Multiple Intelligences in the Workplace

MIapp-Seminar

Website: www.Miapp.net

University of Information, Technology and
Management, Rzeszów (Poland)
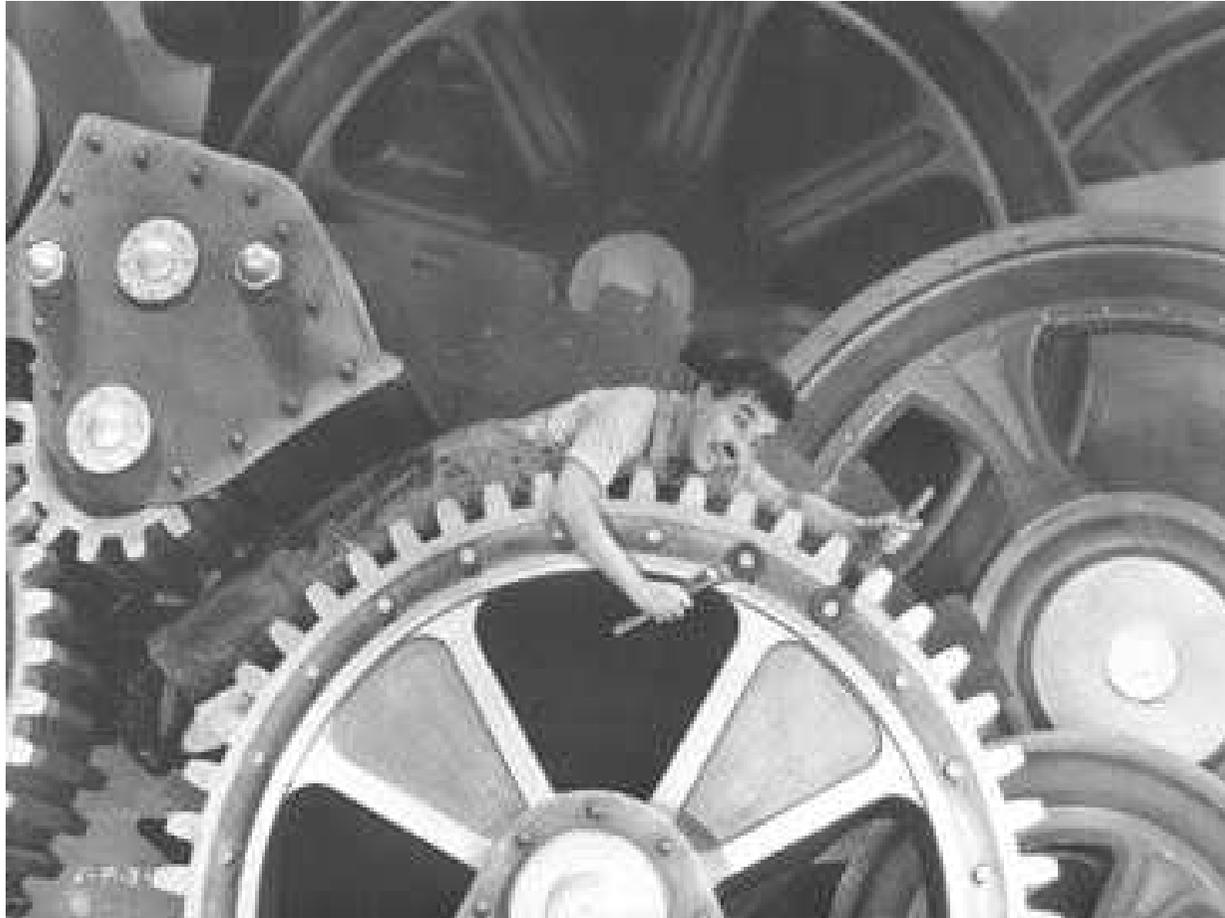
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Workplace

Transformation of Information

INFORMATION → Knowledge → Problem

Content is king - Context trumps

Research from our corporate partners

CONTENT

Now

85% within 2-5 years

Time →

Learning Moments

CONTEXT

Levy, J. (2003): A new model of elearning for global leadership, Keynote ElearnChina2003

Ethiraj et al. (2005): Where do capabilities come from and how do they matter?

Core Capabilities

Competence

Act

Knowledge

Information

Data

Characters

North (1998)

Complex Problem Solving

CPS occurs to overcome barriers between a given state and a desired goal state by means of behavioral and/or cognitive, multistep activities.

The given state, goal state, and barriers between given state and goal state are complex, change dynamically during problem solving, and are intransparent.

The exact properties of the given state, goal state, and barriers are unknown to the solver at the outset. CPS implies the efficient interaction between a solver and the situational requirements of the task, and involves a solver's cognitive, emotional, personal, and social abilities and knowledge.

CPS and SPS are qualitatively different. For example, whereas in SPS typically a single barrier needs to be overcome. in CPS a large number of barriers exists. Because there are multiple barriers, a single cognitive or behavioral activity may not be sufficient to reach the goal state.

Frensch, P. A.; Funke, J. (1995): Definitions, Traditions, and a General Framework for Understanding Complex Problem Solving

Intelligence (s) and CPS

It is very common, even for psychologists, to assume that a person's intelligence is closely related to the person's ability to solve complex problems.

The higher a person's intelligence, so the assumption, the better the person's problem-solving skills.

Beckmann, J. F.; Guthke, J. (1995): Complex Problem Solving, Intelligence, and Learning Ability (177-200)
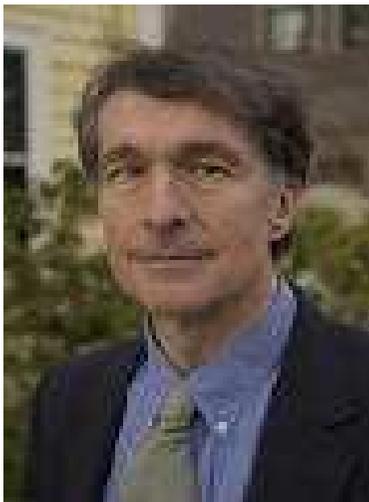
Intelligence = IQ-Test

Alfred Binet

The test was soon used as the basis for the psychometric measurement of individuals' general capabilities or intelligence

Intelligence tests have defined how we define intelligence
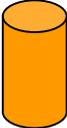
Multiple Intelligences

Intelligence is the biological potential
to process information in certain ways
that can be activated in a cultural setting
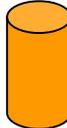to solve problems or make products
that are valuable in a culture

As human beings we have
many different ways of
representing meaning,
many kinds of intelligence

Howard Gardner

Gardner (2002)

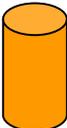# Multiple-Intelligences: Job-Profile

Verbal/
Linguistic

Naturalistic

Bodily/
Kinestetic
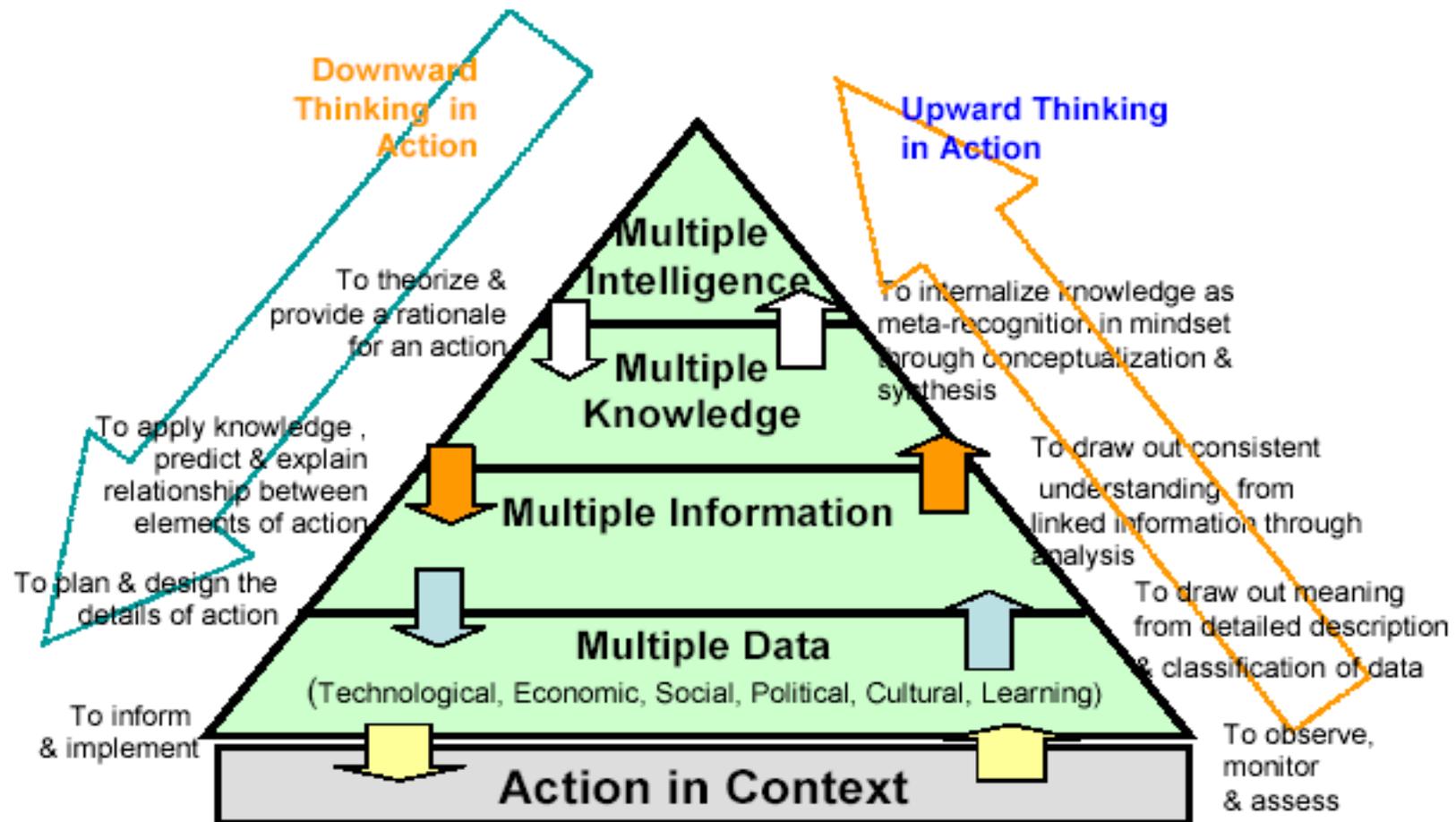
Logical/
Mathematical

Visual/
Spatial

Musical/
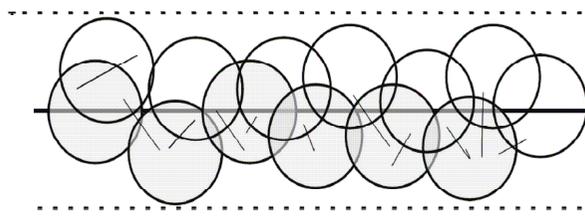Rhythmic

Intrapersonal

Interpersoanal

Intelligences and Occupation

Intelligence	Occupation
Verbal / Linguistic	Archivist, attorney, author, call center operator, comedian , copywriter…
Logical / Mathematical	Accountant, actuary, analyst, astronomer, auditor, banker, biologist, bookkeeper …
Musical / Rhythmic	audio-video technician, band member, choir or choral director, choreographer, conductor …
Bodily / Kinestetic	Acrobat, actor, actress, aerobics instructor, architect, artistic painter, assembler …
Visual / Spatial	Advertiser, architect, artist, builder, carpenter, cartographer, chess player …
Interpersonal	Administrator, anthropologist, bartender, businessperson, chess player …
Intrapersonal	Politician, psychiatrist, receptionist, salesperson, self employed person …
Naturalistic	Agricultural engineer/worker, astronomer, beachcomber, biologist, botanist …

Levels of Thinking in Action Learning

Downward Thinking in Action

Upward Thinking in Action

Multiple Intelligence

To theorize & provide a rationale for an action

To internalize knowledge as meta-recognition in mindset through conceptualization & synthesis

Multiple Knowledge

To apply knowledge, predict & explain relationship between elements of action

To draw out consistent understanding from linked information through analysis

Multiple Information

To plan & design the details of action

To draw out meaning from detailed description & classification of data

Multiple Data
(Technological, Economic, Social, Political, Cultural, Learning)

To inform & implement

To observe, monitor & assess

Action in Context

Cheng (2004): Learner Centered Approach...

Rauner (2004)
Multiple Competences

Gardner (2002)
Domainspecific
Competences

Gardner (1983)
Multiple Intelligences

Krems (1995)
Expertise refers to
the domain-specific
problem-solving
abilities of a person

Garfinkel (1967)
Ethnomethodology

Hopf (2003)

Erpenbeck (2001)

Dreyfus/Dreyfus (1987)

Schön (1983)
Practical competence and
professional artistry

Chomsky 1957, 1968, 1970
Competence and Performance

von Schlegel (1808)
Bopp (1810)
von Humboldt (1812)
Grimm (1819)
Schleicher (1848)
Winkler (1876)
Brugmann/Osthoff (1878)
Paul (1898)
Bally et al. (1916)

William Dwight Whitney
Hegel (1830)
Heyse (1856)
Steinthal
Gabeletz (1908)

Saussures (1857-1913)
Langue and Parole

Weisgerber
Bühler (1934)
Prager Schule (1926-)
Kopenhagener Schule
Amerikanische behavioristische Linguistik
Distributive Linguistik
Skinner (1957)
Coserin (1971)

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Intelligent Enterprise

It´s raison detre becomes the

systematic coordination of knowledge and intellect

through it´s (often highly disaggregated) network

to meet customer needs

Quinn 1992:72

Thank you!

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