CONCEPT

Multiple Intelligences and Whole Brain Thinking at Work: Team Profiling and Task Allocation

11 – 15 January 2027
London - Central London four-star



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Introduction:

Many teams assign work by job title and seniority alone, so analytical specialists sit in relationship-heavy roles, imaginative staff drown in procedural detail and meetings reward only the loudest thinking preference. This Core Concept course applies the theory of multiple intelligences and whole brain thinking at work to how managers profile, deploy, brief and motivate people. Participants learn what each model can and cannot claim, map the thinking preferences in a team, and redesign roles and projects around them. The course ends with a Team Thinking-Styles Map and Task Allocation Plan for a real or case team.

Course Objectives:

- Explain the eight intelligences in the theory of multiple intelligences and judge where the model helps and where its evidence is weak
- Profile individual and team thinking preferences with the four-quadrant analytical, sequential, interpersonal and imaginative model
- Allocate tasks, project roles and stretch assignments by matching work demands to thinking preferences and intelligence strengths
- Adapt briefings, feedback and meeting formats so messages land with colleagues who favour different thinking quadrants
- Assemble cognitively diverse teams and run idea sessions that draw on every thinking preference
- Produce a Team Thinking-Styles Map and Task Allocation Plan for a working team

Target Audience:

- People managers who allocate daily work and projects across a team
- Team leaders who brief, coach and motivate staff with varied strengths
- HR business partners who advise line managers on role design and team composition
- L&D specialists who design development plans and team effectiveness interventions
- Project and department heads who form cross-functional teams for new initiatives

Course Outline:

Day 1: Multiple Intelligences Theory and Its Workplace Relevance

- Gardner Eight Intelligences: Linguistic to Naturalist
- Intelligence Versus Preference Versus Skill: Working Definitions
- Occupational Mapping of Intelligences to Work Demands
- Evidence Limits: General Ability Correlation and Validation Gaps
- Multiple Intelligences Versus Learning Styles: Avoiding the Mix-Up

Day 2: Whole Brain Thinking Preference Models

- Four-Quadrant Model: Analytical, Sequential, Interpersonal and Imaginative
- Hemisphere Dominance Myth Versus Preference Metaphor
- Adaptor-Innovator Cognitive Style Spectrum and Bridging Roles
- Converger-Diverger and Wholist-Analytic Style Dimensions
- Self-Profiling Questionnaire and Personal Preference Chart

Day 3: Profiling Teams and Matching Work to Preferences

- Team Composite Profile Grid and Preference Gap Analysis
- Task Demand Coding by Thinking Quadrant
- Role Fit Matrix for Recurring Work and Project Roles
- Stretch Assignment Design for Weaker Quadrants Using Neuroplasticity Principles
- Strengths-Based Motivation Conversations Using Intelligence Profiles

Day 4: Communication, Cognitive Diversity and Profiling Risks

- Four-Quadrant Briefing Template for Mixed Audiences
- Feedback and Status Update Formats Tailored to Each Preference
- Cognitively Diverse Team Composition for Innovation Projects
- Whole Brain Idea Session Walk-Around: Rotating Quadrant Lenses
- Labelling, Stereotyping and Pigeonholing Safeguards in Style Use

Day 5: Case Work and the Team Thinking-Styles Map

- Engineering Services Case: Rebalancing a Project Team After Missed Milestones
- Customer Contact Centre Case: Matching Staff to Complaint and Analysis Roles
- Team Thinking-Styles Map Construction for a Participant Team
- Task Allocation Plan Drafting With Development Actions
- Peer Panel Review of Map and Allocation Plan

Skills You Will Gain:

- Thinking Preference Profiling
- Team Cognitive Gap Analysis
- Preference-Based Task Allocation
- Role Fit Assessment
- Style-Adapted Communication
- Strengths-Based Motivation
- Cognitively Diverse Team Design
- Evidence-Aware Model Use

Why Attend This Course:

- Leave with a Team Thinking-Styles Map and Task Allocation Plan tested by a peer panel
- Stop losing performance to people placed in work that clashes with how they think
- Brief and give feedback in a way analytical, procedural, relational and big-picture colleagues each act on
- Compare team deployment practice with managers and HR peers from services, engineering and public sector organisations

Conclusion:

Teams perform better when work is shared out with an understanding of how each member prefers to think. The course moves from the theory of multiple intelligences and its limits, through four-quadrant whole brain thinking and related cognitive style models, to team profiling, role matching, style-adapted communication and building cognitively diverse project teams, with safeguards against labelling people. The final day applies these tools to case teams and produces a Team Thinking-Styles Map and Task Allocation Plan ready for use.