# MILD

Multiple Intelligences in Leadership development

- 1st edition -

A partnership between
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Kamaleonte, Italy
CLEAR – Centre for Learning Education Awareness and Revival, Ireland
University College Syddanmark, Denmark
Askorun, Island
L'Ydille Lang, France
De Waal Training & Consultancy, The Netherlands

Impressum

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1 Introduction

1.1 Aim and structure of the handbook

This handbook aims at collecting the processes and the outcomes that the partners went through in the 2 years of the MILD project. It is a structured collection of reflections and resources for anyone that would like to venture in their understanding of what the Multiple Intelligences are about and how to use them in adult education. It honours the work carried out by the partners together and in their own working contexts and it also serves as dissemination of a revisited consolidated practice of the partners. The handbook explores the many questions the partners have been confronted with in trying to understand 'what does it mean to work with the Multiple Intelligences' in an era when everything is based on competences and it should be measurable (see the Bologna process). Further there is already a wide movement that supports the introduction of alternative approaches to education in general and in particular to adult education. These stress the importance of addressing the cognitive sphere by using means others than the ones "usually present in school's contexts".

The structure of the handbook starts with a chapter introducing the project – why did we take it up, what were the different stages of the project and what was the context and the target group of the partners.
The second chapter looks at the concepts and approaches, which we were exploring in our project.
The main part of the book (chapter 3 – 7) are the results built around the 5 leading questions, which developed through our exploration phase of the project.
Chapter 8 looks at the current outcomes and conclusions as well as issues that we feel needs further exploration. This is followed by an annex, with definitions, activities explored and references.

An additional outcome of our project is that all partners consolidated their prototypes and training offers. These seminars and workshops will be held on the open market and will be part of this handbook.

1.2   Why this project?

In our work as trainers and facilitators we have come across adults who are challenged to activate their personal learning processes and be a leader in this process. Many adults have difficulties in activating their learning process in developing leadership competences, although the competences themselves may be present. Our assumption was this was partly due to the fact that current learning environments for adults are mostly based on a limited set of didactic methods. We wanted to explore and learn how leadership competences can be developed, using the idea that each person has multiple ways in which he/she can be intelligent. The question we ask ourselves is not "How intelligent am I" but "How am I intelligent"? as Howard Gardner has said.

Through a Grundtvig Learning Partnership with partners from seven European countries we developed model(s) for applying multiple intelligences as ways to develop (natural) leadership competences in our target groups.

1.3   Overview of the project

MILD stands for Multiple Intelligences for Leadership Development. The focus of this 2-year project was to

- EXPLORE the multiple intelligences through experiences/activities for adults
- DISCOVER my multiple intelligences in my Leadership (each person individually)
- UNDERSTAND the impact of my multiple intelligences in my leadership
- IDENTIFY Leadership competences to develop
- CHOOSE the most suitable ways for me to develop them.

1.3.1   Project partners

The following partners were involved:
- alp - activating leadership potential (Austria) is a network of professionals who are passionate about leadership and learning. ALP's members combine academic and practitioners backgrounds and experiences in the field of education, personal and organisational development from all over the world
- Askorun (Iceland) is a private training provider on personal and professional development, team-building, problem-solving, communication, inter-cultural learning and group dynamics for the private sector, institutions and youth groups. They work with experiential learning and preferably in out-door settings
- Clear (Centre for Learning, Education, Awareness and Revival, Ireland) is an NGO working with the life long learning approach offering training and facilitating for people with fewer opportunities in life.
- De Waal Training & Consultancy (Netherlands) support learning processes. It operated in many business sectors in different roles: LearningCoach, trainer, facilitator, developer of learning materials and learning consultant on topics such as communication, leadership and self management.
- Kamaleonte (Italy) is an educational organization that promotes the growth and psycho-physical health of groups of students, young people, adults and educators through outdoor sport and experiential training and learning methodological approach.
- L'Ydille Lang (France) is an intercultural organization engaged in promoting non-formal education. It organizes language courses for adults, study visit, European exchanges and training for trainers in the intercultural field and ad-hoc activities for disadvantages (young) adults.
- University College South Denmark offers a wide range of higher education programmes at all levels, with emphasis on first-cycle bachelor degrees in the field of Educational sciences, Health Sciences, Social Sciences and Communication Sciences.

All partners have a long-standing experience in training adults as leaders of their lives in different contexts. Their strengths lay in their diversity in coming from different countries, having different backgrounds and experiences. What they had in common is that they all work with active/ experiential learning methods.

During the project the permanent team of project partners was extended with temporary guest members who attended one or two mobilities because their expertise, contribution and feedback was valuable for the project as a whole.

Each project partner has been involved in the exploration and testing of the selected Multiple Intelligences and in preparing the handbook experiences and results/recommendations.

1.3.2 Grundtvig-Project in 3 phases

In this project, which was supported through the Grundtvig Programme (Life Long Learning), the partners developed and tested a variety of methods and approaches for the individual intelligences according to Howard Gardner (logical-mathematical, linguistic, interpersonal, intrapersonal, musical, spatial-visual, kinaesthetic, naturalistic, spiritual).
Resulting from the shared understanding of their common learning each partner designed different training offers for their target group exploring the impact of specific intelligences in Leadership development.

The 2-year-projects (2012 – 2014) consisted of 3 phases:

The (self)-exploration of the Multiple Intelligences (09/2012 – 09/2013);

In the first phase of the project the partners explored the concept of the nine intelligences of Howard Gardner and looked into other neighbouring concepts, such as the ethical, moral and the cultural intelligence. Out of our reflections, we agreed that we would not test the latter, because we felt that we could not identify them as pure intelligences, as we thought they could be considered more compentences than intelligences. Additionally we wanted to stick as close as possible to the 9 multiple intelligences of Gardner.

Following a first theoretical discussion, each partner took the responsibility to develop a one-day-workshop on one or two intelligences creating or choosing experiential and active activities out of their trainers' experience, which could be related specifically to the intelligences. The activities in this workshop were experienced by the other members of the partnership and were followed by a reflection process, where partners questioned themselves if the activity was addressing that specific intelligence and how it could be improved to better activate it. At the same time we framed the activities with several reflection questions, which were relating the different Multiple Intelligences to leadership.

When Gardner speaks of Multiple Intelligences he refers to them as talents, something we are born with, core capacities that we "invoke to carry out different tasks, solve diverse problems, and progress in various domains"1 whereas competences can be acquired, trained and developed. Out of our experience we have noticed that adults are less natural and instinctive than children when behaving and relating to others and it might happen that multiple intelligences that are activated naturally, almost as if they were written in the DNA of the individual, can be partly hindered by competences and/or social, cultural and family pressure. After a period of time going through this self-testing phase, we were in doubt, if during the activities, in order to take the lead and influence the group decisions, we were using our strongest intelligences or our competences.

At a second stage, in order to identify our own intelligence profile, we focused more on the impact that the activities had on us and we questioned ourselves on how comfortable and enjoyable they were to us. This was a key point that helped us realize that the context and the challenge influence the specific and unique intelligence profile of the individuals.

The exploration of the intelligences done during the partners' meeting brought several questions related to the creation of the learning environment:
- the learning process itself;
- the concepts and theories on learning;
- the leadership models and theories;
- what is development and to support it;
- the level of awareness of the learner in the process;
- the "interference" of the trainer in the development process;
- the difference between using the Multiple Intelligences and using active methods.

Many other questions were risen and some of them came back several times in different partners meetings as the insights of the on-going exploration brought new perspectives to the conclusions previously made. Understanding contents from several perspectives and by using different ways to get to it is a long non linear process in the hands of the learner. In our exploration the contents became clearer and clearer through the several explorations of the single intelligences that brought us to see more the interconnectedness of them and the overlapping nuances of several intelligences.

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1 Gardner, Howard: Frames of mind.

Each partner had the possibility to get in touch with the contents several times in a circular way, sometimes being in the forefront when designing and delivering the exploration experience to the other partners and sometimes by being on the receiver side. Both sides were full of leaning opportunities. Some of these learning and insights were shared, some stayed with the learners.

Aware that during the testing phase new questions can emerge, the partners agreed on 5 leading questions - that were considered the core of the learning partnership – that could serve as common guidelines in the variety of experiences each partners could test the Multiple Intelligences. However when deciding on the contents of the questions, we took into account the fact that partners could see them from different perspectives due to our diverse expertise and understanding of the topics addressed. The 5 leading questions are:

- Are the Multiple Intelligences a valid way to learn in adult education?
  This question is explored in chapter 3. It links the dimension of learning and entering into a lifelong perspective.

- How can the use of the Multiple Intelligences, in structured/learning settings, raise the awareness in the learners about themselves as learner?
  This question focuses on leaders that are in a learning process - and not every type of learner – functional to their leadership development. It tackles the dichotomy of personal and professional development and it seeks the conjunction point. It also explores the aspects of the level of awareness and understanding necessary for consciously learning. See chapter 4.

- How far is using active methods and experiences a more effective way to know/identify my Multiple Intelligences rather than tests only?
  We are explaining why active methods and experiences tell you more about your intelligence profile then a written test only. More on chapter 5.

- How do the Multiple Intelligences support learners understanding the contents?
  In this question learners are considered the leaders that are in a learning process. The focus is on how far the methods are

also a valid way on one side to deliver contents and on the other side to be able to process and generate knowledge. A full exploration of this you can find in chapter 6.

- How does the knowledge of the Multiple Intelligences support leadership?
  This question is related to the concept of strengths based leadership that stresses the importance of being aware of one's own strengths in order to use them as leverage for creating a self-made leadership style and therefore being authentic and sustainable. Chapter 7 presents the ambivalence of the results of the testing phase.

Testing Phase: cross-country and national prototyping of learning experiences for leaders – based on the Multiple Intelligences (10/2013 – 06/2013):

Each partner held a testing phase in their own environment and with their own target group. Additionally some partners organised some cross-country testing between two or more partners.

The length of the tests varied from some hours to a full week training. In the testing phase some partners organised individual sessions for some hours, some held workshops which lasted a day and some did a full week training/seminar. The workshops, seminars were conducted with an experiential learning approach and consisted of a mix of short theoretical inputs, group discussions, concrete exercises and experiences, that were followed by reflecting individual and group moments. In some seminars and trainings the partner also used the written test as a start to get participants acquainted with their intelligences.

Some trainers planned their testing activities solely on the discovery of the Multiple Intelligences; some included sessions in a broader programme and some worked with the Multiple Intelligences only by observing what happened during the activities and sharing it with the participants. The nature of activities provided and the methods used tapped on the whole range of the characteristics of the nine intelligences explored.

In the longer trainings participant were provided with a "learning log" where they could take notes of their reflections, insights and learning. Learning buddies (=reflection partner) met daily during the training course to tease-out and to share insights, of the day and from the journals during their meetings.

Through experiential learning sessions of different durations and kind of activities, we experimented with "real learners" how to process an experience using the MIs lenses to read intrapersonal, interpersonal and group dynamics and behaviours. In line with the principle to value differences, each partner has conducted his testing phase using his own way, sensitivity and style.

The results of our project come on one side from our observations, but also from the feedback of participants. This means, while participants were involved in the activities the trainers observed their different behaviours and tried to link them to the theoretical concept of MI and to the results of the self-exploration phase. Then trainers asked participants for feedback on the impact of the different activities on them and if the knowledge and awareness of the concept of the Multiple intelligences was useful for their learning and development.

Harvesting the results (05-07/2013)

The results of the testing phase were firstly collected by all the partners mainly taking into account the guidelines embedded in the 5 leading questions, then shared and analyzed in the conclusive meeting, where attention was given above all to what could be the common elements coming out of participant's feedback and trainer's observations. Of course also the differing outcomes were taken into account and partners sought what were the elements that could have made the difference.

In the last meeting the partners developed the outline of the handbook and each partner took the responsibility for merging the inputs coming out from the discussions around the different topics.To value the differences of the realities of our partners we decided that each chapters would be elaborated by a minimum of two partners.

1.4   Context of the project

Understanding the context in which the project was developed is an essential element to understand how we came to certain shared results and what is their significance. It's important to specify that by context we mean the multi cultural, environmental and learning situation, in which the project was carried out.

Multi-cultural setting

The project has put together people and organizations with different cultural backgrounds, diverse educational approaches and professional experiences. Since the beginning, these diversities were a real challenge to our cooperation. Much time and energy was devoted to create a common understanding of the organizational process, of how we wanted to explore the learning process and the outcome and results of the project. The multicultural context was indeed rich in diverse stimulus and potentialities and it turned into a cooperation process due to the common effort of all partners. They got acquainted with each other and took initiative to value the different experiences and skills. They were all sharing a common objective and were motivated in creating the learning context that the project required.

Learning context

Indeed the main challenge for the partners of the project was that of defining and creating the learning context. Out of our common objective of exploring the multiple intelligences to see how these, through experiential learning activities, support leadership development, we discovered pretty soon *by doing* that partners all had a different understanding of leadership and of the experiential learning methodological approach. This diversity was initially not taken into account, however it allowed us to approach the project as peer learners. Certainly, regardless of our diversities, peer education represents for us the mutual learning context where our learning community could grow.

Environmental context

In order to value the diverse cultural backgrounds and to learn from each other, we organized mobilities strategically, taking into account the environment of the countries and the expertise of the partners involved in the project. Some of the activities were held indoors and some outdoors according to the selected intelligences. For example in Italy we decided to choose a medieval monastery as the scenario to run the activities related to the spiritual intelligence. In Austria a drum session and the museum in the dark to test the musical intelligence. In Iceland, the nature to test the naturalistic intelligence and an amusement park in the

Netherlands to test the interpersonal intelligence. We also chose for the team in the Netherlands one large apartment for the accommodation in order to explore further the interpersonal intelligence by living side-by-side.

Throughout this exploration we gained awareness on the importance of choosing the learning environments in accordance with the learning objectives.

1.5   Target group

The target groups of the partners are varied. They consist generally of adults and leaders and some are young adults coming from disadvantaged areas. The participants are on the search for motivation and new ideas to make a change in their lives. They are willing to undergo a process of self-development.
Participants are not necessarily already in a leadership position. Some just started their professional work-life, some are members of teams and some are already in a management positions.

2   Concepts and approach

2.1   Multiple Intelligences

The concept of the Multiple Intelligences was brought to worldwide attention by Howard Gardner already in 1983 with his famous bestseller "Frames of Mind". Gardner challenged the idea that learning happens exclusively by using the logical mathematical intelligence as it is expressed in a verbal linguistic mode as tested until then by the Binet psychometric tests. First used in 1905 it developed afterwards in an IQ test. With his studies, researches and visits around the world Gardner came to the conclusion that every individual is born with several intelligences. He mentions several experiences of creative people in all fields, people who have a special inclination that until then was named as talents. He was initially able to identify 7 intelligences: verbal linguistic, logical-mathematic, body-kinaesthetic, intrapersonal, interpersonal, musical, spatial-visual.
Gardner defines the intelligences as the capacity to learn and to produce new knowledge, for the learner itself and for society. In other words we can say that intelligences are used as antennas for learning by each individual.
Other famous researchers and writers dived into the idea of multiple intelligences and the spectrum was broadened. Goleman is well known for his books on emotional intelligence that encompasses the intrapersonal and interpersonal intelligences as defined by Gardner.
Gardner himself, surprised by the success of his theory, encouraged by the use and the feedback received, further reflecting on his own thoughts through the project "Spectrum" in primary school contexts, came to the conclusion that there are more than 7 intelligences. He added shortly afterwards an eight intelligence the naturalistic. Other scientists suggested to add spiritual, moral, cultural and ethical intelligences, which Gardner looked at. He took on board as an intelligence to further look into the "existential" intelligence, which includes the spiritual dimension.

In our project we focused on these 9 intelligences as we wanted to stick close to Gardners concept and also felt that cultural intelligences and ethical-moral are transversal aspects to look at especially in international contexts.
The aspects related to each intelligence that we explored in the testing phase are the following:

1. Verbal-Linguistic
When learning focus on words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning

2. Logical - mathematical
When learning uses logical thinking, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result

3. Musical
When learning uses musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling

4. Bodily - Kinaesthetic
When learning happens through body movement control, manual dexterity, physical agility and balance; eye and body coordination

5. Spatial - Visual
When learning is based on visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect

6. Interpersonal
When leaning is based on perception of other people's feelings; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people

7. Intrapersonal
When learning is based on self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change

8. Naturalistic
When learning is fostered by using the outdoor, the natural environment, the capacity to recognise and systemise flora and fauna and to use this ability productively

9. Spiritual (as part of existential)
When learning happens through connecting with the own and higher governing energies, recognizing, potentiating and using intuition.

2.2   Leadership (development)

For the word "leader" and "leadership" there are many definition and we started at the first meeting to discuss our different understanding of leadership. Some theories differentiate between "management" leading the task to achieve goals and "leadership" more the visionary and people task including motivation and communication. Looking at some of the more recent leadership concepts we also found many interesting ones such as systemic, authentic, sustainable, appreciative or transformative leadership. If you look at the competences for leadership the skills are endless also because the task of a leader today has become more complex. Leaders have to balance the expectations and interests of the organization, of co-workers and consumers. In our project team it became quickly clear that in the frame of this project it was impossible to discuss and agree on one specific leadership concept or definition. So we needed to take a few decisions. We agreed that our common direction was that "everybody is a leader at least of themselves". This was the starting point.

There is also an ongoing discussion about whether leadership is a natural talent, or leadership can be trained. The management expert Peter Drucker wrote in 2005 that for learning leadership the first step is to manage yourself. "Most people think they know what they are good at. They are usually wrong. More often, people know what they are not good at—and even then more people are wrong than right. And yet, a person can perform only from strengths. One cannot build performance on weaknesses, let alone on something one cannot do at all." In our project we also agreed on this direction that "everybody needs to know about themselves first in order to become a good leader." We worked on the assumption that the Multiple Intelligences would support this leadership approach.

Leadership development was done – depending on the partner-organisation - through different kind of workshops and trainings lasting from hours to days. The approach of how leadership should be developed was a decision of each partner according to their audience and setting.

2.3   Innovative approach

Through the exploration of the nine intelligences, it became clear to us that stimulating the intelligences in the learners is not only using exercises that tap into the specificity of each intelligence. It requires a different perspective in the way the learning process is designed and supported. It implies changing perspective in the way the educator sees the reaction of the learner during the learning process at the training. An example of a situation from our testing phase, which we encountered will exemplify the concept:

"Lisa is a young women, just graduated in judiciary studies. She has also recently started to volunteer in an advocacy organisation and seeks leadership training. During our training course she took plenty of notes and often provided us feedback that the information provided was not accurate enough and without proper scientific evidence. This especially happened when the trainers debriefed a common experience lived by the participating learners at the training. The reflecting process based on individual feelings and perspectives on what had happened as well as the possibility that each participant can draw very personal conclusions out of the activity was for Lisa very destabilising. Until the last day of the course, when Lisa said during the final evaluation "I did not know that it was possible to learn in so many different ways, and not only as I learnt at school".

For the trainer Lisa went into a paradigm shift about herself as learner that it enlarged her possibility to learn and to use resources she has and that were not valued nor required in her studying career.

For trainers using a Multiple Intelligences approach the comments and feedback of Lisa are not a value judgement of the quality of the activities and experiences provided, they are a sign sent to inform the trainers that she is using only some of her intelligences. In the particular case of Lisa, she used the intelligences that the school system invited her to use. The training allowed Lisa to discover that other intelligences exist and that the learning arising from their use is equally valuable.

Even though this approach was partly the starting point of our research, it became clearer and clearer during our testing phase, to the point where we could say that this approach best fit training and educational events that are carried out over several days in order to allow the learner to have several varied experience that can support the understanding and discovery of his intelligences as antennas for learning.

3   Is Howard Gardner's MI Theory valid in adult education?

Yes, is the obvious short answer to this question according to our researching, exploring and testing in the Grundtvig MILD Project.

3.1   Definition of the question

The MI theory of Howard Gardner is valid as one of the knowledge instruments in adult education, that can help the adult learner to gain a better understanding of his/her personal "learner identity" and through this deeper knowledge of the complicated make-up of adult learners, they will also be able to understand the identities of the others.

On one hand they may discover their more developed intelligence(-s') and gain an understanding of their preferred way of acting in the world. And on the other hand they can gain a hands-on experience and understanding of other ways of being, learning and doing, that is uniquely related to the personal intelligence map and combination of the other person.

3.2   Exploration and Testing

3.2.1   Exploration

The first obvious learning point for those engaged with the Multiple Intelligence Theory is that every individual possesses all the intelligences at the same time. It is not as if a person is only born with a certain fixed number of them and some others are non-existent in that person. What we have noticed in our exploration of the intelligences is that all people have some specific intelligences that are more developed (and dominant) than others and some others may not be obvious at first glance. What we noticed was that each learner has his/her own unique combination, a sort of "Multiple Intelligences DNA"

We also know that our Western-European educational systems and culture foster some intelligence's more than others. The ones that immediately come to mind are the verbal-linguistic and the logic-mathematical, along with the spatial-visual, which are highly prized in our educational systems. And it goes without saying our research has shown that our dominant or our preferred

intelligences can both help or hinder the development of other intelligences, that are less visible or dominant in us. But we need always to remember and keep in mind in our educational practice that all the intelligences reside within all of us, even if in unique combinations.

Of the greatest importance for adult educators is how the MI Theory underpins and high-lights the fact that our intelligences have developed into different individual patterns, or maps of how we learn, that we bring to the world. The MI Theory underlines and emphasizes, what adult educators already come to know, that there is a need for varied and different ways of organizing learning spaces, methods of presenting learning opportunities and of teaching, that appeal to different ways of learning and learner identities. A multimodal learning approach is a key concept to translate MI's Theory in practice.

3.2.2   Testing

During the testing phase we have seen that the types of intelligences that an adult learner is aware of and can identify with indicates not only a person's capabilities, but also the manner or method in which they prefer to learn and develop their strengths and weaknesses. For example once an adult learner has identified that they have strong kinaesthetic intelligence they may use role play or drama to learn more about a certain topic.

Many adult learners told us that they had negative formal educational experiences when they were children, that have left them with low self-confidence and lack of belief in themselves. This can impact adults for their entire lives and the choices they make both in further education and work. When we develop people through their strengths it makes sense that they will have higher self-confidence and self-belief. Adult learners who discover their strengths can change how they view the world and themselves. We found that developing adult learners' strengths also aids them in addressing their weaker areas, ie weaknesses, as they will now have had a positive experience of learning.

We have seen adult learners identifying a variety of intelligences. It is helpful for adult learners to identify that these intelligences can be a mixture of several abilities that are valued in the world of work, play and family.

During the testing phase we noted that having this collective capacity strengthens their whole being and understanding this brings confidence to the adult learner who may have been labelled 'unintelligent' in school. Some adult learners have been told that they would never amount to anything significant as they were judged by inappropriate criteria and left feeling worthless. From this point of view we can consider the MI theory a very inclusive and supporting theory. We can say that for the MI Theory everybody is intelligent, but in his/her own way.

3.3   Outcomes, conclusions and recommendations

Educators of adult learners use Gardner's theory of MI to recognize that people have abilities and potentials that extend far beyond traditional measures of assessment. These traditional means of assessment have limited the potential of adults, when they were in formal education and the idea is that as adult learners they can have access to new forms of validation that works with their strengths. During the testing phase participants expressed also their surprise in discovering strengths, where it was unexpected from them. This reinforced their self-confidence and showed them they could also rely on this intelligence in their own life progress as well as in their leadership-role. To be considered through all their abilities and not only through the formal educational system is synonymous for them to be accepted as a "whole" and not only partly in their individuality.
We also noticed that the MI Theory had the power to help people in understanding and accepting each other, laying the foundation for an authentic and respected enhancement.

By supporting adult learners to understand that there are many forms of intelligence, adult educators can promote in the adult learner the vast range of capabilities that have a value in life, in work and in families. They can set about valuing people for who they are, what they can be and support them by helping them grow and use their potential.

In order to be loyal to Gardner's MI theory and to disconnect from it at the same time, to have a wider perspective, some partners proposed to use the terminology "plurality of intelligences".

We believe that MI theory can be seen and used in practice as a powerful tool to bring people together and let them "build their own blended intelligence" in order to achieve common goals and results.

4 How can the use of the MIs, in structured/learning settings, raises the awareness in the learners (leaders that are in a learning process) about themselves as learners (for their leadership development)?

4.1 Definition of the question

As we said many times the theory of Multiple Intelligences (MI) differentiates intelligence into different and specific "modalities", rather than seeing it as dominated by a single general ability. Knowing and understanding this principle of multiplicity means that each person has his own unique multiple intelligences combination. If a person, during a learning process, deeply understands this principle and focuses on his unique combination, it is a powerful starting point to raise his/her awareness about how he/she is, what are his behavioural preferences in a social environment and how he acts as a leader within a group. So if we see and use the MI theory as a key of interpretation of our behavioural modalities we can also hypothesize that a learner can raise different level of awareness:

- A personal level, "how do I work?", "how don't I work?"
- A social level, "What is my impact on the other people? What is my interpersonal relationship style?"
- A leading level, "What is my leadership style?", "What is my way to lead a group?"

As Gardner said when we use our "laser intelligence"[2] with a narrow focus we can go deeply into a topic or situation but this ignores opportunities to cross-pollinate. On the other hand when we use our "searchlight intelligence" we may not probe so deeply but we can scan the environment and more readily discern connections and identify differences and analogies across different spheres. Bearing in mind this point of view, we can say that the use of the Multiple intelligences theory is a tool to give the opportunity to the learner to explore other ways to learn, understand and feel outside his/her own way of learning, understanding and feeling. It enlarges the possibilities of learning (understanding, feeling) from this process. As we are going to explain in detail in

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2 Gardner, Howard: Five minds for the future.

4.3 paragraph, in this process a facilitator should do his/her best to provide a "cross-pollinate setting" and MIs can be a very supporting "tool" to help this process because enhancing and valuing the culture of differences and behavioural variety.

4.2   Exploration & Testing

The testing phase of MILD project was led at country and cross-country level. The testing phase had a main guideline to follow: Answering the five leading questions, asked directly to learners attended the training sessions, analysing and processing the same answers.
Through experiential learning sessions of different durations and using different kind of activities we experimented with - learners during the testing phase learning how to process an experience using the MIs lenses to read intrapersonal, interpersonal and group dynamics and behaviours. In line with the principle to value differences, each partner has conducted his testing phase using his own way, sensitivity and style.

4.3   Outcomes, conclusions and recommendations

Taking stock of the work done needed time to metabolize the experiences both as learners and as facilitators. To draw some conclusions we need to take a step backwards to the leading question on Learning: "How can the use of the MIs, in structured/learning settings, raises the awareness in the learners (leaders that are in a learning process) about themselves as learners (for their leadership development)?" and focus on 5 key words: MIs, SETTINGS, LEARNERS, AWARENESS and LEADERSHIP DEVELOPMENT.

During the testing phase we proposed to learners and built for them a structured learning setting to create the best environment to facilitate spontaneous experiences to read through MIs lenses. We gave them some knowledge about MIs and then we facilitated the process in order for them to focus on their first gut instinct approaching a problem. To start focusing what was the first Intelligence they activated, we asked them a simple question:

"Can you describe what you did or felt or thought immediately when you heard what was the problem to solve?" This question was intended to let learners connecting their instinct/reflex to one specific intelligence.

Some examples of learners from the testing phase of CLEAR and alp:
- They understood more about the MI and would be interested in learning more about MI and its application to the work that they do.
- The exercises helped them to identify the intelligence they felt strongest in and how they might apply this to their work and lives.
- They reflected that by identifying their strongest intelligence this could help in their leadership development through a deeper understanding of themselves and others.
- It gave them a deeper understanding of their preferred 'learning style' or intelligence.
- They were surprised how accurate the activities were in helping them identify their 'intelligence'
- They understood to a much greater degree their style of learning and affirmed that they had 'intelligences' as they did not always fit into the school system.
- They reflected that focusing on Maths/logical intelligence and linguistic intelligence (as what happens in schools) can make a person less creative, less adaptable and less able for challenging situations that happen outside school.
- They reflected that they had changed their view of intelligence after the input and exercise and this helped them in their learning plan.
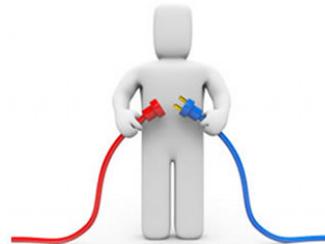
INSTINCT/ REFLEX　　　　　　**SPECIFIC TYPE OF INTELLIGENCE**

MI THEORY

- Once a learner focuses on their first instinctive intelligence they have a new key of interpretation of some of their behaviours (and also for the other people). For example if a person, after acquiring a brief about a problem to solve, visualizes the solution through images, we can assume that is instinctive/first intelligence is the visual/spatial one.

So a first outcome and conclusion is that MI Theory is a useful tool to help a learner (each kind of learner, not only a learner in a leadership position) to connect gut instinct and a specific type of intelligence. MI theory is a sort of conductor and translator between a learner and their self-knowledge, giving them information and insights about how they works (or doesn't work) on multiple level of awareness to reflect on:

- A PERSONAL LEVEL, "how do I work?", "how don't I work?"
- A SOCIAL LEVEL, "What is my impact on the other people? What is my interpersonal relationship style?"
- A LEADING LEVEL, "What is my leadership style?", "What is my way to lead a group?"

About the PERSONAL LEVEL, we can say that if a learner identifies their first instinctive intelligence this is an important starting point for them in the process of mapping their personal intelligences combination. It means that they can have a map to direct their behaviour in a sort of goal-directed modality or another modality, (for example a people-directed one) depending on the situation/problem they face. We can also say that, on a personal level, MIs can help to understand why something is comfortable for a person and something else is uncomfortable, why something is easy and something else is hard.

Getting a clear picture of our MIs combination can also be a preparatory step to focus on the SOCIAL LEVEL of awareness we get through the MI theory. Answering questions like: "What is my impact on other people?" or "What is my interpersonal relationship style?" is a demanding challenge for each person. The MI theory, analysing each intelligence feature and the different mix of the diverse combinations, can give some information also to focus on the possible impact of some behaviours connected to how a specific intelligence can affect the social or interpersonal dynamics. For example a person with a strong intrapersonal intelligence and a weak interpersonal intelligence can find it very tough interacting in a social environment, especially in the context of unknown people. In this case, MIs can help a person in understanding how to manage these challenging situations. MIs is also a powerful key to outline a sort of interpersonal relationship profile very helpful in terms of increasing awareness to find out one's

style. We think, and we experienced with people, that having in mind (in belly and in heart) a clear picture of our own intelligences can produce great results in terms of self-knowledge and awareness.

This increasing consciousness process is a preparatory step also for a LEADING LEVEL of awareness that is valuable for leadership development. On one hand, if a learner knows more about themselves (who they are, how they work, how they doesn't work, what are their preferred intelligences, their weak and strong points and consequently what is their personal and interpersonal style, and so on) and, on the other hand, has also the same key of interpretation (the MIs theory) to understand more about the other people (their main intelligences, their modalities, their style, their differences, their analogies and so on), they are a step forward to lead a group, a process or a project. They have a lot of information and insights to organise re-think and calibrate their Leadership style depending on different people, situations and problems. They can try to modulate their leading style and they can understand how to face in a different way their contributors, colleagues or relatives. They are much more aware as a person and as a leader; to be ready to become a multiple leader, a leader who knows how to face differences using always a different intelligences combination depending on what the situation requires. A multiple leader is a changeable leader who use a challenging but authentic approach at the same time.

5 How far is using active methods and experiences a more effective way to know/identify my Multiple Intelligences rather than tests only?

5.1 Definition of the question

We started our project from the assumption that a written test is not sufficient for knowing the own Multiple Intelligences. This was also stated from Howard Gardner who also felt that testing Multiple Intelligences by filling in questionnaires is not an appropriate way for learners, except maybe the for ones that have a strong verbal linguistic intelligence.

When we take into account that a test usually builds its answers on interpretations given by others, we can easily say that it's somehow a mechanism that goes against the adult learner "self directedness". It goes against the possibility to reflect critically on their own assumptions and to draw conclusions on their own grounded theory.

All the partners in the project are active in adult learning in formal and non-formal settings and most of them are working with active methods and experiential learning. The experiential theory proposed by David Kolb takes a holistic approach and emphasizes how experiences, including cognitions, environmental factors and emotions, influence the learning process. Kolb defines this type of learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience."(3) In practice this means to offer learning opportunities where adults can safely go out of their comfort zone to try out new behaviours and acquire new knowledge and learnings. The learning process of adults has a participatory element, as well as a collaborative element. Participants work together in groups, they get assistance and feedback from the group and this of course is not assured with compiling a test only.

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3 Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. New Jersey: Prentice-Hall.

The "here and now", that is another important element of experiential learning and provides the learner with a context where they can immediately view the effects of their behaviour, as the group reacts and gives a prompt feedback.

We think that experiential learning is one of the most valid methods for adult learning, as experience is more involving than theory only. To support this theory we would also like to refer to Malcom Knowles andragogic theory ([4]), according to which adults have accumulated life experiences and come to courses with experiences and knowledge in diverse areas. They tend to favour practical learning activities that enable them to draw on their prior skills and knowledge. They are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to experiences, they need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences. Their practical and problem based learning exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/theories covered.

5.2   Exploration and Testing

For our self-exploration phase we decided to use existing active and experiential exercises out of our trainers' experience, but we framed them with different reflection questions, which were relating to the different Multiple Intelligences and to leadership.

In the first phase of the project each partner was in charge of creating or choosing experiential and active activities, which could be related specifically to one intelligence. This was followed by a reflection process, where we questioned ourselves, if the activity was addressing the specific intelligence and how it could be improved to better activate that specific intelligence.
After a while, we realized that people most of the time approach activities with their strongest intelligences and that the context and the challenge influence the combination of the individual multiple intelligences. This means that at a second stage we looked more on the impact that the activities had on us and we questioned ourselves how comfortable and enjoyable they were to us.

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4 Malco Knowles, Elwood F. Holton III, Richard A. Swanson. The adult learner. Routledge, 2011

5.3   Outcomes, conclusions and recommendations

When we addressed the written tests on the Multiple Intelligences, which we found in the internet, we noticed that they mainly involve the verbal-linguistic and maybe intrapersonal intelligences. When using them we realized that some questions were misleading, e.g. in the area of interpersonal intelligence one questions was "Are you playing in any sport team?" The intention of the questions was to find out, if you prefer to spend your time alone or with others, which could be an indicator for the interpersonal intelligence. People who are not sporty at all could answer with "no" even, if they appreciate the company of people and have a high interpersonal intelligence.

A second factor, which influences a written test is that one person might have a preferred picture of him/herself and chooses the answer according to how they would like to be or even on how they are expected to be by others. With active methods as used in experiential learning this is much harder. Another factor was that often the written tests we found did not cover the diverse characteristics of an intelligence, e.g. Musical intelligence consists of rhythm, sounds and melody. Ideally, all these areas should be addressed in different questions.

We recognize that a written test is a useful tool to get a first idea about oneself above all if you have limited time. However we found out from the feedback of participants that a test:
- does not allow to read another person fully
- misses the mirroring, feedback and insights from the group, which allows further learning
- is missing out on the facilitated learning process (reflection practice)

From the testing phase of MILD the feedback of the participants was very clear, that experiential learning challenged them on all levels – physically, emotionally and cognitively – and made them involved in learning and identifying the own Multiple Intelligences much more than doing the written test only. It was clear from the reporting of the participants that the non-formal and holistic approach, made them feel that they had more ownership of their learning.
However it is important that experiences are accompanied with reflection time done either before, during and/or after action. It is not only the experience that help to identify the multiple intelligences, but it is the right reflection that helps to understand more effectively on what characterizes them, when and how they are activated and how one can make good use of them.

Quote from one participant at an alp-seminar: "The methodology suited me very well. I liked the varieties of the methods and activities. Experiential learning is good. The reflection time was a very important part and aspect of learning, otherwise it would have stayed as a nice time without actually learning."

The experiences definitely helped participants to identify the intelligence they felt strongest in and how they might apply this to their work and lives. They showcased the very different approaches of the participants to act upon the given challenge and their way of solving problems.

The participants reflected that an understanding of the Multiple Intelligences could help them grasp how others learn and therefore how they as leaders deliver information and communicate.

As trainers and facilitators, making other people aware of their Multiple Intelligences can be done in many different ways. We believe that solely information is not enough for understanding how intelligences work and interact and for actively using them. When working as trainers the Multiple Intelligences can be both - content or approach. In the testing phase some partners explicitly gave theoretical inputs on the MI, then did one or several activities related to the MI previously presented and further discussed the impact on the participants. On the other hand some partners took a Multiple Intelligence approach, meaning that during the activities the participants were focused on practicing their leadership competence, whereas the Multiple Intelligences were supportive to the learning process only. This meant they did activities having the varied Multiple Intelligences in mind, but not explicitly taking them up.

Some partners considered that it is not of main importance that the learner has awareness of the existence of the personal Intelligence(s). More than that, it is the trainer who can observe and recognize the Multiple Intelligences and related needs for effective learning of the learner. The discussion about what is more effective for leadership development - Multiple Intelligences as content or approach - is still ongoing.

Some partners discussed about the need for the trainers to know the Multiple Intelligences possessed by the participants. Since they all come from a variety of backgrounds, the trainers get to see only a partial picture that is not sufficient to make an assessment about the intelligences possessed. Therefore, some of us concluded that the activities and approaches provided are solely aiming at supporting the re-awakening of the Multiple Intelligences of the participants, believing that this awareness is functional to increase the possibilities for learning.

If to draw some recommendations out of our experiences as trainers to other trainers, we can confirm once again that, a variety of approaches and methods is important to respond to all learner's needs. The Multiple Intelligences have broadened even more our approaches as perhaps musical or naturalistic was not on every trainers mind when designing training programmes.

We also got confirmation that learning needs time for experiencing, reflecting and "digesting" and that often times insights still go on even after the seminar is over. Generally we can say that the more days we allowed for exploring the Multiple Intelligences and their relation to leadership the deeper the participants went.

When training Multiple Intelligences it is also recommended to have two or more trainers that embed different intelligences, in order to observe with different perspectives the behaviour of the learners in specific given contexts. At the same time, they act as role models for the participants showing the variety of Multiple Intelligences.

6 How do MIs support learners understanding the contents?

6.1 Definition of the question

This question challenges the assumption that we learn what we read or what we hear or what is conveyed to us in a typical teaching way. It challenges also the question of retention of learning and therefore the development process. In the MILD understanding, learning is a non linear process and it needs repetition in a varied forms. Understanding contents happens when different antennas are active, stimulated and functioning. It also implies "derusting" the non used antennas. Antennas can be rusted for several reasons, first of all what Sir Ken Robinson says in his speech about the school system killing creativity and the need to better value each talent.
The question is also two-sided: on one side the question is how far the MIs methods are also a valid way to deliver contents and on the other side how far the learner is able to process and generate knowledge by experiencing MI methods.

6.2 Exploration and Testing

Understanding contents from several perspectives and by using different ways to get to it is a long non-linear process in the hands of the learner. In our exploration, the contents became clearer and clearer through the several explorations of the single intelligences that brought us to see, to an even greater degree, the interconnectedness of them and the overlapping nuances of several intelligences.

Each partner had the possibility to get in touch with the contents several times in a circular way, sometimes being in the forefront when designing and delivering the exploration experience to the other partners and sometimes by being on the receiver side. Both sides were full of leaning opportunities. Some of these learning and insights were shared, some stayed with the learners.

The testing phase was varied in experiences, format and contents. It emerged that long processes are better suitable for a proper understanding of contents as they allow repetition. However, each learner comes to the training event with previous experiences and the event itself can work as repetition of previous moments the trainer and even the learner is not aware of, until the moment the learning became evident, through an 'Aha' moment.

The results of the testing take into account only the information that the leaners have shared with the trainers' team either by speaking together, or in group discussions and sharing moments or in writing.

6.3   Outcomes, conclusions and recommendations

The outcomes of the testing phase showed that looking at the content multiple times, from different perspectives, enables the learner to grasp the contents that they may have not completely grasped before. Because of the different directions, the learner will round out their understanding. Enlightening what was done before and helping to deepen it. The result becomes more than the sum of its parts. This is particularly effective when the trainers' team tries to match the contents to the methods used.

The following situation will help exemplifying the statement. In the training course of alp on "Learning Leadership" one main content was "Appreciative Leadership" theory that, when presented, turned out to evoke resistance in the leaders participating at the training as it looks at what functions, what is working well and it builds on it. It leaves out the "problems" and the negative associated to it. The leaders resisted, as their opinion was that we need to deal with problems and not to avoid them. The team asked at the beginning of each session "what is doing well in you?", and also tried to always answer to each question with an appreciative statement. It turned out by the end of training that the practice of appreciating helped the leaders to see the relevance and impact of appreciation. The indirect practice of it through several moments and experiences – also not directly connected to appreciative leadership - supported the understanding. The coherence between the methods used, the contents to be delivered and the approach play a significant role in the repetition.

It is also important to note that repetition does not mean doing exactly the same twice, but using new experiences and approaches to put new light in what has happened, also when the link seems not existent or very weak.

This approach gives the possibility to "understand contents" by using one's dominant intelligence even though it is not the most directly connected to the content of the problem solving. It also avoids the feeling of inadequacy as there are several opportunities for clarifying the contents and adequate time for reflection on what has happened.

From the trainers team perspective it is important to remember to:
- align contents and methods used across the entire course
- decide on a key structure for reflection and to use it repeatedly
- split the contents into small units and address them by using a variety of methods
- allow and appreciate resistance of participants as a sign of the learning process
- make every now and then visible and explicit the process of the group, so to allow space for comparison and aha moments
- be versatile in the tools, activities and experiences offered
- be in a team
- make resources available but not compulsory
- provide a recording structure for the insights and learning
- be patient

7   How does the knowledge of MI support leadership (development)?

7.1   Why was this question relevant?

The question is the key question of the Grundtvig-Project and was raised at the very first planning meeting of this project, when the group of partners gathered to generate and define the project content and the overall topic.

What we noticed is that after Gardner's theory was published, the main interest the educational system had was how this theory could be applied to teaching and learning at school. After many years of working with Multiple Intelligences and investigating in tools for schools to support pupils with diverse Intelligence profiles, the interest grew to explore how the presence of different intelligences impact the learning and personal growths of adults. We also felt that the use of Gardner's theory was mostly applied on learning the content, while behavioral change was less taken into account. As facilitators and trainers of all kinds of learning opportunities (formal and non-formal) amongst adults, we had all been using different activities to create varied learning situations for learners. We thought that the MI could be used as antennas or lenses for leadership development and we wanted to test this through the exploration and testing phase of the Grundtvig Project.

We have noticed that in a post-modern professional world universities and higher educational institutions are more and more interested in personal and professional development throughout non-formal learning environments. As all of the partners are engaged in their profession in facilitating learning processes by applying active methods and experiential learning approaches, we thought it will be of interest to investigate how the awareness of one owns multiple intelligence profile could support the existing methodological approaches of the partners. By becoming more acquainted to Gardner's theory we felt that multiple intelligences could be an additional key to read and access the strengths of the individuals and could serve the learning and changing process in the field of leadership development.

7.2   Exploration and Testing

All of the partners are working on leadership development in their professional life. They all took their methodological approach and their usual coaching and training formats and adopted them for the exploration and testing phases in order to learn about the impact of the Multiple Intelligences on leadership development.

7.3   Outcomes, conclusions and recommendations

As a first result we would like to point out that a real value of the MI theory was that it is building on a positive approach that identifies and values individuals according to their strengths, as all the intelligences reside within all of us in different formats. As all partner come from adult education we all often find in our trainings the learners focus on their weakness, which also comes from the surroundings of the learners.

To unfold the outcomes of the key topics in this project of MI in leadership development we can illustrate the inter-relationship in the metaphor of a temple, where

- the roof is the **leadership performance**
- the pillars are different **competencies** that support the performance
- the foundation is shaped of the **personal abilities - intelligences**

The pillars can be built up – put together in a planned way – as some leadership competencies can be trained at formal and non-formal educational activities. They can also be 'natural' – all in one – personal abilities that are recognized, nurtured and used as strengths in daily leadership performance. Altogether, the quality of leadership is depending on the personal foundation, the (conscious or unconscious) development of the basic skills as well as the need for and perception of the leadership behaviour that is delivered.

When thinking at this question, we also realized that it can be approached from 3 different perspectives of leadership:

- Leadership development of the leaders themselves: this is about personal and professional development and it can be on or off the job. Using our awareness of the MI that are most suited to us optimises the learning process.
- The leader using his awareness of MI–profiles to lead others: This means knowing about the own intelligences, but also to realize them in others in supporting them in their strengths. A leader being able to lead in the best way, respecting the MI-profiles and using leadership methods that support those intelligences (profiles).
- A leader of learning: a facilitator arranging a learning environment for leadership development, using facilitation and learning methods that support the present intelligences.

Summarizing these three different perspectives, what we find to be common for these processes is that they are all personal learning actions, where a facilitator or leader is responsible for facilitating, leading or treating other persons to a learning process of personal- or leadership development. During the testing of this project, partners made observations in line with these perspectives.

Leaders or facilitators responsible for supporting a personal and leadership development of learners, need an awareness of differences in intelligence profiles, learning styles, perceptions of learners as they can impact his/her choice of approaches and of learning environments. When a facilitator is observing the learners' reactions in the educational setting, his awareness can also inform him/her on how to support his/her learners.

The intelligence profile of a person will not only impact the way a person learns, but it can also represent or impact the ways the person perceives and faces life and world situations and the way a person behaves and influences group dynamics. Therefore, knowledge about the dominant intelligences or MI-profiles in the learners' group or in a team can support the facilitators in choosing ways of motivating and empowering learners.

The facilitators knowledge and understanding of the differences in the MI profiles in learner groups can challenge them to widen their "catalogue" of methods and approaches, in order to address these differences in their choice of methods and tools for development.

Seen from the opposite point-of-view, knowledge about a learner's multiple intelligence profile can help a facilitator/leader to omit certain methods or tools, that (s)he knows that would not match the learner´s needs in the situation to be planned.

Team work

Leaders setting up projects can make good use of their knowledge about Multiple Intelligences when putting the groups together. Differences in MI-profiles can support and strengthen groups, and therefore lead to a more powerful interaction, but the differences can also disturb the group dynamics and lead to conflicts. So the awareness of how the intelligences impact the persons' behavior helps facilitators and leaders to think strategically on how to design groups and to decide which support, environments, facilities, and tools to provide for the groups.

An important part of leadership in our today's world is to allow group members to invent and use other ways of solving problems as equally valuable working parts. Knowledge about Multiple Intelligences are also valuable to get this mutual understanding of different approaches to tasks and challenges – and their solutions.

Development of oneself

While today's leadership focuses on supporting members in their personal and 'professional' development and thereby help them to find an acceptable work-life-balance, MI can be used as tools when planning their development paths.

If we assume that leadership is taking responsibility of a task or of oneself and others, self directedness could be considered the starting point for leadership development, as being more aware of one owns behavioral patterns - identified throughout the knowledge of one owns intelligence profile - is a way to increase consciousness of how to lead and treat others – and oneself.

The graph below shows how the more conscious you are, the more you're able to express your competences, thus more able to deliver and transfer what you have learned for yourself to others or to implement it in your working context, without being trapped by leadership styles.

Competence Levels
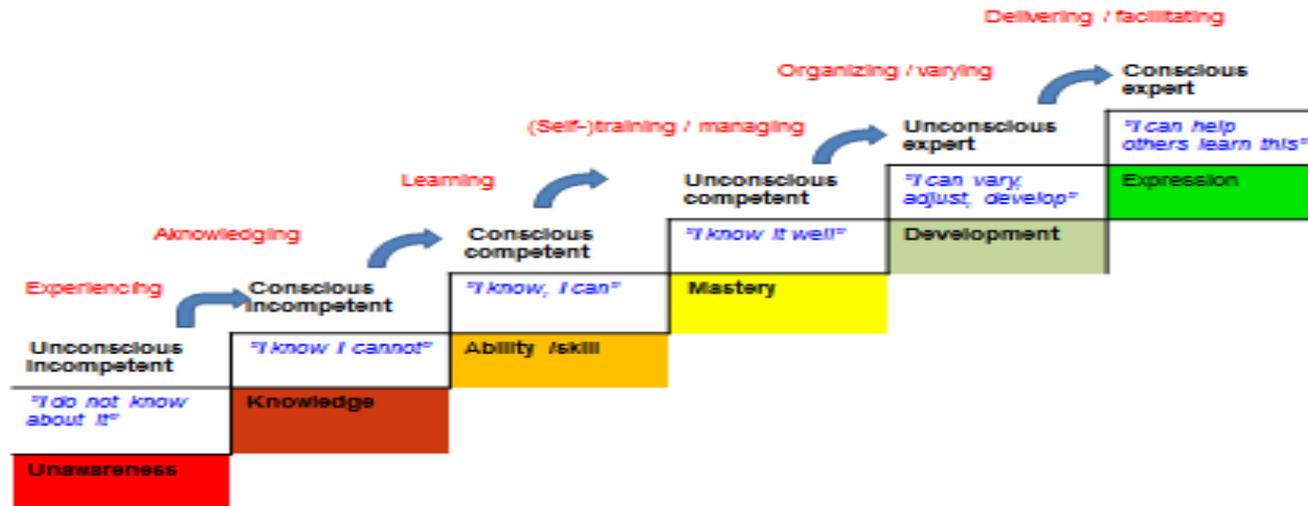
Table: *The different levels of competences that a facilitator/leader needs to be aware of and preferably guide his/her learners through in the learning process Adapted from Bloom's Taxonomy Of Learning levels.*

So finally we can say that knowing one's own MI-profile increases self-awareness, self-image and self-esteem, all elements that contribute to develop leadership, at both the personal and professional level, focusing on strengths and developmental needs and thereby impacting one's behavior and way of working.

Educators and Facilitators

Educators of adult learners use Gardner's theory of MI to recognize that people have abilities and potentials that extend far beyond traditional measures of assessment. These traditional means of assessment have limited the potential of adults when they were in formal education and the idea is that as adult learners they can access new forms of validation that work to their strengths.

By helping adult learners to understand that there are many forms of intelligence, adult educators can promote in the adult learner the vast range of capabilities that have a value in life, in work and in families that can set about valuing people for who they are, what they can be and helping them grow and fulfill their potential.

8   Summary

8.1   Main outcomes

The outcomes for the project are on different levels. On one hand each individual person in the project learned about their personal set of MI's and the impact on their personal and professional life. They all had the opportunity to deepen their knowledge and understanding of the MI in leadership development. They had the opportunity to research and develop their understanding of how people learn and from that deepened and broadened their knowledge and experience in this field and incorporate this into their organisational strategy. They had the opportunity to work with highly qualified partners who have a wide range of experience and knowledge which they brought to the project. They worked through non-formal and varied learning activities thereby expanded their repertoire of methodologies and ideas which they now bring to their teaching practice with adults. They have learnt about new educational approaches that help develop the adult learner to their fullest potential. We have contributed to life-long learning by investigating new approaches and directions for adult learners. We've started to develop the link between leadership and the MI in natural leadership thereby increasing the capacity of the adult to manage their own lives and lead others.

On the other hand each organisation has felt an impact on their coaching and training offers. The connection of the MI and leadership fed into their training practice which has expanded and grown to include the theory of MI. Each organisation now has a deeper theoretical understanding of the concept and function of the MI and also had the opportunity to exchange their experiences and learn from others partners' best practices. The MI's have added to their organisations understanding of adult learners and how to facilitate and optimize their learning potential, especially those who have negative formal school experiences, by creating varied learning environments and using methods that cater to the different intelligencies.

Working with experiential learning gave the group an advantage by its different and flexible ways of learning and working, but going in depth in the MI added another pillar of knowledge under the methodology and theory that we already exercised. We can say that, if on one hand the MI theory challenged the status quo of the IQ (intelligence is fixed and can be measure by a number), on the other hand in the MILD project experiential learning challenged the MI Theory to demonstrate its validity in practice and in

concrete. As if the Experiential Learning said to the MI theory: "If we work together, I can help you not only to prove your hypothesis, but also the usefulness in practice".

8.2   Overall conclusions and recommendations

In conclusion we can summarise that through the exploration phase each partner:

- EXPLORED their multiple intelligences through experiences/activities for adults
- DISCOVERED their multiple intelligences in their Leadership (each person individually)
- UNDERSTAND the impact of their multiple intelligences in their leadership
- IDENTIFIED Leadership competences to develop
- CHOSE the most suitable ways to develop them.
- Additionally the partners have developed a COMMON VOCABULARY of MI.

In the testing phase the following outcomes were discoverd:

Multiple Intelligences & leadership

- We believe that a crucial point in leadership is the process of taking responsibility towards oneself, other people and results and that self-directedness could be one of the starting points for leadership development. Being more aware of one's own intelligence profile and behavioral patterns is a way to increase consciousness of how to lead and treat others – and oneself.

- We consider "Leadership Development" to be a personal process that provides us with a better understanding on how to lead our life towards desired results. In this process the MI theory in combination with experiential learning practices, is a useful tool that provides us with a variety of inputs, key of interpretation and insights.

- The MI theory builds on a positive approach, since it recognizes that people have abilities and potentials that extend far beyond traditional measures of assessment. In this perspective, adult learners, who may have been labeled 'unintelligent' in school, by discovering their strengths become more at peace with themselves in addressing their weaker areas and more incline to increase their self confidence and self esteem, thus becoming more motivated in changing how they view the world and themselves.

- In the discussion about whether leadership is a natural talent, or can be learned and trained, we truly believe that leadership can be developed – by learning about oneself, by being conscious and reflecting on the effects of one's behavior and by finding one owns leadership style throughout the uniqueness and specificity of one owns intelligence profile.

- Differences in MI-profiles can support and strengthen groups, and therefore lead to a more powerful interaction. On the other hand the differences can also disturb the group dynamics and lead to conflicts. So the awareness of how the intelligences impact the persons' behavior helps facilitators and leaders to think strategically on how to design groups and to decide which support, environments, facilities, and tools to provide for the groups.

- An important part of leadership in our today's world is to allow group members to invent and use other ways of solving problems as equally valuable working parts. Knowledge about Multiple Intelligences is also valuable to get this mutual understanding of different approaches to tasks and challenges – and their solutions.

Multiple Intelligence & me

- According to the Multiple Intelligence Theory every person possesses all the intelligences at the same time, some are more developed (and dominant) than others. It is like your fingerprint – it is a personal intelligence profile.

- Out of our experience – by exploring and testing – we discovered that our preferred intelligences can both help or hinder the development of other intelligences, that are less visible or dominant in us.

- We realized that people most of the time approach activities with their strongest intelligences. This means e.g. if you have to organise something your can approach with your logical-mathematical side – do a step-by-step-approach or use your spatial-visual intelligence, where you try to see the whole picture and maybe use mind-map for sketching it.

- Looking into the Western-European educational systems and culture, we noticed that over the years it mainly fostered the verbal-linguistic and the logic-mathematical, along with the spatial-visual intelligences and that only in some rare cases all intelligences were equally taken into account and valued. Out of our reflections and considerations, we can say that focusing on a limited range of intelligences might affect a person's creativity and adaptability above all in challenging situations.

Learning from the Multiple Intelligences

- The MI theory is one of the keys to access self-knowledge and awareness and provides a person with information and insights about how they function at a personal, social and professional level in relation to leadership. At a personal level the MI theory supports the person in their learning process as it increases awareness on what they feel more comfortable in doing/learning and what is more challenging to them.

- At a social level this awareness allows the learner/leader to understand how the different intelligence profiles affect the social or interpersonal dynamics, as intelligence profiles will not only impact the way a person learns, but it can also represent or impact the ways the person perceives and faces life and world situations and the way a person behaves and influences group dynamics

- At a professional level the MI theory is a common key to interpret other people's behaviour or ways of understanding and approaching challenges, as well as a means for valuing people for who they are and what they can be. In other words, MI acknowledgment leads to valuing and appreciating the potential of the others and allows the individual to be more authentic in expressing their leadership.

Multiple Intelligence in training

- We have experienced that, even though a written test can be a starting point for becoming aware of one owns intelligences profile, it does not comprise the whole range of intelligences. We strongly believe that experiential learning activities allow a

deeper knowledge on one owns intelligences profile, as they involve the person at a physical, emotional and cognitive level and they showcase the different approaches to act upon given challenges.

- Experiences followed or interweaved with reflection moments allow the learner/leader to benefit from a facilitated learning process, as the trainer asks key questions, to benefit from the mirroring, the feedback and the insights of the group and to experience also the effects of the intelligences profile of the others. Moreover solely information is not enough for understanding how intelligences work and interact and for actively using them.

- Out of the participants' feedback the non-formal and holistic approach of experiential learning, made them feel they had more ownership of their learning.

- We re-confirmed that it is important to choose the learning environment according to the learning objective or in our case the Multiple intelligences. It strengthens the learning on the individual intelligence, if you organise it in the setting of the intelligence.

- In the discussion we discovered that almost all of the commonly used leadership training activities cover more than one intelligence. It is framing the activities with the right reflection questions, which brings out the specific focus.

- In our testing phase, we got confirmation that learning is a long and slow process and that a proper understanding of contents implies time for experiencing, reflecting and "digesting" and that often times insights occur even after the training event is over. Generally we can say that the more days we allow for exploring the Multiple Intelligences and their relation to leadership the deeper the participants go.

- When training Multiple Intelligences it is also recommended to have two or more trainers, as each of them bring along different intelligence profiles and consequently different perspectives of the same context. At the same time, they act as role models for the participants showing the variety of Multiple Intelligences.

- In the MILD understanding learning is a non linear process and it needs repetition throughout the use of new experiences and approaches that put new light in what has happened, also when the link seems not existent or very weak. The outcomes of the exploration and testing phase showed that looking at the content multiple times, from different perspectives, enables the learner to grasp the contents that they may have not completely grasped before

- In the MILD understanding MIs as antennas for learning and performing and for understanding contents happens when different antennas are active, stimulated and functioning. This requires learning settings to provide participants with a variety of approaches, methods, support, environments, facilities, and tools to respond to all learner's needs and to allow and appreciate resistance of participants as sign of the learning process

- Of the greatest importance for adult educators is how the MI Theory underpins and high-lights the fact that our intelligences have developed into different individual patterns that we bring to the world or maps of how we learn. Therefore the Mi theory underlines and emphasizes that there is a need for varied and different ways of organizing learning spaces, methods of presenting learning opportunities and of teaching, that appeal to different ways of learning and to learner identities.

- Furthermore we have seen that the types of intelligences that an adult learner is aware of and can identify with indicates not only a person's capabilities, but also the manner or method in which they prefer to learn and develop their strengths and weaknesses. For example once an adult learner has identified that they have strong kinesthetic intelligence they may use role play or drama to learn more about a certain topic.

- The integrated use of MI theory and Experiential Learning, can produce a mutual leveraging effect not only for leadership development but also to achieve awareness and clearness in much wider scopes meaning personal, inter-personal and group development.

8.3   Questions left

In the MILD-project we understood the importance of the MI for adult learners, and in particular for leaders, as good leadership starts with knowing yourself and experiencing MI strongly support self-awareness. We also believe that leading through your strengths makes you a more effective and authentic leader.
Open for us is still a frame for this particular "authentic" & "strengths-based" leadership approach, which can be based on the Multiple Intelligences. So for example which values and attitudes should be supported are still open questions.

The second question, which was emerging through the international project-team, was the challenge of being a leader in a multi-cultural setting. How to be an "inclusive" leader and how can the frame for an "inclusive" leadership approach, are topics, which still needs more attention.

9 Appendix

9.1 Appendix 1: Tested activities

Activities on the Multiple Intelligences - done throughout the project													
Name	Summary	Supports the following Intelligences											
		1 = main intelligences, 2 = touches on these intelligences											
		Logical Mathematical	verbal-linguistic	visual-spatial	Musial	Body-Kinestethic	Intrapersonal	Interpersonal	Naturalistic	Spiritual	Ethical-Moral	Cultural	
Drumming	Have a professional drumming session learning the key-beats and trying some rhythms within the group. Reflect on teamwork and leadership.				1	2		2					
Museum in the Dark	Activity in the museum or a venue, where there is no light in order to concentrate on the sounds of the surrounding. Reflect what intelligences and competences where activated, when being blind.		2		1	2							
Rope game	Rope game: Rope games with multiple persons where different elements of co-operation are addressed: clear communication, taking into account the feeling of others, connection.			2		2		1					

Activities on the Multiple Intelligences - done throughout the project														
Name	**Summary**	**Supports the following Intelligences**												
Beach game	Mine field game where there is a mine field created and where duo's are working on a distance to communicate and guide each other. One of each duo is blind folded and has to cross the mine field in a safe way whereas the other person provides guidance.	2		1										
Create an object	Create parts of a logo with sub groups taking into account several restrictions (non verbal, only one focal point each sub group). How to communicate what you have got in mind?			1		2		2						
My secret friend	do something secretly for the person on your lot to make that person feel special.						2	1						
Multiple Intelligence Bingo	Live bingo searching people in the crowd with this feature. To understand how you approach strangers. To understand MI is not easy to recognise from the outside.		2					1			2			
Measure your level of energy	Do different activities (walking, dancing, laughing etc.) and measure your energy level on a scale between 0 to 10. (0 = the lowest, 10=the highest)										1			
Visit of an evangelical place	visit of the monastery : to feel the energy in different places, looking in different direction and explore walking a cloister in different directions.										1			
Visit of the chapel	To feel a place and to connect with the source of Energy through a song. What do we feel ? Where is the energy level ?				2						1			
Gain energy	Dancing: to move its energy to the rhythm of music				2	2					1			
Laughing yoga a) in circle. b) in movement looking at each other c) in silence.	Situate your level of energy on a scale between 0 to 10. (0 = the lowest, 10=the highest)					2					1			

Activities on the Multiple Intelligences - done throughout the project													
Name	**Summary**	**Supports the following Intelligences**											
Laughing yoga	People are lying on the floor having their head always on the belly of another person. Start laughing. Situate your level of energy on a scale between 0 to 10. (0 = the lowest, 10=the highest)						2			1			
Situate your level of energy	on a scale between 0 to 10. (0 = the lowest, 10=the highest).									1			
Information center	Front-loading to create a sense of the place / the context		1	1			2						
"Walking around"	Walking around as a group to hear, smell, listen, see, touch, etc collecting impressions. Following ….			1			2	1	1				
Compose a Haiku	Write a poem (Haiko) about the impressions of the walk before	1	1				2		2				
"Drawing nature"	Transforming the sensual impulses from the walk before into a picture			1			1	2		2			
Sharing reflections	Groups of 3-4 share experiences of the walk in a place of choice - outside			1			2	2	1				2
Spider web	The aim of the activity is to score as many points as possible by passing all the group members through the holes of a spider web without touching the ropes that form it. This activity has been used to test the capability of participants to influence the decision making process by using their oral verbal linguistic skills.	2	1	2		1		2					

Activities on the Multiple Intelligences - done throughout the project														
Name	**Summary**	**Supports the following Intelligences**												
The memory room	The aim of the activity is to reproduce on a blind map the alpha numeric codes that are written under some cups located in a delimited area. Participants can explore the designated area in couples holding hands and without speaking to check where the cups are located and to learn the codes by heart. Each couple can explore the area for maximum two minutes, after which they have to exit the area and stay in silence until when all the others have returned back. The group then has 1 minute to fill in the blind map with the information collected. The task is achieved if the group is able to report on the map the position of the cups and the codes written under them. Trainers can decide if the group is allowed a certain number of mistakes. The aim of this activity is to test participants' skill to influence the decision making process and memory (part of the verbal linguistic intelligence).	2	1	1					2					
Writing on a dragon boat in the middle of the lake	Participants paddle on a dragon boat in the middle of the lake. Once reached a silent and panoramic point, they are invited to write things they are observing, listening, feeling. The aim is to try out their ability and pleasure in writing.		1		2	2	1		2	2				
Listening and understanding the poems written on the lake	Participants form trios and each person reads and tells what she/he understands of what has been written by the others. The aim is to try their ability and pleasure in reading and synthetizing written text.		1	2			2	2						

Activities on the Multiple Intelligences - done throughout the project													
Name	**Summary**	**Supports the following Intelligences**											
Developing Self Awareness	a. Form and inner and outer circle facing each other. b. Play some music and rotate group in opposite directions. c. When the music stops each person should line up to face an opposite person. d. Each person should talk about a topic they are given for one minute each. e. Repeat process and emphasise listening.	2				1							
Managing emotions	Using materials provide design a poster, spidergram etc., which highlights the different ways in which you manage your emotions. Reflect on what has worked well for you and also times when your emotions made it difficult for you to make important Share in pairs and then in big group.			2		1							
Running with eyes closed	Group lines up. One person tightly shuts their eyes or wears a blindfold. They place themselves a short distance from the rest of the lined up group. The group is completely silent as the person runs / walks towards where they think the line is. This is repeated for the next person and the distance between the group and the person can be changed to make it more challenging.			2		2	1						

Activities on the Multiple Intelligences - done throughout the project															
Name	**Summary**					**Supports the following Intelligences**									
Exploring empathy and emotions	Preparation: ask people to use wool/twine/ masking tape to arrange a circle around themselves to show how much personal space is comfortable to them. Let people be sitting blindfolded in it - ask them to imagine how they would feel if a good friend, someone who shared their values, came into their circle. - then ask them to imagine how they would feel if an acquaintance, someone they knew but not well came into their space. - finally ask them to imaging how they would feel if a complete stranger came into their space. Someone, who maybe had different cultural or social values or beliefs to theirs. After a couple of minutes ask people to remove their blindfold and share how they felt.			2			1							
Working with others	Ask the group to imagine that they are all employed by the same clothing store. Split the group into two.One group is composed of workers who have receive news that the store is downsizing and that some of them will be losing their jobs and the second group is composed of a management team whose job it is to make the store viable again by cutting costs.Ask each group to discuss their feelings in relation to their position in this scenario and also to reflect on what they consider to be a fair outcome for themselves, their companions in the group and the company.						1	2						

Activities on the Multiple Intelligences - done throughout the project															
Name	**Summary**	**Supports the following Intelligences**													
Building motivation motto	Take some time to reflect on the feelings that motivate you most, at this time in your life. With another person, this can be someone you know or if you prefer someone you would like to get to know better, discuss the values you regard as being very important to you. Together, create a joint motto (a statement of how you would like to live and what you value most) and a graphic that might illustrate the motto.			2			1								
Modelling clay	For a group to explore their triggers and stress indicators. Using a range of materials they created an imaginative model of snakes and ladders where the snakes were stress triggers and the ladders were ways to deal with them. This help them to talk, share, discuss and learn from each other about their level of ability and the methods they used to control impulsive feelings and behaviours. They also explored strategies to manage their emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.							1	2						
Photography	Provide the group with digital cameras and set them the task of creating individual photographic and/or photomontage compositions ,which depicted their understanding of the emotions, needs, and concerns of other people. I asked them to focus their images on picking up on emotional clues, images showing social comfort or cohesiveness and also images which recognised the power dynamics in groups and organisations.							1	2						

Activities on the Multiple Intelligences - done throughout the project																		
Name	**Summary**	**Supports the following Intelligences**																
Drama	Involved improvising drama situations where the participants created role plays which allowed them to interchange roles. In this way they explored scenarios which facilitated their understanding of developing and maintain good relationships, communicate clearly, inspiring and influencing others, working together in a team, and managing conflict situations.											1	2					
Bomb and Shield	In a circle ask each person to secretly choose 2 people. The first person is their bomb and the 2nd their shield. Now try to put yourself between your bomb and shield. Use the bomb and shield as a metaphor what is your fear as a leader? What are your resources as a leader?					2		1										
Change exercise	Get into pairs. Face each other and observe each other. Label yourselves A and B. A turns around and B changes 2 things about themselves. B turns back and tries to guess these changes. Now reverse. Debrief: what makes you aware of changes as a leader?				2	2		1		2								
who's the leader	In couples- Tell neighbour the most recent leadership action you had?					2				1								
Huggy bear	Group walks through the room, facilitator call random numbers, when number is called the group form groups of that number and hug! Debrief 'what physical contact do I establish when building relationships as a leader?'							1				2						
Tableau leadership	Participants form groups of 4-6 people. Each group makes a representation of leadership in a sculpture. Debrief 'if others would choose you as a leader, it would be because…………'					2		1				2	2					

Activities on the Multiple Intelligences - done throughout the project														
Name	**Summary**	**Supports the following Intelligences**												
Labyrinth walk	Group creates with old magazines a labyrinth and then each individual slowly walks through it by having in mind something he would ike to reflect on it. At the end sharing of feeling and images			2		2	1			1			
New Kids on the Block	A prioritisation quiz with a story about a choice between a number of people with different sex, nationality, interests, behaviour, etc.								2			1	1
Women's bag Sudoko	Like a number Sudoku with 9 x 9 typical items where some are placed in a super-size Sudoku grid, and some are to be placed by the participants, either individually or as a group challenge	1	2	2									

9.2 Appendix 2: Glossary

The following terms and definitions – in alphabetical order - are discussed and selected key words for the understanding and use of the results of the exploration of Multiple Intelligences in Leadership Development. There are many, sometimes very similar, at other times quite different, definitions of the terms used in this field. Throughout our project, we have frequently discussed the understandings and (reasons for) use of the terms, which has shaped the foundation of this glossary.
Therefore, the glossary is consisting of what we regard as key words for the project, for the use of our outcomes, and they are supplied with somehow related and similar terms, with an attempt of also showing the differences and similarities.

Term	MILD understanding of key-terms	Related to term – see also:
Ability	State of being able to do something, whatever mental or physical foundation.	Intelligence Capability Capacity Competency Skill
Action Research	Action research for MILD meant observing, reflecting mutually, discussing, and finally reporting on any planned or unplanned action in a leadership development situation where signs of using one or more intelligences could be indicated. This includes research on-the-job and – maybe especially – off-the-job training situations as exercises, games, interviews, and development evaluation, as alternatives to formal and traditional learning situations and literature studies.	Adult Learning Learning
Adult Learning	Learning strategies focused on adults; the process of engaging adult learners with the structure of learning experience. The theoretical term for the learner-centered science of how individuals, especially adults learn, using already achieved experiences, is also named Andragogy (Greek: 'man-leading') as opposed to pedagogy (Greek: 'child-leading').	Action Research Learning
Capability	Quite similar to ability, however differing in the understanding that ability is a potential, where capability is more framing – or measuring – the mental ability in relationship to the need.	Ability Intelligence Competency Capacity

		Skill
Capacity	Mental amount of space for making use of a skill or ability	Ability Capability Competency Intelligence Skill
Competence	**Competence** (or **competency**) is the ability (combined of knowledge, experience, skills, values, and attitudes towards the task) of an individual to perform a task or job at a defined competency level. Competence development is supported by specific intelligences for the task needs.	Ability Capability Capacity Intelligence Skill
Competency	Some definitions claim the terms Competence and Competency are equal – this was also in MILD the use of the word.	Competence Intelligence
Development	In this context development means the process of gradually becoming bigger, better, stronger and/or more advanced. In MILD we meant it as personal development: the (scientific) self-lead study of systematic psychological, emotional, and perceptional changes over life spans.	Leadership Development Learning
Experience	In this project, experience is meant as an overall term for any event, process, activity or memory that can or could have impacted on somebody's later life and behaviour, and that by some kind of intervention (activity, question, coaching, flash-back) comes to consciousness and reflection about the learning caused by this. Arranged experiences can be planned activities with the intention of raising awareness about a specific kind of reaction or behaviour.	Action Activity Competence knowledge learning skill
Experiential learning	In this MILD project, Experiential Learning means focusing and learning by reflecting on a structured experience and consequently using this experience to shape future actions and decisions, taking part in a process and reflecting either before, or during or after on what one has done and learning from this.	Experience learning
Intelligence	Intelligence brings along the ability to solve problems or to create products that have impact in a specific cultural context or society" (Mogens Hansen, school psychologist – based on Howard Gardner's theory on Multiple intelligences) During the discussions during the mobilities, the common understanding we all came to was: - intelligences are something we are born with (like talents) - intelligences are antennas for learning - competences are possible to acquire and develop - having some type of intelligences makes it easier to acquire some competences because the way	Ability Capability Capacity Competency Talent

	we learn about these specific competences is in line with our intelligences (meaning the intelligence we have makes it easier to engage in the learning of a specific competence) - intelligences are the 'glue' that makes a person able to combine skills, knowledge, experiences, attitudes an values in a constructive way for future activities, innovative as well as improved or strengthened versions of already known and used practices.	
Knowledge	Knowledge can be based on narrative sharing, on reading or presenting theoretical and topic-related literature or it can be the results of reflected observations of activities or experiments. In this MILD project, knowledge has been a mixture of forwarded theoretical information and information initiated and documented by the group during the project.	Learning Experience
Leader and leadership	In this MILD project, many definitions have been discussed, and a wide range of definitions can be integrated into one like: Leadership is a process of influence (on a person, group, or organization) that leads to achieve set goals. Leadership can be behavior, impact, and a relationship amongst those involved. In the MILD understanding leadership starts with yourself being aware of oneself and then taking the lead in specific situations, for teams, for projects or holding a managerial position where you are a leader being responsible for a number of people who have a common goal or task.	Leadership Development
Leadership Development	Any kind of activity or process that can be perceived as improving leadership, according to the definition of leadership. Leadership Development can be developing self-leadership, leadership of a group, organization or task, or it can be the process of facilitating leadership development for a person or a group.	Leader Leadership
Learning	In the MILD project, learning is defined as the activity of behavioural change as a result of acquiring new or modifying existing knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information.	Adult learning Experience Experiential Learning Knowledge Perception
Perception	In the MILD exploration project, perception has been regarded as the individual ability of sensing and noticing/transmitting observations. The perception can be related to the intelligence preferences and this hypothesis has been one of the key focuses of the project.	Ability Competence Intelligence

Potential	In the MILD setting, potential is used for the combination of strengths and competences that have a good indication of being developed further for a defined task.	Ability Competence Perception Qualification Quality Skill Talent
Qualification	In the MILD setting, qualification is defined as the achieved and defined level of skills, knowledge and/or experience that a person reach by attending education, training, or by exercising individually. A big part of the MILD exploration has been to find proof that preferences for certain intelligences are supporting or facilitating the achievement of specific qualifications.	*Ability* *Competence* *Potential* *Perception* *Quality* *Skill* *Talent*
Quality	In this project, quality has been used as an evaluation standard for task performance. In the opinion of the project group, quality is not synonymous to Intelligence.	*Ability* *Competence* *Potential* *Perception* *Qualification* *Skill* *Talent*
Skill	In the MILD project, skills have been defined as abilities, naturally born or later learned, and practiced.	*Ability* *Competence* *Potential* *Perception* *Talent*
Talent	As Gardner and others regard intelligences as natural abilities, they are often compared with talent. In this project, however, we have distinguished some differences. Talent is a potential quality that can be used and nurtured, where intelligence is rather perceived as the source for the talent, the background ability that makes the talent development possible.	*Intelligence*

Value	Values are often described as the energy or motivation source for people, groups or organizations that make them feel comfortable and thriving. We are not born with our values and rather they are build and affected by one's cultural, religious, social and family background. Values can change through life and development.	

9.3 Appendix 3: References

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WHERE ARE YOUR STRENGTHS ?

musical

LOGICAL-MATHEMATICAL

linguistic **social** spiritual

VISUAL COMPETENCE

naturalistic **LEADERSHIP**

INTELLIGENCE

KINESTHETIC

intrapersonal

AVAILABLE in http://www.alp-network.org/mild/