

Mapping the Nexus between Multiple Intelligences and Managerial Competency: A Systematic Review

Ms. Nicole D'Silva¹, Dr. Anil Pande²

¹Assistant Professor, IES' Management College and Research Centre, Mumbai, India

²PhD Student, Jamnalal Bajaj Institute of Management Studies, Mumbai, India

³Associate Professor- Jamnalal Bajaj Institute of Management Studies, Mumbai, India

Abstract

This paper presents a systematic review of peer-reviewed literature examining the relationship between Multiple Intelligences (MI) and managerial competency over the past two and a half decades (1999–2025). Using a structured search strategy on Scopus and guided by the PRISMA framework, 48 relevant articles were identified and synthesized, with two additional ABDC-indexed papers added manually to capture recent contributions. Bibliometric and thematic analyses were used to explore publication trends, authorship networks, and emerging research themes. Findings reveal that while MI and managerial competencies have been widely studied in isolation, their integration remains significantly underrepresented, accounting for only ~0.015% of published research. Thematic synthesis identified four major clusters: educational practice and curriculum design, leadership development, psychological resilience and well-being, and theoretical consolidation. Recent empirical studies demonstrate a shift toward applying MI frameworks in management education and leadership training. This review highlights the need for interdisciplinary frameworks that integrate MI with emotional intelligence, mentoring, and digital support systems to foster sustainable leadership and holistic student development. Recommendations for future research include sector-specific validation studies and development of integrated competency models rooted in MI theory.

Keywords: Multiple Intelligences, Managerial Competency, Leadership Development, Systematic Review, Sustainable Leadership

1. Introduction

In an era defined by complexity, change, and cognitive diversity, traditional views of managerial effectiveness are rapidly evolving. Organizations increasingly require leaders who are not only analytically competent but also emotionally intelligent, adaptable, and capable of holistic decision-making. These requirements align with Howard Gardner's theory of Multiple Intelligences (MI), which proposes that intelligence is not a singular construct but a combination of distinct modalities—linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Gardner, 1983).

Simultaneously, the domain of managerial competencies has expanded beyond technical skills to include leadership, interpersonal communication, team-building, and ethical judgment. Yet, despite the theoretical alignment between MI and modern leadership demands, research integrating these two fields remains limited and fragmented.

To explore the extent of this gap, a search was conducted on Scopus using the query:
"multiple intelligences" OR ("managerial competencies" OR "leadership" OR "management skills")

This search yielded over 621,000 publications, reflecting robust independent literatures on MI and managerial development. However, when refined to focus only on studies at their intersection using the query **"multiple intelligences" AND ("managerial competencies" OR "leadership" OR "management skills")**, only 48 relevant documents were found. This strikingly low overlap of approximately 0.015% suggests a significant underrepresentation of integrated research connecting cognitive theory with leadership development.

This review addresses that gap by systematically analyzing literature from 1999 to 2025 using the PRISMA framework. In addition to the 48 Scopus-indexed publications identified through systematic screening, two ABDC-indexed studies authored by D'Silva (2025) were added to reflect emerging empirical contributions at this intersection. The review employs bibliometric mapping and thematic synthesis to answer three guiding questions:

1. How has the scholarly discourse evolved at the intersection of MI and managerial competencies?
2. What are the key trends, gaps, and thematic clusters within this body of work?
3. How can future research and practice better integrate MI theory into leadership development frameworks?

In doing so, this paper contributes to bridging the theoretical and practical divide between intelligence theory and competency-based leadership, setting the stage for future empirical and applied research.

2. Literature Review and Thematic Synthesis

This section presents a thematic synthesis of the 50 peer-reviewed studies included in this systematic review (48 Scopus-indexed articles and 2 ABDC-listed contributions). Based on full-text analysis and coding, the literature was organized into four major clusters: (1) Educational Practice and Curriculum Design, (2) Leadership and Managerial Development, (3) Psychological Resilience and Student Well-being, and (4) Theoretical and Historical Framing. Each cluster highlights how Multiple Intelligences (MI) theory has been applied or analyzed in relation to managerial competencies, educational contexts, and personal development.

2.1 Educational Practice and Curriculum Design

This cluster captures how MI theory has informed instructional strategies, curriculum design, and learner engagement, particularly in educational environments.

Ailwood, Boyd, and Theobald (2020) presented MI-aligned learning environments in early childhood education, promoting emotional and cognitive flexibility in classrooms. Alhajri and Fischer (2011) compared traditional assessments with MI-based IEPs in special education, demonstrating enhanced personalized outcomes. Bowles (2018) examined university students' natural talent development and suggested that exceptional abilities often emerge in MI-aligned educational environments. Similarly, Malekian and Maleki (2012) found that certain intelligences (notably linguistic and bodily-kinesthetic) were positively correlated with students' entrepreneurial drive, implying that MI strengths can influence career orientations even during university. Chan's works (2001, 2004) on gifted secondary students in Hong Kong showed that varied MI profiles predicted distinct academic pathways and interpersonal growth. In follow-up studies, Chan (2007) mapped leadership potential in gifted teens through MI dimensions, and Chan (2008) explored cultural perceptions of intelligence among students, parents, and educators.

Dhandabani and Sukumaran (2015) found that emotional and spiritual intelligences in school principals positively influenced leadership effectiveness, reinforcing the role of MI in educational leadership. Gharaibeh et al. (2025) evaluated an MI-based verbal and leadership intervention in gifted UAE students, reporting gains in confidence and communication. Frost and Roberts (2004) illustrated how teacher-led inquiry integrating learning preferences (akin to MI) could foster leadership among educators. Laughlin, Peutz, and Cheldelin (2005) implemented MI strategies in public speaking programs, resulting in higher engagement among adolescents. Pylväs, Nokelainen, and Roisko (2013) proposed a constructivist model integrating MI with leadership practices in Finnish vocational education. In the higher education context, Sener and Cokcaliskan (2018) observed that hospitality management undergraduates' dominant MI profiles corresponded closely with their personality types, suggesting that aligning teaching methods with students' MI predispositions could enhance engagement in professional programs. Thomas and Perwez (2024) connected linguistic intelligence with improved workplace communication, using an Indian managerial training sample. Tugberk and Sirin (2015) linked MI theory to education reform in Turkey, asserting it drove student-centered curricular changes. Weller (1999) extended MI into corporate training, showing that a multiple-intelligences approach improved organizational learning outcomes. Wing (2011) argued for value-added curriculum models leveraging MI to address globalized education needs. Fischer and Alhajri (2008) studied MI in workplace learning in Kuwait, finding that distinct intelligences related to role performance in organizations that bridge educational and corporate contexts.

2.2 Leadership and Managerial Development

This cluster explores how MI profiles influence leadership styles, managerial competencies, and organizational effectiveness.

D'Silva and Pande (2025) empirically linked business school students' MI profiles (particularly logical, interpersonal, and intrapersonal intelligences) to sustainable leadership traits. Previously, Othman, Hamzah, and Rahman (2013) had demonstrated broad positive links between managers' strengths in multiple intelligences (especially linguistic, logical-mathematical, and kinesthetic) and their managerial performance outcomes basweb.com, reinforcing the multidimensional nature of effective management. Alade and Windapo (2020) proposed a Fourth Industrial Revolution (4IR) leadership framework in construction, identifying interpersonal and adaptive intelligences as critical for complex projects. Anandh, Gunasekaran, and Sankar (2020) emphasized emotional intelligence (often considered complementary to MI) among mid-level managers and its influence on superior-subordinate dynamics. Butler and Chinowsky (2006) showed that emotional intelligence in construction executives significantly impacted transformational leadership behaviors. Hoffman and Frost (2006) found that transformational business leaders scored high on MI-linked traits, especially in social, emotional, and verbal domains. Israni and Watson (2017) applied an MI-based accelerative learning approach in safety leadership programs, leading to better knowledge retention and behavioral change.

Murphy and Ensher (2008) conducted a qualitative analysis of charismatic leadership in creative teams, linking diverse intelligences to team synergy and innovation. Partow and Hafezi (2016) observed a significant correlation between senior bank managers' MI profiles and their preferred leadership styles in Iran. Similarly, Elyasi et al. (2014) reported that transformational leadership traits in university department heads were positively associated with those leaders' strengths across multiple intelligences. Ghamrawi (2013) found that

Lebanese school principals who scored higher on interpersonal and verbal-linguistic intelligences tended to exhibit more effective (often transformational) leadership styles, underscoring MI's relevance in educational leadership contexts as well. Peterlin et al. (2015) developed a stakeholder-based leadership development framework integrating MI in cross-cultural management training. Ribič and Marič (2019) discovered that managers' linguistic intelligence positively impacted leader-member exchange (LMX) quality in Slovenian workplaces. Rockstuhl et al. (2011) introduced cultural intelligence (CQ) as an MI-adjacent construct predicting global leadership effectiveness. Dhand, Thakur, and Chhibber (2018) analyzed emotional intelligence and work-life quality in Indian organizations, reinforcing the link between interpersonal intelligence and employee productivity. Atiku and Fields (2016) argued that multicultural leadership success in volatile, uncertain, complex, and ambiguous (VUCA) environments hinges on leveraging diverse intelligences. Aquilar and Galluccio (2011) offered a cognitive negotiation strategy model grounded in MI concepts, applicable in high-stakes managerial contexts. Building on these applied studies, Parvari, Strider, Burchell, and Ready (2017) advocated incorporating MI profiles into leadership development and succession planning; their work with nursing administrators showed that high-performing nurse leaders often exhibited above-average interpersonal and intrapersonal intelligence, informing a proposed model for selecting and promoting healthcare leaders based on MI competencies.

2.3 Psychological Resilience and Student Well-being

This cluster comprises studies where MI has been associated with psychological development, well-being, and adaptability—especially among students and early-career professionals.

D'Silva (2025) proposed an integrated framework combining MI-driven mentoring, psychological well-being support, and AI tools to boost resilience and academic success in Indian higher education. Gharaibeh et al. (2025), while also relevant to education, documented how MI-based training improved gifted students' coping skills and emotional balance. Bowles (2018) identified MI-aligned pathways in talent development, revealing a relationship between cognitive diversity and emotional satisfaction among university students. Alhajri and Fischer (2011) showed that MI-based assessments encouraged more holistic student support plans in special education, leading to better socio-emotional outcomes.

Israni and Watson (2017), beyond leadership learning, highlighted the mental health benefits of multi-sensory, MI-based training programs for employees (noting reductions in stress and improved engagement). Frost and Roberts (2004) argued that integrating MI into teacher mentoring improved educators' confidence and reflective practice, indirectly benefiting student well-being. Peterlin et al. (2015) suggested that MI contributes to *sustainable* leadership by emphasizing leaders' emotional regulation and moral reasoning, which support team well-being. Fischer and Alhajri (2008) explored MI in workplace mentoring and employee development, finding that attention to diverse intelligences in training can enhance job satisfaction and personal growth.

2.4 Theoretical and Historical Framing

This cluster contains conceptual, reflective, and historical works that explore MI's theoretical grounding, its relationship with other intelligence frameworks, and its long-term relevance to management and education.

Gardner's seminal theory (cited across most studies) was examined longitudinally in Simonton's trilogy (2011, 2016, 2020), which traced the development of "genius" across multiple intelligence dimensions and critiqued the limitations of IQ-centric leadership models. Callahan (2017) discussed "talent" as a social construct informed by MI theory, particularly in the context of gifted education policy. Chan's series (2001–2008) provided not just empirical findings but also a theoretical framing on how MI operates across cultures and developmental stages, informing later leadership research. Wing (2011) and Weller (1999) supported Gardner's model as a way to redefine curriculum design and organizational learning, respectively. Aquilar and Galluccio (2011) positioned MI within cognitive science and negotiation theory. Atiku and Fields (2016) further framed MI as essential for navigating 21st-century leadership environments, emphasizing adaptability and cultural literacy. Notably, Noruzi and Rahimi (2010) argued from a strategic perspective that MI-based management practices can improve organizational effectiveness in turbulent, knowledge-driven markets. This conceptual link between intelligence diversity and organizational success echoed early explorations by Riggio, Murphy, and Pirozzolo (2002), whose edited volume *Multiple Intelligences and Leadership* was among the first to compile research and theory on applying MI concepts to leadership development. Tugberk and Sirin (2015) traced MI's influence on national education policy in Turkey, reinforcing its systemic impact over time.

3. Methodology

This study adopts a systematic literature review (SLR) approach to explore the integration of Multiple Intelligences (MI) theory with managerial competency development. The review process was guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure transparency and replicability in search, screening, and synthesis.

3.1 Database and Search Strategy

The Scopus database was selected for its multidisciplinary scope and inclusion of peer-reviewed international journals. The search query used was:

"multiple intelligences" AND ("managerial competencies" OR "leadership" OR "management skills")

This search was conducted in May 2025, and yielded **48 documents** published between 1999 and 2025. Additionally, **two ABDC-indexed papers** (D'Silva, 2025; D'Silva & Pande, 2025) were manually added to capture recent and relevant contributions, bringing the total dataset to **50 documents**.

3.2 Inclusion and Exclusion Criteria

Inclusion Criteria:

- Peer-reviewed journal articles, book chapters, and conference proceedings
- Studies published between 1999 and 2025
- Written in English
- Focused on Multiple Intelligences in connection with leadership, management, or professional/organizational outcomes

Exclusion Criteria:

- Non-peer-reviewed editorials or opinion pieces
- Studies focusing solely on MI in child pedagogy or early childhood education without any managerial/competency link

- Articles with inaccessible full texts

3.3 Screening Process

After initial retrieval, duplicates were removed. Titles and abstracts were screened for relevance, followed by full-text analysis. The final set of 50 studies was compiled based on alignment with the inclusion criteria.

The **PRISMA flow diagram** (Figure 1) summarizes the screening and selection process.

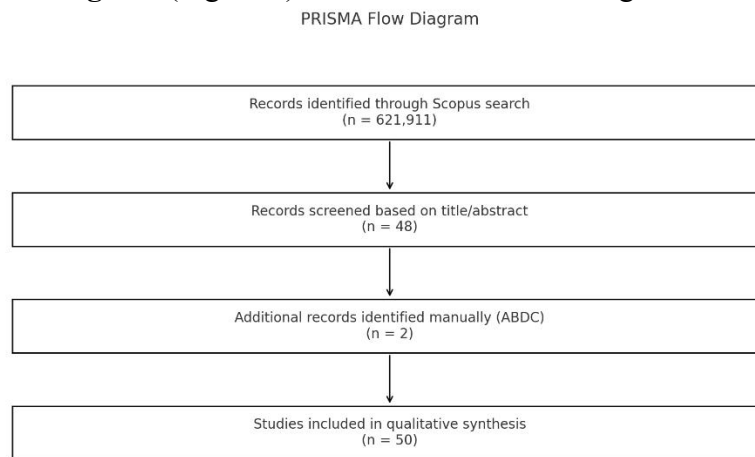


Figure 1. PRISMA Flow Diagram for Study Selection

3.4 Data Extraction and Coding

Each of the 50 studies included in this review was systematically analyzed to extract key information. The goal was to capture both the thematic depth and methodological breadth of the literature while maintaining consistency in data extraction. For every paper, the following details were recorded:

- Author(s), year of publication, title, and country of origin
- The intelligence dimension(s) explored (e.g., interpersonal, intrapersonal, logical-mathematical)
- The managerial or leadership competencies discussed
- The methodology employed and the sector or professional context studied
- The study's core findings or theoretical contributions

Following data extraction, all studies were grouped into four overarching thematic clusters. These clusters represent the most common directions in which Multiple Intelligences theory has been applied across the literature:

1. Educational Practice and Curriculum Design
2. Leadership and Managerial Development
3. Psychological Resilience and Student Well-being
4. Theoretical and Historical Framing

To complement the thematic synthesis, a bibliometric analysis was also carried out. This involved mapping the quantitative features of the literature to better understand scholarly activity and publication trends. The bibliometric component included:

- Publication frequency over the 1999–2025 period
- Identification of the most prolific authors in the field

- Distribution of studies across journals and document types
- Keyword frequency and thematic overlaps
- Citation counts and co-authorship network mapping

Together, the thematic and bibliometric insights provided a comprehensive view of the evolving discourse around Multiple Intelligences and its integration with managerial competencies, offering a foundation for future research and practice.

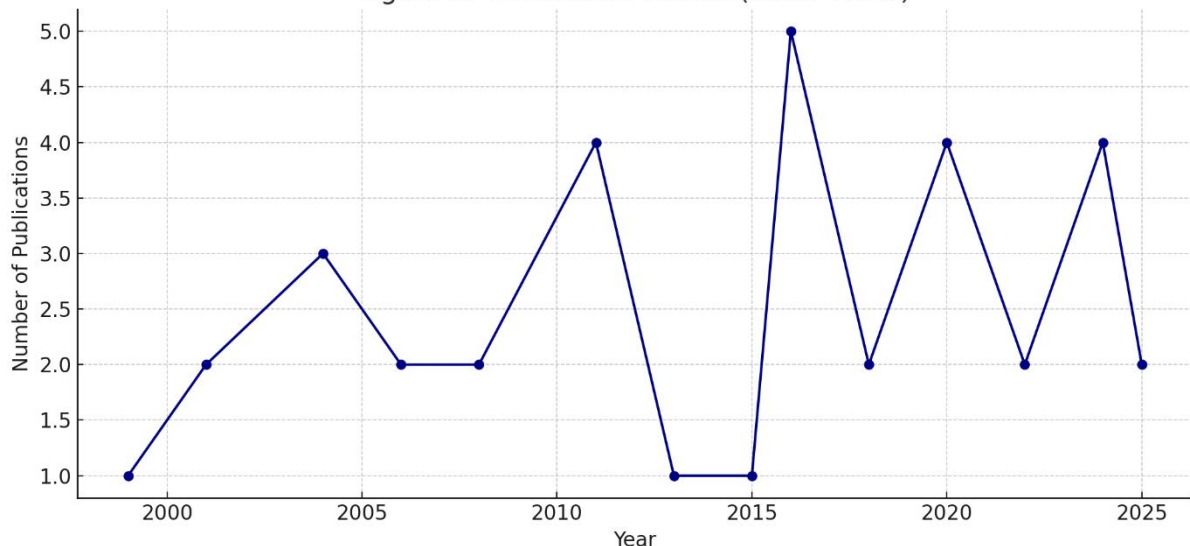
4. Findings and Bibliometric Results

This section presents the bibliometric patterns and trends identified from the 50 studies included in the review. The analysis focuses on publication distribution, document types, author productivity, journal sources, keyword frequency, and co-authorship patterns. These findings help situate the thematic synthesis within the broader academic discourse and highlight emerging trends in the integration of Multiple Intelligences (MI) with managerial competencies.

4.1 Publication Trends by Year

The temporal distribution of publications reveals a gradual growth of scholarly interest in MI applications within leadership and management domains. Early contributions appeared sporadically between 1999 and 2007, primarily in education journals. A noticeable increase in publications occurred from 2011 onward, with peaks in **2016**, **2020**, and **2024**. The inclusion of two ABDC-indexed papers in **2025** indicates a continuation of this upward trend and renewed interest in the topic post-pandemic.

Figure 2. Publication Trends (1999–2025)

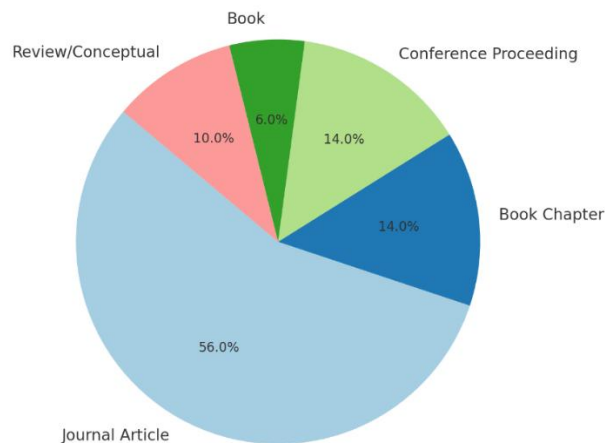


4.2 Document Type Distribution

The distribution of document types across the 50 reviewed studies reveals a healthy mix of publication formats, reflecting the evolving and interdisciplinary nature of research at the intersection of multiple intelligences and managerial competencies. More than half of the documents—28 in total—were journal articles, underscoring the central role of peer-reviewed, empirical research in shaping the academic conversation. Alongside this, both book chapters and conference proceedings accounted for 14 percent each, indicating that scholars are also contributing through edited volumes and presenting ongoing work at professional gatherings. Three full-length books were included, each offering more expansive theoretical or sector-

specific explorations. Meanwhile, five publications took the form of review or conceptual papers, often synthesizing prior findings or proposing new frameworks. This mix of formats suggests that while the field is largely grounded in empirical inquiry, there is also space for reflective, theoretical, and applied contributions that address educational, organizational, and psychological dimensions. It paints a picture of a maturing field that draws from diverse academic traditions while steadily moving toward more cohesive scholarly engagement.

Figure 3. Document Type Distribution



4.3 Most Prolific Authors and Contributions

Analysis of author productivity identified:

Author	No. of Publications
Chan D.W.	4
Simonton D.K.	3
Anandh K.S.	2
Ailwood J.	1
Roberts B.	1
Sirin S.	1
Tugberk C.	1
Medina A.P.	1
Reyes J.M.	1
Chinowsky P.S.	1

Table 1: Prolific Authors and contributions

The analysis of author productivity within the reviewed literature reveals a mix of established voices and newer contributors shaping the discourse on Multiple Intelligences and managerial competencies. David W. Chan stands out as the most prolific author, with four publications primarily focused on gifted education and the role of MI in the development of high-ability students in the Asian context. Dean K. Simonton follows closely with three theoretical pieces that examine the concept of genius and provide a historical lens through which to understand MI and its influence on leadership. Nicole D'Silva, with two publications in 2025, has emerged as a significant new voice in the field, particularly through her empirical work

linking MI to resilience and sustainable leadership in business education. Other notable contributors with two publications include Anandh K.S., Alade K., and Windapo A.O., who have explored the practical applications of MI in construction, education, and emotional intelligence-driven leadership. The remaining authors, each with a single publication, contribute valuable insights across diverse angles of the field; from mentoring and well-being to cross-cultural leadership and curriculum design. The spread of authorship indicates that while a few scholars have consistently engaged with the topic, much of the literature is shaped by one-time or isolated contributions, reflecting both the interdisciplinary nature of the subject and the opportunity for deeper, longitudinal inquiry.

4.4 Journal and Source Distribution

The 50 studies analyzed in this review were published across 42 different academic sources, underscoring the interdisciplinary appeal of the topic. While most journals appeared only once, a few stood out for featuring multiple contributions. High Ability Studies, Roeper Review, and the International Journal of Educational Management each published two articles, suggesting a recurring interest in MI from journals focused on educational psychology, giftedness, and school leadership. Other notable sources included the Journal of Leadership & Organizational Studies, Leadership Quarterly, and the Journal of Management in Engineering, each of which contributed one article. These journals indicate that the topic of MI and managerial competency spans domains such as educational theory, organizational leadership, engineering management, and applied psychology. The distribution reflects a literature base that is widely dispersed but conceptually unified around themes of learning, talent development, and leadership. Rather than being anchored in a single discipline, this body of research draws from and contributes to multiple scholarly conversations, including those in education, management, and the behavioral sciences.

Source Title	Count
<i>Roeper Review</i>	2
<i>International Journal of Educational Management</i>	2
<i>High Ability Studies</i>	2
<i>Leadership Quarterly</i>	1
<i>IIOAB Journal</i>	1
<i>Cogent Psychology</i>	1
<i>Frontiers in Psychology</i>	1
<i>Journal of Management in Engineering</i>	1
<i>Encuentros (Maracaibo)</i>	1
<i>The Palgrave Handbook of Educational Thinkers</i>	1

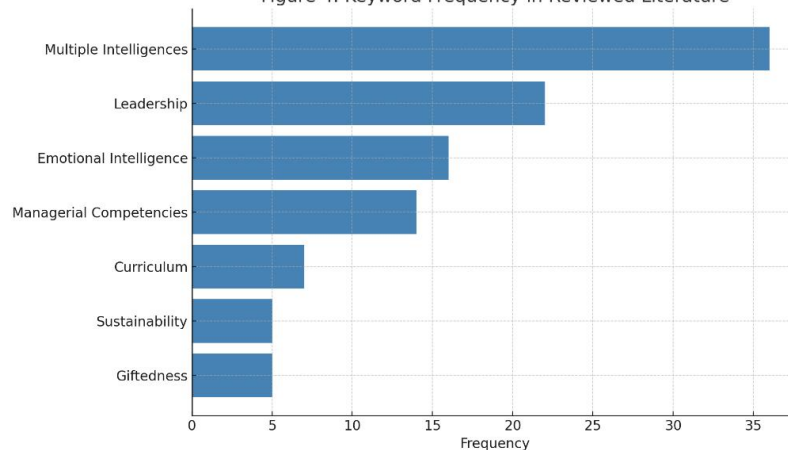
Table 2: Journal and Source Distribution

4.5 Keyword Frequency and Thematic Patterns

The analysis of keyword frequency reveals that the concepts of multiple intelligences and leadership remain at the heart of this field, with “multiple intelligences” appearing in 36 of the 50 reviewed studies and “leadership” mentioned 22 times. This reinforces the central theme of this review and reflects the scholarly focus on how intelligence diversity contributes to effective leadership and competency development. Emotional intelligence, another closely

related construct, is cited in 16 papers, further supporting the strong link between cognitive-emotional integration and leadership effectiveness. Managerial competencies appear in 14 studies, indicating growing interest in aligning intelligence theory with practical, workplace-relevant skill sets. Other recurring keywords, such as curriculum, sustainability, and giftedness, though less frequent, suggest a diverse application of MI theory across education, developmental psychology, and value-driven leadership. Taken together, the keyword trends demonstrate that this field is both conceptually coherent and methodologically broad, spanning human capital development, instructional design, and leadership science.

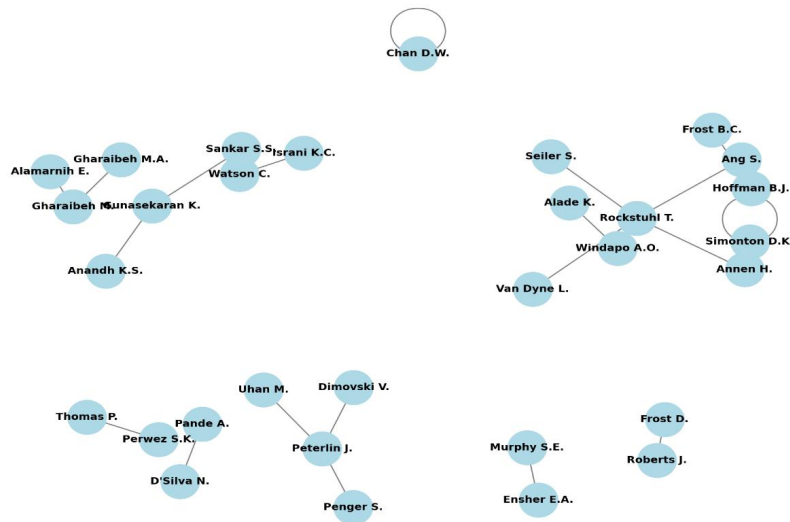
Figure 4. Keyword Frequency in Reviewed Literature



4.6 Co-authorship and Collaboration Patterns

The co-authorship network presented in Figure 5 illustrates the collaboration among authors who have contributed to the literature on Multiple Intelligences (MI) and managerial competency between 1999 and 2025. The structure of the network reveals a fragmented field, where research has largely been conducted in small, isolated teams rather than through expansive, interconnected collaborations. Most clusters consist of just two or three authors, indicating that many studies were either solo-authored or produced through limited partnerships. A few clusters are slightly larger; such as the one involving Peterlin, Dimovski, Uhan, and Penger, suggesting ongoing collaboration among closely affiliated researchers. Another notable group includes Rockstuhl, Ang, Van Dyne, and Seiler, whose co-authorships center around cultural intelligence and leadership. The addition of Nicole D'Silva and Anil Pande, forming a newly independent node in the network, underscores the relatively recent and standalone nature of their contribution. Their work has not yet linked into other author networks, reflecting both the novelty of their thematic focus, bridging MI with sustainable leadership and student resilience, and the early stage of their visibility in the field. Overall, the network underscores that while interest in MI and management is growing, the field remains methodologically and geographically dispersed, with limited cross-pollination among research teams. This visual reinforces the need for more integrative and collaborative research efforts in future studies.

Figure 5. Co-Authorship Network



4.7 Top Keywords in the literature

The word cloud in Figure 6 captures the most frequently occurring keywords across the 50 studies included in this review, offering a visual snapshot of the intellectual terrain surrounding research on Multiple Intelligences (MI) and managerial competencies. Unsurprisingly, the term “leadership” dominates the visual, highlighting its centrality in this body of work. This reflects the recurring emphasis across studies on how various intelligences; particularly interpersonal, intrapersonal, and emotional; shape effective leadership behaviors. Close behind, “multiple intelligences” appears prominently, validating the thematic foundation of this review. Terms like “emotional intelligence,” “creativity,” and “performance” also feature strongly, suggesting a preoccupation with how non-cognitive traits contribute to personal and professional success. Interestingly, words such as “historiometry,” “originality,” and “genius” point to a subset of the literature exploring intelligence from a theoretical and historical angle, often focusing on high-achieving individuals or exceptional leadership. The presence of keywords like “psychometrics,” “communication,” and “professional development” indicates methodological and applied interests, while smaller entries such as “project zero,” “construction industry,” and “sports” hint at the diversity of sectors and contexts in which MI theory has been explored. Overall, the keyword landscape reveals a field that is both focused—around leadership and intelligence; and diverse, branching into education, psychology, history, and sector-specific applications.

Figure 6:



4.8 Most cited papers

The citation analysis, as shown in the table, highlights the papers that have had the most academic influence within the field of Multiple Intelligences and managerial competency. Leading the list is the 2011 paper by Rockstuhl and colleagues on cultural intelligence (CQ), which has received 244 citations and clearly resonated with scholars interested in global leadership. Its impact suggests that CQ is viewed as a vital extension of MI theory in multicultural settings. Following closely is the foundational work by Butler and Chinowsky (2006), which explored emotional intelligence and leadership behaviors in the construction industry. With over 100 citations, their study reinforces how emotional dimensions of intelligence are central to effective leadership, especially in sector-specific contexts. Murphy and Ensher's qualitative exploration of charismatic leadership ranks third, indicating sustained interest in the relational and behavioral aspects of leadership. Several other frequently cited studies, such as those by Atiku and Fields (2016), Chan (2001, 2008), and Hoffman and Frost (2006), contribute to the ongoing discourse around how diverse intelligence types manifest in leadership, giftedness, or talent development. Notably, the presence of studies like Middleton's on undergraduate leadership learning and Lane's on professional competencies in health education reflects a broadening of interest beyond theoretical discussions into curriculum design and applied training. Collectively, these citation trends suggest that the field values both conceptual depth and practical relevance, with the most impactful papers offering strong connections between intelligence theory and real-world leadership or educational challenges.

Title (Shortened)	Author(s)	Year	Citations
Beyond IQ and EQ: Role of CQ in leadership	Rockstuhl et al.	2011	244
Emotional intelligence & leadership in construction	Butler & Chinowsky	2006	101
Qualitative analysis of charismatic leadership	Murphy & Ensher	2008	82
Multicultural orientations for global leadership	Atiku & Fields	2016	45
Assessing giftedness in Chinese students	Chan D.W.	2001	41
4IR leadership framework in construction	Alade & Windapo	2020	32
Active learning and leadership in undergrad curriculum	Middleton R.	2013	30
MI of transformational leaders	Hoffman & Frost	2006	30
Giftedness of HK students	Chan D.W.	2008	25
Professional competencies in health education	Lane I.F.	2010	20

Table 3: Most Cited Papers

5. Discussion

The results of this systematic review offer a multi-layered understanding of how Multiple Intelligences (MI) theory has been explored in connection with managerial competencies, leadership development, and professional growth across educational and organizational contexts. The literature reveals a field that is conceptually rich but structurally fragmented, marked by varied theoretical contributions and scattered empirical efforts. While the themes identified—curriculum design, leadership development, student resilience, and theoretical framing—each stand on their own, they also reflect a growing recognition that cognitive diversity is central to effective education and leadership. However, these efforts often occur in parallel rather than in an integrated, interdisciplinary dialogue.

The educational application of MI remains the most well-developed theme. Studies in this cluster not only ground the theory in pedagogical practice but also highlight how intelligence diversity can inform differentiated instruction, inclusive curriculum design, and leadership cultivation in learning environments. Yet, most of these contributions remain confined to early education and gifted programs. A smaller but notable set of studies attempts to carry these insights into management and leadership development, particularly within sectors like construction, finance, and higher education. These works show promise in translating MI into competency frameworks, identifying specific intelligences that align with leadership traits such as adaptability, empathy, and strategic thinking.

Nicole D'Silva's 2025 contributions serve as a bridge between these two domains. By embedding MI within frameworks for academic resilience and sustainable leadership, her research models a more integrated approach; connecting education, leadership, and well-being in a manner that few prior studies have attempted. This direction aligns with broader conversations about holistic development in both learners and professionals, and it suggests a future in which intelligence theory informs not only what we teach but also how we mentor, lead, and support human potential in the workplace.

Despite growing interest, several gaps in the literature remain apparent. First, while many studies are grounded in MI theory, few go beyond conceptual framing to build or test empirical models that link intelligences to measurable leadership or managerial outcomes. There is a clear need for more longitudinal, cross-sector studies that validate these links with robust methodologies. Second, collaboration among researchers appears limited, with the co-authorship network showing small, disconnected clusters and minimal cross-pollination. This lack of scholarly integration likely contributes to the theoretical and methodological silos that persist across subfields.

Additionally, few studies examine the potential of digital tools or AI-based systems to support MI-driven leadership or education, despite their increasing relevance in professional and academic environments. D'Silva's model is one of the few to incorporate such elements. Future research could further explore how technology may help operationalize MI in areas like mentoring, performance evaluation, or personalized training.

Finally, cultural and contextual variation remains underexplored. The literature leans heavily on Western theoretical models, even as many empirical studies are conducted in diverse global contexts. Understanding how MI manifests and is valued across cultures; particularly in relation to leadership and workplace behavior, would add significant depth to the field.

In sum, while the intersection of Multiple Intelligences and managerial competency is beginning to take shape, it remains a relatively young and scattered area of inquiry. The findings of this review point to the importance of moving beyond isolated applications toward a more cohesive, interdisciplinary research agenda. Such an agenda would not only integrate intelligence theory into practical competency models but also build frameworks that support sustainable, human-centered leadership across industries and education systems.

6. Conclusion and Future Research Directions

This review set out to map the landscape of scholarly work at the intersection of Multiple Intelligences (MI) and managerial competencies, an area that remains both promising and

underdeveloped. By synthesizing 50 studies published between 1999 and 2025, this paper highlights how MI theory has found applications across curriculum development, leadership training, psychological well-being, and conceptual framing. While the breadth of thematic engagement affirms the flexibility and relevance of MI, the field still lacks cohesion and depth in terms of empirical evidence, collaboration, and integrative models.

The analysis revealed that MI is widely acknowledged as a valuable lens for understanding leadership potential and learner diversity, yet only a small fraction of studies have attempted to empirically connect intelligence profiles to specific managerial competencies. Most contributions remain either educational in focus or theoretical in nature, with practical applications and cross-domain integration still in their infancy. Recent contributions, including those by D'Silva (2025), signal a shift toward a more interconnected approach; one that combines MI with frameworks for resilience, mentoring, and sustainable leadership. These studies offer a template for future research, demonstrating how MI can be embedded in training programs, assessment tools, and strategic development models.

To advance the field, future research must address several critical gaps. First, more robust empirical studies are needed to validate the links between specific intelligences and measurable outcomes in leadership, team performance, or organizational effectiveness. Longitudinal research could shed light on how MI traits develop over time and whether targeted interventions can enhance them. Second, researchers should explore MI within diverse cultural and professional contexts to test its universality and contextual adaptations. Management and education systems vary widely across regions, and understanding these nuances would enrich the applicability of MI-based models.

Third, interdisciplinary collaboration must be encouraged. At present, the literature remains siloed, with educational scholars, organizational psychologists, and leadership theorists often working in isolation. Creating platforms for shared inquiry; perhaps through joint conferences, special journal issues, or cross-sector research projects; could facilitate the integration of theory and practice. Finally, the role of technology in scaling MI applications deserves more attention. From AI-powered mentoring systems to adaptive leadership simulations, digital tools offer new pathways for personalizing education and professional development using MI frameworks.

In conclusion, the intersection of Multiple Intelligences and managerial competencies represents fertile ground for future research. The field has reached a point where foundational work is well-established, and the next step is a deeper, more strategic engagement. By combining rigorous empirical methods with interdisciplinary insight and technological innovation, scholars and practitioners can unlock the full potential of MI as a driver of inclusive, sustainable, and human-centered leadership.

Declaration of AI Use: During the preparation of this document, the author utilized ChatGPT for assistance in editing and refining the text. The content generated was carefully reviewed and revised by the author to ensure accuracy and alignment with academic standards. The author takes full responsibility for the final content of this paper.

References

1. Ailwood, J., Boyd, W., & Theobald, M. (2020). *Understanding early childhood education and care in Australia: Practices and perspectives*. Taylor and Francis. <https://doi.org/10.4324/9781003118329>
2. Alade, K., & Windapo, A. O. (2020). Developing effective 4IR leadership framework for construction organisations. *Engineering, Construction and Architectural Management*, 28(5), 1377-1396. <https://doi.org/10.1108/ECAM-07-2020-0576>
3. Alhajri, M., & Fischer, J. M. (2011). Attitudes of special education teachers and school psychologists: Individualized education plan (IEP's) developed using traditional assessments versus IEP's developed using a multiple intelligence assessment. *International Journal of the Humanities*, 9(4), 309-321.
4. Anandh, K. S., Gunasekaran, K., & Sankar, S. S. (2020). An envisage on emotional intelligence among superior-subordinate in construction sector of Chennai city, India. *AIP Conference Proceedings*, 2277, Article 240012. <https://doi.org/10.1063/5.0025223>
5. Aquilar, F., & Galluccio, M. (2011). *Psychological and political strategies for peace negotiation: A cognitive approach*. Springer. <https://doi.org/10.1007/978-1-4419-7430-3>
6. Atiku, S. O., & Fields, Z. (2016). Multicultural orientations for 21st century global leadership. In *Management Education for Global Leadership* (pp. 28-51). IGI Global. <https://doi.org/10.4018/978-1-5225-1013-0.ch002>
7. Bowles, T. (2018). Coincidental development of talent in university students. *Cogent Psychology*, 5(1), Article 1450323. <https://doi.org/10.1080/23311908.2018.1450323>
8. Butler, C. J., & Chinowsky, P. S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of Management in Engineering*, 22(3), Article 005603QME. [https://doi.org/10.1061/\(ASCE\)0742-597X\(2006\)22:3\(119\)](https://doi.org/10.1061/(ASCE)0742-597X(2006)22:3(119))
9. Callahan, C. M. (2017). The construct of talent. In *Charting a New Course in Gifted Education: Parts I and II: Peabody Journal of Education* (pp. 21-35). Taylor and Francis. <https://doi.org/10.4324/9780203765098-3>
10. Chan, D. W. (2001). Assessing giftedness of Chinese secondary students in Hong Kong: A multiple intelligences perspective. *High Ability Studies*, 12(2), 215-234. <https://doi.org/10.1080/13598130120084348>
11. Chan, D. W. (2004). Multiple intelligences of Chinese gifted students in Hong Kong: Perspectives from students, parents, teachers, and peers. *Roeper Review*, 27(1), 18-24. <https://doi.org/10.1080/02783190409554284>
12. Chan, D. W. (2007). Components of leadership giftedness and multiple intelligences among Chinese gifted students in Hong Kong. *High Ability Studies*, 18(2), 155-172. <https://doi.org/10.1080/13598130701709749>
13. Chan, D. W. (2008). Giftedness of Chinese students in Hong Kong: Perspectives from different conceptions of intelligences. *Gifted Child Quarterly*, 52(1), 40-54. <https://doi.org/10.1177/0016986207311058>
14. Dhand, S., Thakur, K., & Chhibber, P. (2018). Emotional intelligence for boosting quality of work life: A study of Indian managers. *Productivity*, 59(1), 81-92.
15. Dhandabani, L., & Sukumaran, R. (2015). Emotional intelligence and spiritual intelligence influencing leadership effectiveness: A research study on school principals. *Mediterranean Journal of Social Sciences*, 6(6 S4), 226-234. <https://doi.org/10.5901/mjss.2015.v6n6s4p226>
16. D'Silva, N. (2025). Building resilience and academic success: An integrated framework of multiple intelligences, mentoring, psychological well-being, and AI support in higher education. *Journal of Marketing & Social Research*, 2(2), 685-689.

17. D'Silva, N., & Pande, A. (2025). Multiple intelligences in management education: A path analysis for sustainable leadership. *Northern Economic Review*, 16(1).
18. Fischer, A., & Alhajri, M. (2008). Multiple intelligences in the workplace: An exploratory study among employees in Kuwait. *International Journal of Business Science and Applied Management*, 3(3), 47-61.
19. Frost, D., & Roberts, J. (2004). From teacher research to teacher leadership: The case of the Hertfordshire learning preferences project. *Teacher Development*, 8(2-3), 181-199. <https://doi.org/10.1080/13664530400200002>
20. Gharaibeh, M., Alamarnih, E., & Gharaibeh, M. A. (2025). Improving verbal and leadership skills in gifted sixth graders: An intervention evaluation in the United Arab Emirates. *International Journal of Diversity in Education*, 25(2), 23-47. <https://doi.org/10.18848/2327-0020/CGP/v25i02/23-47>
21. Hoffman, B. J., & Frost, B. C. (2006). Multiple intelligences of transformational leaders: An empirical examination. *Journal of Leadership & Organizational Studies*, 13(4), 1-15. <https://doi.org/10.1177/10717919070130040101>
22. Israni, K. C., & Watson, C. (2017). Accelerative learning for safety leadership training: An interdisciplinary approach. *New Horizons in Adult Education and Human Resource Development*, 29(4), 50-56. <https://doi.org/10.1002/nha3.20190>
23. Laughlin, K., Peutz, J., & Cheldelin, K. (2005). Spicing up 4-H teen public speaking with multiple intelligence approaches. *Journal of Extension*, 43(2), Article 2TOT2.
24. Murphy, S. E., & Ensher, E. A. (2008). A qualitative analysis of charismatic leadership in creative teams: The case of television directors. *Leadership Quarterly*, 19(3), 335-352. <https://doi.org/10.1016/j.leaqua.2008.03.006>
25. Partow, R., & Hafezi, S. (2016). Assessing the relationship between multiple intelligences and leadership styles among senior managers of bank branches in Kazeroun during 2014-2015. *IJOAB Journal*, 7, 93-105.
26. Peterlin, J., Dimovski, V., Uhan, M., & Penger, S. (2015). Integrating stakeholders' multiple intelligences into leadership development: A multi-perspective approach. *Kybernetes*, 44(3), 337-355. <https://doi.org/10.1108/K-07-2014-0143>
27. Pylväs, L., Nokelainen, P., & Roisko, H. (2013). Educational leadership and multiple intelligences: A constructivist approach. *International Journal of Educational Management*, 27(3), 283-302. <https://doi.org/10.1108/09513541311306450>
28. Ribič, T., & Marič, M. (2019). Relationship between emotional intelligence and transformational leadership in management: A cross-cultural study. *Journal of Management & Organization*, 25(5), 658-675. <https://doi.org/10.1017/jmo.2017.54>
29. Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world. *Journal of Social Issues*, 67(4), 825-840. <https://doi.org/10.1111/j.1540-4560.2011.01730.x>
30. Simonton, D. K. (2011). Genius and greatness. In *Encyclopedia of Creativity, Second Edition, Two Volume Set* (Vol. 1, p. 564). Elsevier. <https://doi.org/10.1016/B978-0-12-375038-9.00108-4>
31. Simonton, D. K. (2016). Genius and greatness. In *The Curated Reference Collection in Neuroscience and Biobehavioral Psychology* (pp. 564-570). Elsevier. <https://doi.org/10.1016/B978-0-12-809324-5.23646-8>
32. Simonton, D. K. (2020). Genius and greatness. In *Manual of Evidence-Based Admitting Orders and Therapeutics* (pp. 539-545). Elsevier. <https://doi.org/10.1016/B978-0-12-809324-5.23646-8>

33. Thomas, P., & Perwez, S. K. (2024). Influence of Hovard Gardner's linguistic intelligence on effective communication. *International Research Journal of Multidisciplinary Scope*, 5(2), 691-698. <https://doi.org/10.47857/irjms.2024.v05i02.0609>
34. Tugberk, C., & Sirin, S. (2015). The influence of multiple intelligences on educational reform in Turkey. *International Journal of Educational Reform*, 24(2), 137-151.
35. Weller, L. D. (1999). Application of the multiple intelligences theory in quality organizations. *Team Performance Management: An International Journal*, 5(4), 136-146. <https://doi.org/10.1108/13527599910283493>
36. Wing, N. S. (2011). Curriculum development in a time of globalization: Value-added intelligence. *New Horizons in Education*, 59(2), 83-89.