bulb shaped main part, the cell body, with thin, spider-like dendrites and one much longer, wire-like nerve fiber or axon. The axon's branched ends have button shaped axon bulbs, which almost touch other nerve cells, at junctions called synapses. Nerve signals travel along the axon and 'jump' across synapses to other nerves cells, at speeds of more than 100 meters per second.

## Physical Intelligence



The spinal cord is a thick bundle of nerves which runs down the center of the spine. This is like a freeway. Along the spinal cord smaller bunches of nerves branch out. These are like highways. From these bundles, smaller bundles of nerves branch out again. These are like main roads. Finally, individual nerves branch out to every part of the body. These are like normal roads.

This network of nerves allows the brain to communicate with every part of the body. Nerves transmit information as electrical impulses from one area of the body to another. Some nerves carry information to the brain. This allows us to see, hear, smell, taste and touch. Other nerves carry information from the brain to the muscles to control our body's movement.

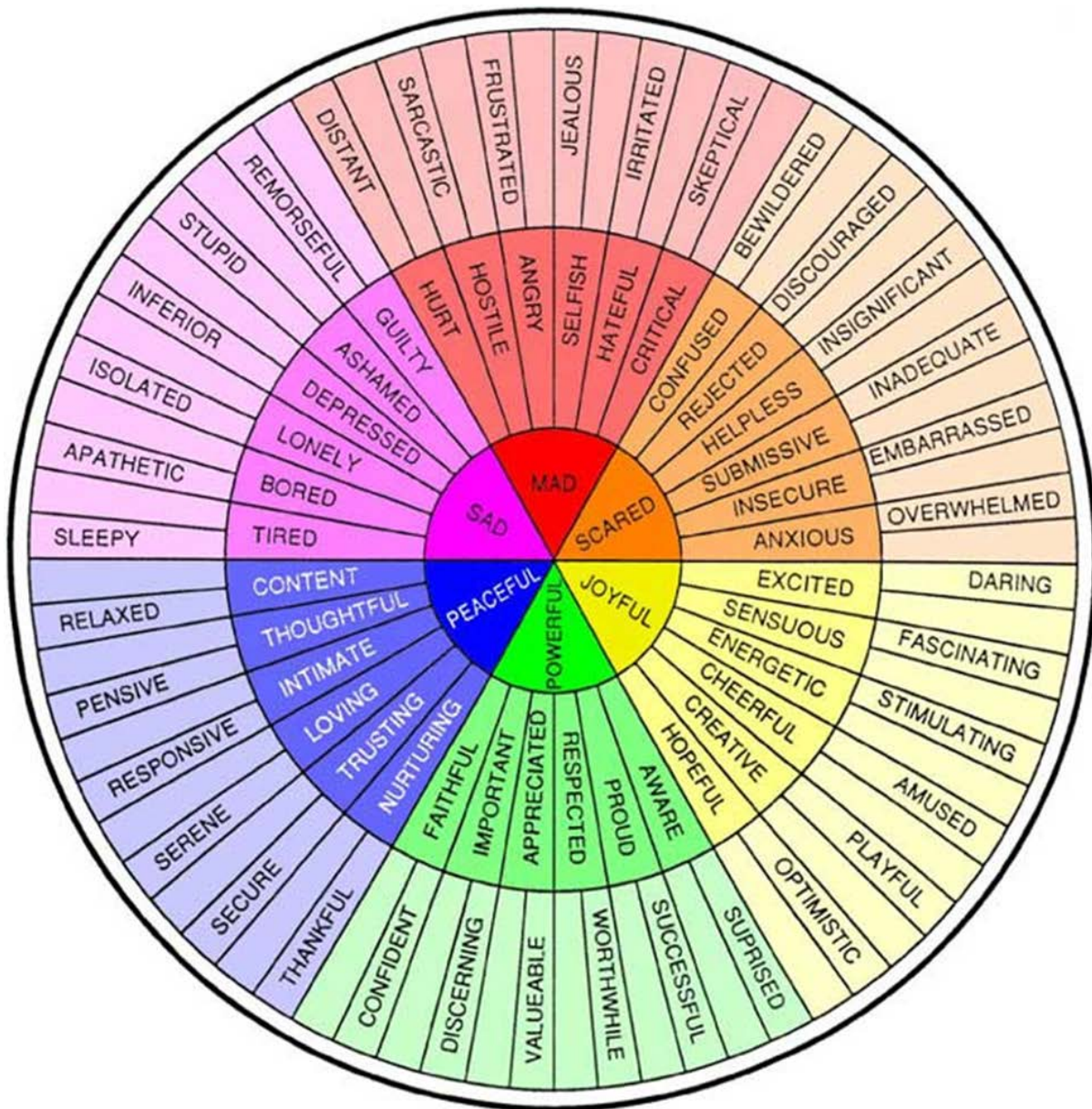
## **EMOTIONAL INTELLIGENCE**

Emotional Intelligence is the area comprised of our feelings which are linked with certain thoughts by the conscious mind. Our perceptions, senses, (physical sensations and accompanying chemical interactions) thoughts, and energy combine to communicate our subjective human responses, our personal experience and expression of our relationship with life.

Emotions and the physical body are inseparable as each plays an integral role in the expressions/health/wellbeing/balance of the other. When the physical body is healthy, balanced, etc., it allows for the emotions to flow and express freely - completing a cycle from beginning to end. Likewise, if the emotions are allowed to move and their energy is fully experienced, it brings a state of balance and harmony to the physical body.

Emotional experiences are stored in the cells of the body, (as cellular imprints) until they are released. Many times throughout our lives, we have had encounters which leave us with upsets, fears, anger, hurt, shame, etc., which are not fully experienced and subsequently get held in the body over time. Many environments are not safe or conducive for the expression of emotion/feelings, so they are denied or held back, which arrests the energy, flow and movement of the emotions.

## EMOTIONAL INTELLIGENCE



## **EMOTIONAL INTELLIGENCE**

When we deny, hold on to or become unconscious about our emotions, the energy associated with these emotions attempts to find other avenues of expression or release. This can be done by either focusing the emotion away from the source onto something or someone else, or internalizing it in our physical self. What is essential here is to see that the energy and vitality associated with the release or completion of the emotion is NOT available when it is redirected. Also, with the internalization of the unexpressed emotion, our physical bodies are absorbing the energy of the unexpressed emotion.

What is important in looking at emotions is the impact their expression or lack of expression has on human beings and their own self-representation, creativity, health, happiness, productivity, effectiveness, thoughtfulness, and the quality of their communication and relationship with people. In the domain of emotions, we can either, be protecting, defending and surviving, or we can be bringing forth new, creative experiences.

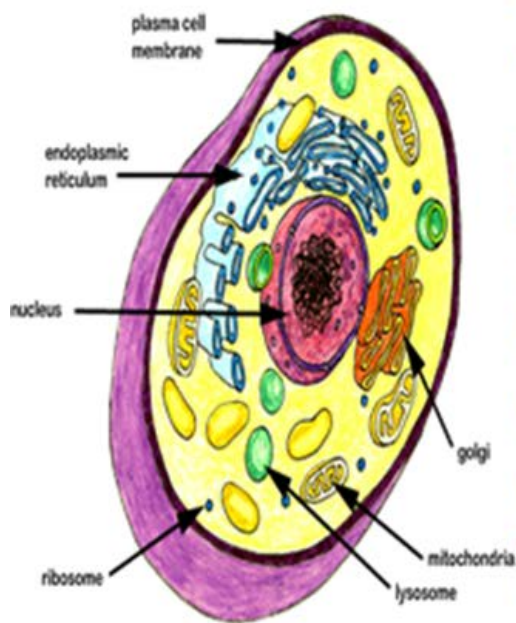
Emotional intelligence plays a **relational** role for people. We create connections throughout our world. We are encouraged to be in community and in communication, with ourselves and others. The integrated individual models caring for others and educates others in skills to remain in community and communication, e.g., conflict resolution, dialogue, and mediation. Focus is placed on the experiences of safety, belonging, love, relationship, being known, self-expression, responsibility, being in service and offering mentorship to others. People grounded in integrality know the value of the development of emotional intelligence in everyone. EQ enables us to assess the situation we are in and then to behave appropriately within it, particularly to respond appropriately to the emotions of others.



## EMOTIONAL INTELLIGENCE

This relational pattern in emotional intelligence has powerful implications to a connected, productive environment, whether it be educational, communal, familial or work related. It communicates a particular reality and way of being that introduces everyone to what is “real” for them; **they are really related**. Also, expanding emotional intelligence influences people in the way they interact with what they are learning. What they are learning is **connected to them**. What is being learned is not separate or disjointed; it is **related to them**.

### The Body-Mind



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## **EMOTIONAL INTELLIGENCE**

### **Distinguished**

Daniel Goleman

#### **Self-Awareness: Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions**

Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.

#### **Accurate Self-Assessment: Knowing one's strengths and limits**

Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strength.

#### **Self-Confidence: A sound sense of one's self-worth and capabilities**

Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident leaders can welcome a difficult assignment. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

#### **Emotional Self-Control: Keeping disruptive emotions and impulses under control; self-management**

Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the leader who stays calm and clear-headed under high stress or during a crisis - or who remains unflappable even when confronted by a trying situation.

#### **Transparency: Displaying honesty and integrity; trustworthiness**

Leaders who are transparent live their values. Transparency – an authentic openness to others about one's feelings, beliefs, and actions – allows integrity. Such leaders openly admit mistakes or faults, and confront unethical behavior in others rather than turn a blind eye.

#### **Adaptability: Flexibility in adapting to changing situations or overcoming obstacles**

Leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organizational life. Such leaders can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.



**Achievement: The drive to improve performance to meet inner standards of excellence**

Leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements - both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning - and teaching - ways to do better.

**Initiative: Readiness to act and seize opportunities**

Leaders who have a sense of efficacy - that they have what it takes to control their own destiny - excel in initiative. They seize opportunities - or create them - rather than simply waiting. Such a leader does not hesitate to cut through red tape, or even bend the rules, when necessary to create better possibilities for the future.

**Optimism: Seeing the upside in events**

A leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leaders see others positively, expecting the best of them. And their "glass half-full" outlook leads them to expect that changes in the future will be for the better.

**Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns**

Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person's perspective. Empathy makes a leader able to get along well with people of diverse backgrounds or from other cultures.

**Organizational Awareness: Reading the currents, decision networks, and politics at the organizational level**

A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there.

**Service: Recognizing and meeting colleague, follower, client or customer needs**

Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such leaders monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.



### **Inspiration: Guiding and motivating with a compelling vision**

Leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

### **Influence: Wielding a range of tactics for persuasion**

Indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group.

### **Developing Others: Bolstering others' abilities through feedback and guidance**

Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches.

### **Change Catalyst: Initiating, managing, and leading in a new direction**

Leaders who can catalyze change are able to recognize the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.

### **Conflict Management: Resolving disagreements**

Leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.

### **Teamwork and Collaboration: Cooperation and team building**

Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

## Spiritual Intelligence

Spiritual intelligence plays a *contextual* role in an integral worldview. It gives a sense of congruency to life and aids our quest to make meaning of our lives. Spiritual is defined as, “the animating or vital energy giving life to physical organisms; the breath of life; a concern for the spirit, in contrast with the earthly.” (Webster) Spiritual intelligence invites a sense of “spirit” to show up in our lives, i.e., seeing ourselves in relation to a larger world, feeling connected to ourselves, others, and nature, e.g., all forms of life. It is an awakening to the inner reality of our being, to a spirit or self, which is other than our mind or body.

Employing one’s spiritual intelligence, reality takes on an inclusive nature, a both/and quality rather than the either/or dualism that has been engrained in our way of relating to what is real. This is oftentimes taken for granted as the **way it is**. Knowledge is recognized for its multifaceted quality. All sides are presented. An integral leader is able to take multiple points of view and experience what it is like to be in the shoes of the other. The whole and the parts are seen in *relationship* with one another. Analysis and synthesis and the subjective and objective are brought together to yield a different quality of knowledge and understanding and an opening for wisdom to appear.

An integral approach provides practices to support individuals getting more related to themselves and others through internal experiences such as contemplation, self-reflection, journaling, silent time, meditation, yoga, energy exercises, e.g. Qigong, etc. In addition, key to developing an integral point of view is discovering the connection of science and spirituality—to experience the awe in both expressions of ‘spirit’

Sometimes people get the mistaken notion that spirituality is a separate department of life, the penthouse of existence. But rightly understood, it is a vital awareness that pervades all realms of our being.

Brother David Steindl-Rast

## Spiritual Intelligence Attributes

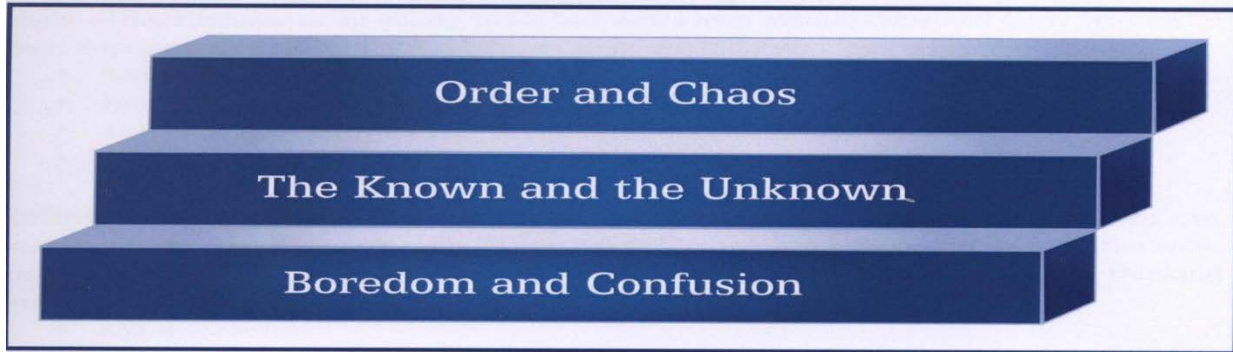
Zohar/Marshall

- Self-Awareness      To know who you truly are, what you believe in, value, and what deeply motivates you
- Vision & Value Led      Acting from principles, deep beliefs & living accordingly
- Spontaneity      To live in and be responsive to the moment. Dropping the 'baggage' of assumptions and conditioned thinking
- Holistic      Ability to see larger patterns, relationships, connections. Sense of belonging to the whole, knowing oneself as a whole
- Field Independent      To be able to stand against the crowd and follow your own convictions
- Humility      Sense of being a player in a larger drama and true place in the world. Growing beyond arrogance and self-assertion
- Ability to Reframe      Standing back from the situation/problem and seeing the bigger picture; seeing problems and opportunities in a wider, or new, context. Changing one's paradigm
- Ask Fundamental Questions      Need to understand things, to get to the bottom of them. Valuing good questions over necessarily finite and short-term answers
- Celebration of Diversity      Regarding other people for their differences, not despite them. Opening oneself to others' points of view

**Spiritual Intelligence Attributes** (continued)  
Zohar/Marshall

- Positive Use of Adversity Ability to learn from mistakes, grow and learn from setbacks and suffering, to turn problems into opportunities
- Compassion Quality of “feeling-with” and deep empathy. Knowing that you are not just your brother’s keeper; you are your brother
- Sense of Vocation To feel called upon to serve, to give something back, to leave the world a better place than you found it.

**THE EDGE**  
**..... IS THE BORDER BETWEEN**



<b>Self Awareness</b>	<b>Vs..</b>	<b>Ego-Bound, In Denial, Blind to Inner Life, Lost in the World</b>
<b>Spontaneity</b>	<b>Vs..</b>	<b>Control, Habit, Fear, Rigidity</b>
<b>Vision &amp; Values Led</b>	<b>Vs..</b>	<b>Expediency, Self-Serving, Overly Pragmatic, Materialistic, Cynical</b>
<b>Holistic</b>	<b>Vs..</b>	<b>Atomistic, Lost in Detail, Partisan, Parochial</b>
<b>Compassion</b>	<b>Vs..</b>	<b>Insensitivity, Cruelty, Indifference, Unresponsiveness</b>
<b>Celebrating Diversity</b>	<b>Vs..</b>	<b>One-Way, Totalitarian, Exclusive</b>
<b>Field-Independent</b>	<b>Vs..</b>	<b>Suggestible, Group Dependent, Dependent on Approval, Others Opinion; Overly Dependent on Circumstances, Conventional</b>
<b>Asking Fundamental 'Why' Questions</b>	<b>Vs..</b>	<b>Lack of Curiosity, Lack of Deep Involvement, Lack of Initiative.</b>
<b>Reframe</b>	<b>Vs..</b>	<b>Narrow Perspective, Hide-Bound, Stuck in Own Paradigm</b>
<b>Positive use of Adversity</b>	<b>Vs..</b>	<b>Self-Pity, Feeling a Victim, Feeling Despair on Defeat</b>
<b>Gratitude</b>	<b>Vs..</b>	<b>Take Other's and Life's Gifts for Granted, Give Nothing Back, Bitter.</b>
<b>Humility</b>	<b>Vs..</b>	<b>Arrogance, Pride, Fanaticism</b>

**Zohar**

The living of one's life is viewed through the lens of wholeness and relationship: connection to oneself, others and all of nature as an embodied phenomenon. This is an education for wholeness in a human being. Wholeness does not mean perfection. It means "becoming more real by acknowledging the whole of who I am" (Palmer, 1998, p. 13).