THE RELATIONSHIP BETWEEN TALENT MANAGEMENT AND MULTIPLE INTELLIGENCE: A CONCEPTUAL FRAMEWORK

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Abstract:
Research works on talent management have been done for decades. Nowadays, organizations are not only concerned on employee competencies and abilities among talent. The organization also realize to perceive employee multiple intelligence in talent management. This paper to discuss relationship between Talent Management and Multiple Intelligence. The fundamental premise of the research work done is to propose awareness on the importance of Multiple Intelligence (MI) in Talent Management (TM) practice. At the end of this paper, a conceptual framework is proposed to explain these two variables. It is hoped that this framework will be a catalyst in future development of more theories and research works.

Keywords: Talent Management, Multiple Intelligence

1. Introduction

Talent plays the most important role in the development of an economy that is led by innovation and knowledge. Malaysia has a great number of talents, hence it needs to be engaged in the global competition for its own talent. Since Malaysia lacks skilled talents, there is a need for effective measures to overcome this. Nowadays, in the global competitive market many firms and organizations are facing the challenge of holding their talents (Schuler et al., 2011; Scullion et al., 2010, Tarique and Schuler, 2010). In the “war for talent”, organizations need to struggle to decrease turnover rate and retain their talented employees (McDonnell, 2010). This retention mainly refers to the act of not allowing competent employees to leave the company due to its adverse impacts on both productivity and delivery of service (Ng’ethe et al., 2012).

Literatures confirm that the more efforts a company takes to manage its talent, the higher quality of services it delivers (Al Ariss et al. 2014). In human resource, identifying and developing employees who have high potential capabilities is referred to as Talent Management (TM) (Nyanjom, 2013). TM can be referred to the measures taken by an organization in order to attract, choose, develop, and retain the best employees according to their key roles (Scullion and Collings, 2011). It is mainly aimed at putting the right people at the right job at the right time and ensure the right environment for them to provide their best commitment to the organization (Uren and Jackson 2012). Chartered Institute of Professional Development (CIPD, 2007) states that talent is an individual who is capable of making a noticeable change to organizational performances through either immediate contribution (in
short time) or showing the highest level of the organization’s capability in having the right individuals, in the right place, at the right time.

By implementing TM, organizations will have the right people with the most fitted skills, who are located at the best place in order to properly access the business strategies (Devine and Powell, 2008; Ballesterous, 2010; Mohammed, 2015). Therefore, in such condition, employees will be maximizing their talent to achieve optimal organizational success. TM consists of mechanisms for attracting, retaining, and developing talented employees. Employers undertake major challenges to attract, motivate, and retain their talented employees, and it has been proven that talent shortage can lead to fierce competitions (Nyanjom, 2013). In this lieu, TM has become an emerging issue in both private and public sectors though in most organizations such management has been focused to ensure the attainment of staff (Kagwiria, 2014). The reason for this is that it has been attributed to attraction, retention, and development of employees in a successful way (Baheshtiffar, 2011).

To retain and attract talents, we need to refresh our focus on employees’ value propositions and be more flexible in attracting more varied talents (Cheese, 2010). Furthermore, developing the TM system for the industry is not merely the responsibility of human resource (HR); rather, it needs to be recognized and supported by all sections or divisions in an organization. Therefore organizations need to rethink their approaches to talent management and how it affects employee engagement.

Each individual has different intelligences. This is because the way we think and our ability to receive information are not same. According to American Psychological Association, “individuals differ from one another in their ability to understand complex ideas, to adapt effectively to environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacle by taking thought”. With intelligence, some people can control and remember information than others. Howard Gardner claims that intelligence is a single entity. This means, it results from a single factor, and that it can be measured simply via IQ tests. So that the theory of Multiple Intelligence (MI) that has been introduced by Howard Gardner suggests that individuals draw on Multiple Intelligence abilities to create products and solve problem that are relevant to the societies in which they live in order to generate more critical thinking to apply the best practice of talent management in organizations.

In working environment, most of the employees have their own intelligences but they do not really know how to develop and manage their potentials. The new talent management process focuses more on pools of talent than on specific individuals. It takes a broad view of satisfying the need for the right mix of talent to implement today’s and tomorrow’s strategies. It is no longer about hiring the best person for a position now, but about hiring people who may qualify for key positions in the future.

The specific problem statement for this research study focuses on identifying, engaging and developing talent in organizations. Mitigating overlooked talent, eliminating unfilled or poorly filled niches present within organizations and in our society, and guiding the leaders with the right skill sets for the right role are challenges addressed by the theory of multiple intelligences (Gardner, 1993).
2. Literature Review

Talent
The term ‘talent’ has been defined by numerous scholars from various perspectives. Every organization adopts a definite definition depending on its nature, strategies, the environment in which it competes, and so on (CIPD, 2007). According to Tansely (2011), talent has not been defined universally in a way to be acceptable in all languages. Its meaning is dependent on the language used throughout the organization. Numerous corporations have no idea about what talent means; thus, it is clear that they fail to manage it (The Economist Intelligence Unit, 2006). As argued by Morton (2004), talent refers to an individual who can make a key transformation to an organization’s function. Goffee and Jones (2007) confirmed the way Morton defined talent as an employee’s skill, knowledge, and philosophy that is able to add unusual values to the organization using available resources. Talent was defined by Pruis (2011) as an intrinsic attribute that reinforces itself without any need for appreciation of other people.

Talent can be seen as an organization’s unique attribute, and it can be affected by factors such as individuals, industry and its nature, and its implication at a group level; as a result, this can be varied over time (CIPD, 2007). According to Ready and Conger (2007), talent refers to a group of employees with above-average skills and knowledge; they have the potential to get executive positions; they are actually the best people working within an organization. As defined by Smart (2005), talent is “A player that is the top 10% of talent available in all salary levels, best of class”. CIPD also maintains that talents are able to make the greatest differences to a company; they do this though applying their innate potentials in present and future performances of the company (CIPD, 2007). Based on all definitions presented above, talent introduces the best individuals for positions within a company and contributes to achievement of the company’s most strategic objectives.

Having talented employees and/or managers is of a high importance for an organization to achieve competitive advantages in the modern (Ford, Harding, & Stoyanova Russell, 2010; Swailes, Downs, & Orr, 2014). Therefore, to hire talents capable of updating with current time is much more important than ever before. Cheese (2010) believes that the major challenge the American companies are facing with is how to hire “right people with right skills”.

Numerous studies have confirmed that to attract employees in an effective way, a company should promote proactively the unique culture, values, and opportunities of the company (Iles, Chuai, & Preece, 2010). This is a key issue that should be taken into consideration to retain employees; which will be further explained in the next section. Such strategies must be well reflected during communications with the prospective employees. Rowland (2011) argued that ‘top performers’ of a recruitment company are attracted to a company that is capable of demonstrating values similar to their personal values, provides opportunity for both professional and personal development, and has a robust brand and an outstanding reputation within the related market. To make these factors clear, a number of researchers have highlighted the changing capability of human resource professionals, the significance of organizational culture and values, the ability to improve performance quality.

The important and changing role of human resource experts in the attraction of employees has been emphasized in literature. To make employees and employers well matched from the beginning is a critical issue in long-term retention. The recruitment process determines how
Talent Management

Talent Management (TM) has been differently defined by different researchers since everyone has their own perspective. TM refers to a series of activities aiming at the achievement and enhancement of organizational success (Scullion and Collings, 2011) and support corporate strategy (Bethke-Langenegger et al., 2011), and also it is aimed to be survived in current competitive worldwide markets (Harris et al., 2011). Comparable to talent itself, TM is generally described variously, and it does not have a consistent definition in literature (see Collings and Mellahi, 2009; Tarique and Shuler, 2010; Bethke-Langenegger et al., 2011; Iles et al., 2010 and 2013). As argued by Iles et al. (2010) and Capelli (2008), TM and human resource management show a correlated theoretical base with a different analysis. In addition, they introduced three opinions in terms of TM definition as follow:

1) There is not any fundamental difference between TM and human resource management: TM involves all activities corresponding to the human resource management; thus, we can say that TM is actually a newly-rebranded concept of human resource management. TM is mainly centered on the ways talents can be managed in a strategic way.

2) TM applies instruments similar to those of the human resource management and organizational development; though, TM is focused only on talented individuals; therefore, the central point is “talent pool”, both in and out of the organization.

3) TM’s focus is on developing the employees’ proficiency by management of the talents’ progression in the organization. The theory has been made using logical and operational theories. TM programs are aimed to make available talent pools in a way to supply certain job categories and be centered on developing certain individuals who are capable of creating success in the organization.

Therefore, TM involves an extensive set of activities, e.g., succession planning, employees’ trust, employees’ loyalty, management of employees’ performance, human resource planning, and so on. According to Hartley (2004), TM is a dynamic and systematic process during which talents are discovered, developed, and sustained.

Talent Management Model/Theory

The Philips and Ropper’s TM model was primarily formed to be applied to real estate industry; it comprised five factors: recruitment, selection, engagement, development, and retention. The organization’s original values were in the center of the model. The above-mentioned factors were connected to each other by a continuous process, strategy, implementation, and evaluation. An organization with a strong background and culture has a high performance quality. In culture; behaviors values, features, operations, and members of the organization are involved (Philips, 2009). The Philips and Ropper’s model shows all activities connected to TM.
Figure 1: Talent Management Model of Philips & Ropper

**Talent Attraction and Selection**

To attract as many talented employees as possible, an organization needs to adopt a variety of methods and techniques of recruitment and selection of the right talents (Armstrong, 2006). Sources of recruitment are two: internal and external. The former deals with employees already working in the organization. The internal recruitment is supported by Davis (2007) since in this condition, the employees are familiar with the organization’s culture and with how to work there; in addition, this may enhance the employees’ morale if their position is promoted. On the other hand, making use of the external sources is the best strategy to find right talents at times the organization is to make a change to culture and add innovation (Ballesteros and Inmaculada, 2010).

**Employee Engagement**

Employee engagement refers to the involvement and commitment level an employee holds in relation to his/her organization. This is a key to retaining successfully the talents and a prevailing source of competitive advantages. In addition, employee engagement is capable of solving the challenges an organization is faced with, e.g., improvement of productivity level and reduction of turnover rate. As indicated by Kular et al. (2008), those organizations that have a high level of employee engagement will achieve positive organizational outcomes.

**Talent Development**

Through the talent development process, the employees’ attitudes and skills will be upgraded. Rabbi et al., (2015) believes that development and learning are two important backbones of success; if no continuous learning occurs, it is not possible to gain and maintain a high level of performance. As a result, organizations need to be focused on developing their employees’ skills in a way to ensure that their talented workers and employees can make a change to jobs and careers from inside the organization, rather than to the outside.

**Employee Retention**

Retention is referred to as those voluntary movements that are done by the organization in order to make an environment where employees can be engaged for a long term. Employee retention actually incorporates TM that applies an integrated set of actions in order to make sure that the organization is capable of attracting, retaining, motivating, and developing the
talents it requires for both the present time and future (Waithiegeni Kibui, A. 2015). Retention is mainly aimed to prevent the loss of skilled workers and employees, which could adversely affect the service delivery and productivity level of the organization.

**Multiple Intelligence**

Every person has an intelligence level different from that of others since we think differently and have different abilities in receiving information. American Psychological Association reports that people are different regarding their competency in understanding the complicated issues, effectually adapting to their environment, engaging in different forms of reasoning, learning from what they have experienced, and overcoming existing obstacles through thinking. Intelligence helps individuals remember and control the information received from other people. Howard Gardner found intelligence a single entity resulting from a single factor; this entity can be evaluated by IQ tests. Howard Gardner suggested the Multiple Intelligence (MI) theory indicating that people draw on Multiple Intelligence capabilities in order to make some products and find solutions to the problems related to the society where they are living in a way to create higher critical thinking abilities to manage the talents in the organizational context well (Gardner, 1983).

The majority of employees within their working context, have their own level of intelligence; however, they have no clear idea for the way they can manage and develop their intelligence. The talent management processes proposed recently have been focused on pools of talent rather than individuals one by one. There is a requirement for a good mix of talents for the implementation of present and future strategies. Today, it is no longer regard to the selection of the best people for available positions; rather, this is about how to hire persons who can qualify for the most important positions in the future.

For the purpose of the present study, the particular problem statements are focused on identification, engagement, and development of talents in a company. The mitigation of ignored talents, elimination of unfilled or poorly-filled niches that exist in organizations and society, and guiding the leaders who have the right skill for the right position are the present challenges that have been addressed by the multiple intelligences theory (Gardner, 1993).

**Definition & Theories of Multiple Intelligence**

The most popular theory has been introduced in 1983 to literature by Howard Gardner, professor at the Harvard University, titled as ‘multiple intelligence’ theory. The term was defined as a set of capabilities, mental skills, or talents possessed by all people to a lesser or greater extent. Individuals, Gardner maintains, are different from each other only in the level of their skills and in the way their intelligences are combined.

Introducing the theory of Multiple Intelligences by Howard Gardner (1983) to literature attracted other scholars’ attentions to carry out studies on this issue. Different researchers have defined the Multiple Intelligences in different ways. Multiple Intelligences is known as a general capability that individuals have in varying extents (Book teaching and learning in the secondary school with edited by Bob Moon and Ann).

Robert Sternberg talks about three types of intelligence: 1) Componential Intelligence (analytical thinking), which involves individuals’ academic capabilities of comparing, evaluating, and solving the problems; 2) Experiential Intelligence (creativity and insight), which refers to individuals’ capability of inventing, discovering, and theorizing; 3) Practical Intelligence (street smarts), which is the contextual capabilities of people in being well adapted to environment (Brown, 2000; Chastain, 1988).
According to Green et al. (2005), we are able to apply the Multiple Intelligence theory to organizational teams, e.g., the use of people’s multiple intelligence in improving their contribution to the team and productivity of the company.

Roscoe (2001) published his book titled "self-development" regarding the multiple intelligences. His book attracted the attention of those managers who are to review their intelligences in working contexts and then applying their intelligence to their employees and workers.

Gardner (1993) maintains that intelligence is actually a bio-psychological potential. We are not able to see or count intelligences; rather intelligence can help us process information and it can be put into action in cultural contexts in a way to find efficient solutions to existing problems or generate some products valuable to culture. The activation of such potentials is dependent on values of a certain culture, the chances obtainable within that certain culture, and individual decisions made by people and/or by their family members, teachers, etc.

Howard Gardner (1983, 1993, 1999a) took into consideration studies conducted on different people in different occupations and circumstances; then he succeeded to develop his Multiple Intelligences Theory. He interviewed with numerous individuals with different background or even ailments such as stroke victims, so-called “idiot savants”, and prodigies with autistic problems (Lunenburg & Lunenburg, 2014).

Gardner at first defined the intelligence focusing the aspects such as creativity and problem solving. Intelligence is capability of solving a problem or producing products valued to culture (Gardner 1983 p. xiv).

Gardner, who is a neuropsychologist and development expert, reviewed the conventional approaches to intelligence and for the first time introduced seven various universal capacities in a book titled Frames of Mind published in 1983 (Lash, 2004).

Gardner, in 1983, stated that every person holds various degrees of intelligence (e.g., verbal-linguistic, mathematical-logical, bodily-kinesthetic, musical-rhythmic, visual-spatial, social, intrapersonal, and nature). This led to the formation of the Multiple Intelligence theory describing the individuals’ learning styles, tendencies, abilities, and interests (İşik, 2007).

At first, Gardner provided a list containing seven types of intelligence, among which the first two are verbal and mathematical intelligences that are of a high significance to students; the following three intelligences, i.e., musical-rhythmic, bodily-kinesthetic and visual-spatial, correspond normally with artistic skills; the next two, i.e., internal and social intelligences, are known as personal intelligence (Gardner, 1999); and the last one is nature intelligence.

Gardner (1999) recognized nine intelligences, namely linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential. The first seven intelligences were described in his book titled Frames of Mind (1983), the last two items were added in Intelligence Reframed (1999).

The Gardner’s comprehensive list of multiple intelligences comprises Logical-mathematical that in regard to logic and numbers; Verbal/Linguistic in regard to words; Bodily-kinesthetic that is about movements of body and the handling of objects; Musical that is about melodies and rhythms; Visual/Spatial that is in regard to images and pictures; Interpersonal in regard to understanding others and being able to work with them; Intrapersonal regarding the inner self.
of individuals and their feelings; and finally Naturalist that is about how to classify and understand natural phenomena. Gardner recently has been to add the ninth intelligence, i.e., the Existentialist or Spiritual intelligence dealing with big questions of life and harmonizing.

Gardner (1999a) believes that intelligence is (a) the capability of producing an effective product or offering services valued to individuals of a certain culture, (b) skills helping people find solution to real-life problems, and (c) the potential of exploring or forming particular solutions to their problems, which requires individuals to gain new knowledge.

Gardner’s Nine Intelligences

In this section, the definitions presented in case of the nine types of intelligence are discusses in detail as follow:

a) Naturalist Intelligence
This type of intelligence helps individuals distinguish among living things (animals and plants) and makes them sensitive to other characteristics of the nature, including clouds and rock. Naturalist intelligence also enables us to understand the natural world around us and work effectively with this nature (Young, 2003). In addition, it helps individuals be capable of recognizing, categorizing, and drawing on particular characteristics of environment. In an indirect way, this intelligence integrates a description of the core competence with a feature of the role valued to numerous cultures (Gardner, 1999). In view of majority of people, forest rangers and veterinary surgeons are associated with naturalist intelligence. Though, as argued by Martin (2018) within a working context, the individuals who are capable of understanding and getting adapted to local climate and geography, respecting the potential and strength of nature, and using their understanding of nature in order to solve their problem enjoy naturalist intelligence.

<table>
<thead>
<tr>
<th>Table 1: Naturalist Intelligence</th>
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</thead>
<tbody>
<tr>
<td><strong>Type of Works</strong></td>
</tr>
<tr>
<td>Geologist, Scientist, Plan care, Medical researchers, Biologist and Rangers</td>
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</table>
b) Musical Intelligence /Auditory
This intelligence reflects the competency of detecting rhythm, pitch, tone, and timbre. Music accounts for a key part of culture, especially language and communication; therefore, music can strongly help human beings to learn new experiences (Salcedo, 2010). Moreover, music, as highlighted by Moreno (2009), affects human brain at both structure and functional levels, hence influencing a number of areas, principally the language. We cannot consider only singing, conducting, or playing a musical instrument as culturally-valued reflections of auditory intelligence. Those individuals who hear minor changes and get alerted to social or mechanical problems also enjoy this type of intelligence (Martin, 2018).

Table 2: Musical Intelligence

<table>
<thead>
<tr>
<th>Types of Works</th>
<th>Skilled</th>
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</thead>
<tbody>
<tr>
<td>Audio effect designers, Songwriters, Advertiser,</td>
<td>• Creating sound for commercial videos and other media marketing</td>
</tr>
<tr>
<td>Facilitators, Politician and Public speakers</td>
<td>• Understands musical notation</td>
</tr>
<tr>
<td></td>
<td>• Creates music through technology, song writing and composing</td>
</tr>
<tr>
<td></td>
<td>• Can creates sounds from listening</td>
</tr>
</tbody>
</table>

c) Logical – Mathematical Intelligence
Using this type of intelligence, we are capable of calculating, quantifying, considering hypotheses and propositions, and conducting mathematical operations. To apply and appreciate the numerical, logical, abstract, and causal relationships is closely dependent on the logical–mathematical intelligence. This intelligence is reflected strongly in mathematics, engineering, and science (Young, 2003). This helps us recognize the connections and relationships; employ the symbolic, abstract thought; understand deductive and inductive thinking patterns; and obtain sequential reasoning skills. As maintained by Gardner and Hatch (1989), through the use of logical skills, a number of individuals are capable of learning. They can do calculation and explore the connections existing among items and also like facing mental challenges, for instance finding out a proper solution for abstract, logical, and mathematical problems, hence showing an acceptable deductive reasoning skill, which involves the capability of doing mathematical operations appropriately and making logical decisions, learning about and understanding the values linked to the application of technical equipment, and employing scientific thinking for solving the problems. In a working context, those employees and workers who are well organized or capable of logically tracing a fault in a program or machine or deciding properly on the basis of scientific thinking, all show this type of intelligence (Martin, 2018).

Table 3: Mathematical Intelligence

<table>
<thead>
<tr>
<th>Types of Works</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programmers, Bankers, Mathematician,</td>
<td>• Using symbols, data, statistic and numbers in a meaningful way</td>
</tr>
<tr>
<td>Economists &amp; Engineers</td>
<td>• Understands long chains for reasoning</td>
</tr>
<tr>
<td></td>
<td>• Comprehends abstract symbols, formulas, and codes</td>
</tr>
<tr>
<td></td>
<td>• Solves complex computations and abstract problems</td>
</tr>
<tr>
<td></td>
<td>• Uses methods and reasoning to explain the world’s causes and functions</td>
</tr>
<tr>
<td></td>
<td>• Enjoys thinking about abstracts problems, even if those problems are</td>
</tr>
<tr>
<td></td>
<td>not practical</td>
</tr>
</tbody>
</table>
d) Interpersonal Intelligence

Interpersonal intelligence refers to the capability of understanding and making effective interactions with other people. This encompasses effectual verbal and nonverbal communications, the capability of distinguishing others, being sensitive to others’ temperaments, and entertaining numerous perspectives. This intelligence is the capability of understanding and having an efficient working model of oneself; understanding one’s own desires, capacities, fears, and the use of this consciousness in decision-making processes throughout the life (Gardner, 1983). The most important factor to be successful in this domain is holding a crystal clear understanding of self. Those who have a high interpersonal intelligence are entirely attenti...
f) **Linguistic Intelligence**

This is in regard to our capability of thinking in words and using language for expressing and appreciating complicated meanings. This intelligence explains also the ability to understand or produce written and/or spoken language (Young, 2003). Furthermore, according to Gardner (1983), those who have a high level of this intelligence are sensitive to both meaning and order of words in addition to their sound, inflection, and rhythm, which is reflected in the use of language during everyday life. Talking about this intelligence, we are not confined with only novels or poetry, rather it involves a broad range of products from telling stories for kids and humor to reporting critical analysis on a given text. Employing language for persuading, convincing, or pacifying is a clear reflection of this intelligence within the working context (Martin, 2018).

<table>
<thead>
<tr>
<th>Types of Works</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poets, Bloggers, Public Speakers, Teachers, Trainers, Facilitators &amp; Salespeople</td>
<td>• Using right words well</td>
</tr>
<tr>
<td></td>
<td>• Explains ideas through metaphors, stories, poetry and prose</td>
</tr>
<tr>
<td></td>
<td>• Good at persuading others to follow a course of action</td>
</tr>
<tr>
<td></td>
<td>• Comprehend written or spoken information very well</td>
</tr>
<tr>
<td></td>
<td>• Reiterates main points after a first or second reading of a text</td>
</tr>
</tbody>
</table>

**Table 6: Linguistic Intelligence**


g) **Intra-personal Intelligence**

With this intelligence, we are capable of understanding ourselves and our thoughts and feelings and we can apply this knowledge to planning our life. This also involves awareness of our own fears, capabilities, and desires and the use of them in making life-related decisions (Gardner, 1983). Moreover, the people who have a high extent of such intelligence have often obtained it through taking an active interest in their capability of controlling their own destiny (Smith and Mark, 2008). Understanding oneself and self-awareness are not confined with only the individuals who have the mainstream of their life and seek these goals. Rather, within a working context, the employees with the best awareness of themselves, their strengths and weaknesses are capable of delivering the highest degree of productivity (Martin, 2018).

<table>
<thead>
<tr>
<th>Types of Works</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophers, Spiritual Leaders, Strategist &amp; Entrepreneurs.</td>
<td>• Understanding one’s own thought and feelings</td>
</tr>
<tr>
<td></td>
<td>• Keen sensitivity to one’s strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>• Solves deep questions, doubts, and fears</td>
</tr>
<tr>
<td></td>
<td>• Good at analysing theories, ideas and strategies</td>
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<tr>
<td></td>
<td>• Strong ability to direction, plan, and motivate one’s life</td>
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</table>

**Table 7: Intra-personal Intelligence**
h) **Spatial Intelligence /Visual**

This intelligence refers to the capability of thinking in three dimensions. The most important capacities encompassed by this intelligence are spatial reasoning, mental imagery, active and graphic imagination, and image manipulation. According to Gardner (1983), an individual with spatial intelligence perceives spatial or visual information; then transforms and modifies this information in order to reproduce visual images. This intelligence helps individuals are commonly good at crafts and arts, e.g., design work. Corporation for Public Broadcasting (2004) maintains that people with spatial intelligence are capability of thinking in pictures and accurately perceiving the visual world around them. In addition, they can think in three dimensions and transform their perceptions and reproduce aspects of their visual experiences through imaginations. This intelligence is highly reflected in artists and sculptors, and also in those employees in the working context who can make an aesthetically striking environment for customers, the employees who appreciate space and the way items are arranged there, and those whose responsibility is the interpretation or presentation of visual materials; all of them generate culturally-valuable products (Martin, 2018)

<table>
<thead>
<tr>
<th>Types of Works</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophers, Spiritual Leaders, Strategist &amp; Entrepreneurs.</td>
<td>• Noticing fine details in shapes, images, and videos</td>
</tr>
<tr>
<td></td>
<td>• Keen sensitivity to location, environment, and geography</td>
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<tr>
<td></td>
<td>• Comprehend patterns and solves puzzles very well</td>
</tr>
<tr>
<td></td>
<td>• Solves visual problems such as 1) Navigation 2) Recreating an object from different angles and 3) creating that object from memory alone</td>
</tr>
<tr>
<td></td>
<td>• Good at thinking in 3 dimensions.</td>
</tr>
</tbody>
</table>

i) **Spiritual Intelligence /Philosophical**

Using spiritual intelligence, we are able to capture and contemplate the essential question of existence. With respect to Gardner’s (1983) studies, Emmons (2000) describes this type of intelligence and suggests five key capabilities of spiritual intelligence: the ability for transcendent awareness, entering spiritual states of consciousness, sanctifying daily experiences, applying spirituality to solving the existing problems, and finally engaging in good behaviours. Based on this description, just spending time to think about what is important and what is not is not important; rather, the cultural value of events is also important, which determines whether the intelligence appropriately expressed or not. Such expression may be in the form of both written or verbal messages. Within an organizational setting, preparing or revising a mission statement is an instance of a culturally-valuable product.
3. Discussion and Conclusion

Proposed Conceptual Framework

The Theoretical Framework

The fundamental premise of this paper to determine the relationship between Talent Management practice and Multiple Intelligence. Multiple intelligence is crucial in today’s competitive job market is because each individual possesses all intelligences. What matters is how employers are able to tap their employees’ intelligences so that each employee is able to harness his or her potentials to the maximum and eventually benefit their employers. To gain this, organisation needs to raise its benchmark for human capital management to secure the required talents through utilising multiple intelligences in talent management practices. Figure 3 shows the framework that conceptually explain the relationship between Talent Management and Multiple Intelligence.

![Figure 3: Proposed conceptual framework for this study](image-url)
4. Conclusion

This study constructed a conceptual framework that can be applied to the development of a new concept of the relationships between Talent Management (TM) and Multiple Intelligence.

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