Multiple Intelligences in the Workplace

Mlapp-Seminar
Website: www.Miapp.net

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Workplace
Transformation of Information

INFORMATION → Knowledge → Problem

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Content is king    -   Context trumps

Research from our corporate partners

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Ethiraj et al. (2005): Where do capabilities come from and how do they matter?
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.
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.
Intelligence = IQ-Test

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.

Alfred Binet
Multiple Intelligences

Howard Gardner

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.

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Gardner (2002)
Multiple-Intelligences: Job-Profile

- Verbal/Linguistic
- Naturalistic
- Logical/Mathematical
- Bodily/Kinestetic
- Musical/Rhythmic
- Visual/Spatial
- Intrapersonal
- Interpersonal
- Naturalistic
- Logical/Mathematical
## Intelligences and Occupation

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

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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 d’etre becomes the systematic coordination of knowledge and intellect through its (often highly disaggregated) network to meet customer needs

Quinn 1992:72
Thank you!

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