

FOUNDATION COURSE PAPER

SUCCESSFUL INTELLIGENCE

My comments on the book 'Successful Intelligence' written
by R. J. Sternberg

by

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ABSTRACT

1 Abstract

Did you ever wonder why a person with a high IQ behaves stupidly? Did you ever blame a test, because the test did not reflect what you expected? Do you think that valuing a person because of his/her test results is fair? Do you think a person with good test results will also be successful in his or her life? Do you think that intelligence is god given and you cannot improve or train it? If you answer some of these questions with 'yes', then I advise you to read the book 'Successful Intelligence' by Mr. R. J. Sternberg – or you can read this paper.

This document is written to document my impressions and ideas about the book 'Successful Intelligence', written by Mr. Robert J. Sternberg.

I will try to summarize what Mr. Sternberg wrote in his book and additionally what I think about it.

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ABBREVIATIONS

3 Abbreviations

IQ	Intelligence Quotient
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INTRODUCTION

4 Introduction

Please have a look at what is written on the book's cover:

“Controversial books such as Emotional Intelligence and The Bell Curve have challenged the way we view intelligence – and intelligence tests. Now, from Robert Sternberg, one of the nation's foremost experts on intelligence, comes Successful Intelligence. In this groundbreaking book that takes on the age-old question of nature versus nurture, Sternberg reveals how successful intelligence is measurable and can be developed.”

Please focus on the last part of these sentences: “... intelligence is measurable and can be developed”.

From my point of view this book does not serve these topics enough. Mr. Sternberg does not show how intelligence is measurable - at least not from the point of tests. He shows how a person can be compared with another person with respect to different kinds of intelligence or attitudes. In this context you can evaluate which person is more intelligent, but this comparison can hardly be regarded as measurement – it is a comparison.

The book gives a picture of the history of how measuring intelligence evolved. It starts with Darwin's cousin, Galton in 1884 and continues until the present era. This part might be interesting for people interested in history, but it does not help to understand the failures of today's intelligent tests.

A second topic deals with the question ‘why IQ-tests do not show how a person will perform in his or her job’. It also tries to prove that IQ-tests (or similar tests) do not show all the talents of a person. Both things were obvious to me, before I read this book. The main 'proof' for these topics in the book is often the example of certain people who are successful in business, but were not very clever in IQ-tests – and vice versa. I wonder if examples are indeed proof. As I wrote before, I have

no doubts about this point but I expected to get some new ideas or findings that would help me to enhance my impression.

As a third part this book tries to give the 'keys to successful intelligence'. These chapters sounded interesting to me, but from my point of view Mr. Sternberg just shows how his three kinds of intelligence work together. He also shows how outstanding results can be, if you are very good in *analytical, creative, and practical intelligence*. He just shows that you need more than analytical intelligence to be successful in your daily life. Again, this was not new to me. It is obvious to anybody who has worked a while that your daily life involves more than just thinking or analyzing. You also need to deal with other people and have to put things into practice. To stress my complaint: I missed the solution proposals. It is very easy to show how something might be, but it is much more difficult to show how to achieve this required situation. There are examples in several chapters for parents or teachers, but none that I found suitable to industrial life, where time pressures and competition influence your activities.

The last chapter deals with the headline 'Activating Successful Intelligence'. It also sounded very interesting to me. Don't expect too much. In his very last chapter Mr. Sternberg wrote:

*"I have described 20 characteristics of successful intelligent people as they are reflected in both their personal attributes and their performance."*¹

That's right, he described characteristics but describing characteristics and *activating something* is very different. Mr. Sternberg was not able to solve throughout this whole book. He gives many hints as to how a person must behave to be successful in his/her life. I also found there weren't many ideas on how a person can evolve in this direction unless s/he had good parents, good teachers and a good surrounding in his/her childhood (definition and description comes later).

*T H E B O O K***5 What counts?****5.1 Beyond IQ to Successful Intelligence**

This chapter deals with some general aspects about intelligence, like:

- Obstacles to the development of successful intelligence
- How we became addicted to tests
- Fear of failure in making wrong decisions

5.2 Obstacles to the development of successful intelligence

At first Mr. Sternberg gives some general ideas about the development of intelligence. I think this chapter shall convince the reader that intelligence is not something magical given to someone at birth, but is based on attitudes the intelligent people have. E.g.:

Successful intelligent people defy negative expectations, even when these expectations arise from low scores on IQ or similar tests. They do not let other people's assessments stop them from achieving their goals. They find their path and then pursue it, realizing that there will be obstacles along the way and that surmounting these obstacles is part of the challenge.

Successful intelligent people have a can-do attitude. They don't fear problems; they regard them as opportunities or challenges.

Successful intelligent people actively seek out role models. They do not slavishly follow any model, but rather form their own distinctive identity. They also observe people who fail, and note why they fail and then make sure they do things differently.

I assume that these sentences and the whole introduction will remove a blockage from the reader that intelligence might be something mystic – something only the minority of people get as a gift. Even this simple introduction strikes me. Take a look at the wording 'Successful intelligent people have a can-do attitude'. The sentence is correct, I assume almost everybody would say so, except for one thing: what has the part 'can-do attitude' to do with intelligence? I think the sentence would also be correct as 'Successful people have a can-do attitude.' I assume, that for this reason, almost everybody will agree. Successful people have the attitude to say 'Let's do it' – rather than the opposite. So from my point of view, Mr. Sternberg mixes *Successful Intelligence* with *Success*, often in his book.

5.3 Getting in

It is common in the USA for pupils to sit entrance exams to attend certain schools.

Mr. Sternberg points out that failing in the early stages of life (failing a school entrance test) might influence your whole life. If you are not allowed to attend a suitable school, then your reputation and your future success may be in danger.

So Mr. Sternberg points out that these early tests have a negative attitude: they influence the lives of pupils who can not evaluate what effect these tests will have. Older people know if a test is important or not. They will prepare for it if they regard the results of a test as useful. Young people don't know the importance and they don't have a chance to control the process. They are passive.

But I wonder if this 'danger' is a reason to denounce these tests. What happens in other countries, where there are no school entry tests? School classes are mixed with pupils of very different mental abilities. From my own experience I know that these classes tend to lower the pupils mental abilities. The reason is quite simple: if a teacher gives bad notes, then the parents will criticize him/her. If a teacher is too demanding, then the pupil will complain about him/her. On a long-term basis, the teacher will give in and lower his / her demands. And what is the benefit of this? None. What is the risk? The quality of school and education decreases over years, which is very harmful to a country.

So what are the possibilities?

- We can continue with the existing tests (for the benefit of those pupils who pass the tests and for the benefit of a country).
- We can stop the tests (for the benefit of the low gifted pupil).
- We can change the tests. If this is well done, then it is for the benefit of all pupils and the whole community.

As we will see, intelligence is also being creative and realizing that sticking to old values is not always the best thing.

I think tests are necessary (even for young people), and there are just a few risks to change these tests from time to time. Education is one of the most valuable attributes of a country, so we should focus on it.

5.4 How we became addicted to tests

In this and in other chapters Mr. Sternberg points out that some people learn to learn for tests whereas other people try to understand what they learn. This is a big difference. Some IQ-tests are related to logical combinations. If you learned how the test author thinks, then it is easier for you to achieve good IQ-scores. But if you focus on the combination problem, then you might point to a correct result, but not the expected one. Your result will be regarded as 'faulty' although your combination might be correct – but it is not what the test author had in mind.

So Mr. Sternberg sums up that our society becomes addicted to tests. It learns that tests influence our life over and over again. It learns how these tests work. It learns to believe in these tests and their results.

5.5 Fear to failure when making wrong decisions

Society loses creative people due to way it handles them.

If you are creative and try new ways, then your risk of failure is much higher than if you use a proven way. If you have to make a decision in your job, you have two possibilities.

- You try to do something new. If you fail, your superior will blame you. The reason for your failure will be your new way and not circumstances. You will not get many more chances to make decisions.
- You take a proven way. If you fail, then the circumstances are to blame – because your way had been proven, so it cannot be your failure.

This starts at school and goes on throughout your life. At school it is easier if you think like your teacher wants you to. Assume you have to write an essay about economics. If you repeat what your teacher taught you, you will get a high score and ensure your way to a good college. Be aware however, that economics is influenced by many factors and that the economics theories changes over time. So what your teacher taught you 20 years ago might be regarded as incorrect today. Assume you had written 20 years ago, what is correct today: you would have got low scores and you would not have been able to go to college – and today you would earn high scores. It's curious, isn't it? So from these days onwards you learn to adapt; you forget to be creative.

So Mr. Sternberg is correct when he points out that it is not only theoretical intelligence itself that counts in our society, but what you make of it. If you know what is expected from you, you have it easier.

6 People Count IQ, but IQ Doesn't Count

6.1 What IQ Tells Us

First of all it is very important to point out that intelligence tests are closely related to

- Society
- Culture

A farmer might consider his/her offspring intelligent, if they are able to lead the farm successfully and not, if they know many writers' compositions. A person in Africa might need other abilities to be successfully intelligent in his life than in the USA.

IQ tests test

- Verbal capability
- Mathematical capability
- Logical capability

Mr. Sternberg points out that all these tests require specialized knowledge. How can a person be good in verbal tests, if the person does not know the language very well? It is impossible.

Do you also believe (like I do) that intelligent people might live that are not able to solve a mathematical sequence (e.g. 2,4,6,8 – what comes next?)? If this intelligent person doesn't know mathematics, he will not be able to solve this sequence. But this person might be intelligent in other things.

There is one thing that Mr. Sternberg even forgot to mention: the time pressure. All IQ-tests (that I know) have to be done under time-pressure. I wonder what time pressure has to do with

intelligence. If I am able to solve a very difficult analytical problem, then I am analytically intelligent, regardless of how long it takes.

I want to stress a difference between IQ-tests and employment or qualification tests. From my point of view the IQ-tests (or similar) are seen as a tool for organizations to evaluate a person's suitability. E.g. a college wants to check all applicants' ability to succeed in their study. What do they need to know? Of course it depends on what the applicant wants to study. If a person wants to study literature, then the person needs more literary capabilities. If a person wants to study physics, the person needs more analytical skill. So, in principle, it is possible to define and to create tests that measure these capabilities. An institute or a company can use appropriate tests to test if a person fits in or not. I agree with Mr. Sternberg that neither a college nor a company is entitled to have an unassailable result. Even a person that passes a test might fail later –during study or work but the chance that they will fail is less, than without qualification tests. These tests are not of intelligence, but rather a qualification test. I am sure they serve their purpose.

So I don't like to blame IQ or similar tests. . If someone uses an appropriate test, the results can be helpful. I agree with Mr. Sternberg that intelligence cannot be measured by a unique IQ-test, but I believe that intelligence tests have their legitimacy.

6.2 What IQ Doesn't Tell Us

Mr. Sternberg wrote:

*"Intelligence is (1) the capacity to learn from experience, and (2) the ability to adapt to the surrounding environment."*²

Both definitions are not tested by IQ-tests. That means that IQ-tests tell us something else about a person (see my previous [personal ideas](#) about this).

What are the things these tests don't show us? As simple as it sounds: they don't show, how successful a person will be in his/her future. They don't show us, if a person will outperform or

not. Even a person with a very high IQ may fail in his/her later life, – in both, private and professional.

A person lives in two 'parts': a personal and a professional life and in both lives success means something different.

Private Life

In private life it is more important that you can deal with other people than to solve quickly an analytical problem. It is important to find out which people are real friends and which are just using you.

In private life some intelligence is needed that integrates you into society. Intelligence is needed in a way that you know how to handle your neighbors and how to maintain a friendship. Don't undervalue this point. Clever people might be able to solve a technical problem, but there is no guarantee that they have many friends or frequent visits in their private life. To be satisfied in your life, professional success is just one part. If you are successful professionally, but don't have friends with whom you can share your successes and failures, then the professional success is not 'fun'. Something is missing. For this reason some intelligence is needed, which enables a person to have successful relationships in his/her private life.

By the way, my personal opinion is that maintaining relationships (e.g. marriage or friendships) requires a lot of creativity and intelligence. If you have a long time friendship, then you don't have a guarantee that:

- It stays the same in the future (maybe the attitudes of your friends change and you have to adapt or leave the friendship)
- Your way of acting (e.g. telephone calls or visits) will be equally successful with other people.

It also requires intelligence to achieve a balance between giving and taking. It is really intelligent, if you have friendships where you give help sometimes and other times you get it. It is much more difficult to handle this interacting than to do everything by yourself and not to give any help. In the latter you don't have to argue. In the latter you don't have to share your time, when your friends need you. But if you don't have to share your time, if you always do things alone, then your time and adaptability skills are not trained. You will not evolve in this field.

So, I strongly see a relationship between:

- ‘Successful Relationships’ and ‘Interpersonal Intelligence’
- ‘Interpersonal Intelligence’ and ‘Successful Relationships’.

If you have successful relationships, then one part of your intelligence will be trained. If you have interpersonal intelligence, then you will have more successful relationships than those of us who are analytically intelligent and who, from a personal point of view, are not sensitive.

Professional Life

In your professional life you need another kind of intelligence, in addition to those in your private life.

First of all you need the intelligence to manage your activities. Most of us have more than one thing that needs to be done in/at a certain time. You need to be intelligent to structure your work so that it fits into this time frame. Nobody will do this for you. If you are unable to manage your time, then your analytical intelligence will not help you succeed in business.

Second you need similar intelligence to that in your private life. – You must be able to build relationships with your colleagues. In the long run you cannot be successful in your job, if you do things just by yourself. It is essential to share your experience. You need to communicate with your colleagues, – share your results with them and vice versa. If you share your experience, then they will most probably share their experience with you. And if you receive information from your colleagues, then there will be a time when you can profit from it. Sometimes, you will save time by taking over information your colleagues gave you. It is a learning process to build up this experience or better this intelligence.

Some other forms of intelligence depend of the job you do. If you are working in a technical field where you have to find failures, then analytical intelligence is necessary. Creative intelligence can also be needed, because problems might differ from time to time and to find them will often differ too. If you have creative intelligence, then you will be able to find the appropriate way to solve a problem. If your creative intelligence is poor, then you will always try to solve the problem in the same way as you did the last time, but this might not lead to the expected result.

If you are working in an inventive field, then creative intelligence is needed most. You can not invent, if you don't have new ideas.

The third component of Mr. Sternberg's philosophy is '*the practical intelligence*'. It's not so obvious, but this intelligence is of tremendous importance. First you need to have an idea of what you want to do (e.g. you want to solve a problem or invent something new) but what comes next? You want to put it into practice and at this time you need practical intelligence (or maybe even a moment earlier). Successful intelligent people do not just have brilliant ideas. They come up with ideas, which they can put into practice or they know that they can find someone who helps them.

7 Successful Intelligence Is What Counts

7.1 The Three Keys To Successful Intelligence

We can divide intelligence into three parts: *analytical*, *creative* and *practical intelligence*. Intelligence is most effective when it balances all three of its aspects. It is more important to know when and how to use these aspects than to have them. It is common to successful intelligent people that they reflect on their abilities effectively.

7.2 Key 1: Finding Good Solutions With Analytical Intelligence

Analytical intelligence is the part of intelligence that all of us know the most. It is the part of intelligence that we are trained to improve from our first days on.

At school we are trained to improve our analytical intelligence; we are trained to solve mathematical problems. Analytical intelligence is the part of intelligence that is tested in IQ, employment tests.

7.2.1 Six Steps Of Problem Handling

Problem solving requires six basic steps, which constitute a cycle:

1. Problem recognition

Successful intelligent people don't wait for problems to occur. They realize or anticipate the problems before they become big or blocking problems. They are not afraid of problems.

2. Problem definition

Successful intelligent people define problems correctly. They have the capability of coming to the point. They are not confused by controversial situations but keep calm to analyze the situation correctly and figure out the real problem. They prioritize, solving the main problem and don't waste time by solving the minor problems (which may appear at first glance to be the key problem).

3. Formulating a strategy for problem solving

Successful intelligent people focus on long-term strategies and problem solutions.

4. Presenting information

Successfully intelligent people represent information about a problem as accurately as possible, with a focus on how they can use that information effectively.

5. Allocating resources

This is a topic I have already mentioned. Successful intelligent people are able to handle their time in an effective manner. They only spend the necessary time on a task. Other people tend to spend as long on a task as they would like to do. Maybe, because they want to have a look on other problems or maybe because they don't want to go on to the next task. There may be other reasons for ineffective time management; however, we can conclude that they are not focused on their task. Successful intelligent people think carefully about allocating resources, for both the short and long term. They consider the risk-reward ratios and then choose the allocations that they believe will maximize their reward.

6. Monitoring and evaluation

Successful intelligent people monitor and evaluate the outcome of their decision. They are not blind to their decision, but they evaluate if the result turns out to be correct. If they detect failures, then they correct them.

7.2.2 *Failures In Problem Solving*

Is it enough to follow the above rules to become successfully intelligent? Yes and no. If you are lucky and if you are not taken in by the following failure, then your next decision-making process will become intelligent. Try to avoid the following failure.

Mental Sets and Fixation

You should never take over an old strategy, just because it worked before. Check if it fits in with your current problem. Sometimes managers take over in a new position with proven strategies. They are surprised if they are not equally successful. The result might be that the environment or the conditions are not the same, so that old strategies have no chance to fit.

7.3 Key 2: Finding Good Problems With Creative Intelligence

In most jobs it is important to come up with one's own ideas. To produce them, you need creative intelligence. What is creative intelligence? Creative intelligence can be defined as a power inside a person that tries to find new ways. It is the encouraging part of a human being. Being creative means to try something others don't. But this is also risky. If you try new things, you won't know the outcome. If you go other ways than your competitors do, you take a risk but you also gain other chances. Creative Intelligence is the innovative and inventing power in us.

Is this power built up or developed in us? I don't think so; at least we lose this ability during our school time. I think that parents can increase or create creative intelligence. If they asked their children to try something or if they don't always give their children the solution, then creative intelligence will grow up.

What happens at school? At school we don't often have to be creative. We even don't have time to try some things. We are instructed to draw within the lines and are rewarded if we do so. Finally we lose our intelligence again. So what is important? It is that creative intelligence can be developed. If you want your child or your subordinate to be creative, you have to encourage creativity and that means you yourself have to be creative.

7.3.1 12 Rules Characterizing Creative Intelligent People

Mr. Sternberg lists 12 rules that characterize creative intelligent people.

Successfully intelligent people

1. Actively seek out, and later become, role models.

2. Question assumptions and encourage others to do so.
3. Allows themselves and others to make mistakes.
4. Take sensible risks and encourage others to do the same.
5. Seek out for themselves and others, tasks that allow creativity.
6. Actively define and redefine problems and help others to do the same.
7. Seek rewards for creativity.
8. Allow themselves and others to think creatively.
9. Tolerate ambiguity and encourage tolerance of ambiguity in others.
10. Understand the obstacles creative people must face and overcome.
11. Are willing to grow.
12. Recognize the importance of person-environment fit.

For me, these headlines give a correct picture. I agree that creative intelligent people are like those described above. However I feel that most points are too general. E.g. ‘... are willing to grow’. This has not much to do with ‘creative intelligence’, sorry. All successful people seek to grow. It is a statement that is not related to intelligence, but to success. Mr. Sternberg mixed two different things here. Another example: ‘Actively define and redefine problems and help others to do the same’ is also valid generally for successful managers and not specifically for creative intelligent people. It might also fit in to another part of creativity – practical intelligence.

This list is one example of what is misleading in this book. Mr. Sternberg gives many examples throughout his whole book of what ‘intelligent people’ looks like. By describing these facts he oversees that the description might not be related to their intelligence, but other capabilities.

I would like to clarify my point. Imagine describing a German Shepherd. Because a biological explanation would not be very useful, I describe the shepherd like: “a shepherd has a coat and a shepherd barks”. Now the reader meets a golden retriever. The description fits, but is a golden retriever equal to a German Shepherd? Of course not.

I see the same problem here: by giving a list of 12 points how creative intelligent people behave, the reader might be influenced in a way that the reader tries to imitate these 12 points and automatically believes he/she is creative. I don’t think so.

For me this list of 12 points is a guideline that I will check regularly during my life. I will seek to take over some of these points to encourage my subordinates to be creative. I also see the difficulty that creativity costs time and in the current economical environment and the hard field of competition, time is very valuable. For this reason I hardly see time for creativity but I will keep this point in mind to try it as often as possible.

7.4 Key 3: Making Solutions Work With Practical Intelligence

As I wrote before, it's not enough having brilliant ideas (creative intelligence) and brilliant solutions (analytical intelligence), but it's also important being able to put them into practice.

But this means several things: your proposal should be *pragmatic*. You / your company should have the means to realize your proposals. It makes no sense to propose something that is tremendously over budget or totally different to the normal business. Another thing related to practical intelligence is the *ability to find supporters*, e.g. your superior or some colleagues believe in your idea and support you. This ability is also not given to everybody and I regard this also as practical intelligence.

8 Activating Successful Intelligence

8.1 Self-activation Versus Self-sabotage

One key sentence for me is the following: "Successful performance is the only true test of successful intelligence."

I like it, because it is simple and because I agree with it. The more successful a person is, the more this person understands about bringing in all the three different parts of intelligence.

But this sentence is valid in this direction. You may not conclude that unsuccessful people are not clever. I am sure that people exist that are clever and not visibly successful, because they just don't want to be successful.

Let's have a look at 20 characteristics that successful people have.

8.1.1 20 Characteristics Of Successful People

Successfully intelligent people

1. Motivate themselves
2. Learn to control their impulses
3. Know when to persevere
4. Know how to make the most of their abilities
5. Translate thought into action
6. Have a product orientation
7. Complete tasks and follow through
8. Are initiators
9. Are not afraid to risk failure
10. Don't procrastinate
11. Accept fair blame
12. Reject self-pity
13. Are independent
14. Seek to surmount personal difficulties
15. Focus and concentrate to achieve their goals
16. Spread themselves neither too thin nor too thick
17. Have the ability to delay gratification
18. Have the ability to see the forest and the trees
19. Have a reasonable level of self-confidence and a belief in their ability to accomplish their goals
20. Balance analytical, creative and practical thinking

MY FINDINGS

9 My Findings

In this part I want to sum up what was important for me, what I took out of the book and which additional ideas came to me, while I read it.

- Intelligence can be divided into
- *Analytical* intelligence
- *Creative* intelligence
- *Practical* intelligence³
- Different kinds of intelligence are necessary in *private* and *professional life*.
- Intelligence can be defined as “finding one’s strengths and making the most of it”.
- There is a close *relationship between success and intelligence* – as well as between job-position and IQ. The higher your IQ is, the higher your job position could be. But also vice versa: the higher your job position is, the higher is your IQ.⁴ I regard this as a very interesting idea, although it is not brand-new to me, since I had the same opinion before I read the book.
- Mr. Sternberg assumes that several countries or several cultures understand different things as intelligence.⁵ I agree with this theory.
- Education decreases gradually in countries. Better results in tests are due to easier tests and not due to higher intelligence. ⁶I am happy that I found one specialist who reinforces my own impression.
- Successfully intelligent people are flexible in adapting to the roles they need to fulfill.⁷ It’s one of my key findings. I regard this as one of the most difficult things in real life. If you just occupy one position in a stable environment then maybe there's no question – you will have no problems with adapting to the role. But if your surroundings change frequently, then you need to adapt. The more effectively you can do it, the more intelligent you are.
- Creative intelligence can be learned.

FINAL STATEMENT

10 Final Statement

You should now have an idea of what Mr. Sternberg thinks about intelligence and what my opinions are.

Mr. Sternberg's book is interesting for people who still believe that IQ-tests or employment tests lead unconditionally to correct results. People, who believe that they hire the best people if they look at exams or employment test results, should read this book (or similar books e.g. *'Emotional Intelligence'* by Daniel Goleman). People, who are interested in how intelligence tests changed in the past, will find a rough summary inside this book.

From my point of view this book does not serve as a guide for how to evolve one self's intelligence or how to become more creative. It does not show how a person can improve his/her analytic, creative or practical intelligence. It also does not show, how employment tests must be administered to hire the most suitable person for a company.

If we look at what is written on the cover of the book:

"In Successful Intelligence, you'll discover:

- ...
- *How successful intelligence can be activated – and made to work for you",*

then I would say that you should not expect too much. It shows more *what* successful intelligence is and that it *should* be activated to be successful rather than how an adult can activate it during his/her life.

From my point of view the book repeats the same things, too often. The introduction (history of intelligence tests) is too long for the subject the book wants to deal with.

The headlines are often confusing with respect to what is written in the chapter. E.g. 'The Three Keys to Successful Intelligence' deal with the 'The Three Keys *of* Successful Intelligence' – it tells what you need and not how you become successfully intelligent.

For an introductory book it is too long. For a detailed book it is too repetitious and not detailed enough. It does not go deep enough. I would have liked this book more, if the number of pages were around 50-100 instead of 300. I also miss a concrete test proposal for intelligent tests. Mr. Sternberg wrote about some tests that took time over years. The results might be interesting, but not useful for IQ or employment tests. I missed the practical approach of 'how to measure intelligence'.

However, Mr. Sternberg's book helps us all to be aware that intelligence is not only what can be measured in tests. It let us believe in us. For parents, teachers or executives it is a very good guide as to how they should behave to let their children, pupils, students or subordinates evolve. It is a very good reminder of what children forget when they become adults. I will record the main aspects on paper and put it on my desk. I will try to remember these points regularly when I face a problem, then I will try to check if I stick to old beliefs and I will check if some creative approaches could be more helpful.

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NOTES

12 Notes

¹ Robert J. Sternberg, 'Successful Intelligence', 1997 (page 269)

² Robert J. Sternberg, 'Successful Intelligence', 1997 (page 91)

³ Robert J. Sternberg, 'Successful Intelligence', 1997 (page 127)

⁴ Robert J. Sternberg, 'Successful Intelligence', 1997 (page 76)

⁵ Robert J. Sternberg, 'Successful Intelligence', 1997 (page 93)

⁶ Robert J. Sternberg, 'Successful Intelligence', 1997 (page 84/85)

⁷ Robert J. Sternberg, 'Successful Intelligence', 1997 (page 153)