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TACIT KNOWLEDGE AND MULTIPLE INTELLIGENCES: INTERFERENCE IN THE INTERNET AGE

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Abstract
In an increasingly complex and competitive business environment, human capital remains one of an organization's most valuable resources. This paper explores the interaction between two key concepts for understanding and capitalizing on this capital: tacit knowledge and the theory of multiple intelligences. Building on Michael Polanyi's perspective that "we know more than we can say", it explores how the types of intelligence identified by Howard Gardner can facilitate the transfer and application of tacit knowledge in organizations. The results indicate that integrating various forms of intelligence into organizational processes supports informal learning, collaboration and innovation, therefore contributing to sustainable competitive advantage. In addition, the research proposes a managerial approach that focuses on recognizing and capitalizing on individual abilities, offering suggestions for adapting recruitment and training processes. This humanizing perspective offers new directions for strengthening the performance and adaptability of contemporary organizations.

Keywords: *competitive advantage; human capital; multiple intelligences; organizational learning; tacit knowledge.*

JEL Classification: *M10*

INTRODUCTION

In today's business world, knowledge plays an important place in the diversity of resources that an organization needs to succeed in a competitive environment (Drucker,1999: p.18; Bergh et all, 2025). The effective management of this resource has become a preoccupation in the agenda of organizations, which have included it in the category of essential factors for success. In this context, we bring to attention two concepts related to knowledge, namely tacit knowledge and multiple intelligences. Tacit knowledge is a term introduced by Michael Polanyi to emphasize the personal nature of knowledge, based on one's own beliefs and intuitions. Linked to this concept is the theory of multiple intelligences proposed by Howard Gardner, who considers that a single type of intelligence - cognitive intelligence - is not enough to highlight the complexity of human abilities. In support of his assertion, Gardner listed a number of talents (innate or acquired) that go beyond the borders of traditional cognitive intelligence and that bring more clarity to a more comprehensive view (Gardner, 1983: p.133). These have been grouped into 8 types of intelligence: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and describe different ways of understanding and processing the surrounding reality.

The aim of this study is to explore the connection between the two concepts - multiple intelligences and tacit knowledge - in the context of the contemporary business environment. This paper will analyze how different types of intelligence can support the transfer of tacit knowledge and, from this perspective, provide new scenarios for the learning process in organizations. It is worth mentioning, however, that tacit knowledge cannot be associated with a high level of intelligence, the benchmark for mental agility in this case is given by the degree of abstraction of a problem (Polanyi, 1967). The study aims to group different views on the two concepts, and at the same time, to bring to attention an intersection of them. To this end, the two concepts will be analyzed from the perspective of several studies in order to highlight how the simultaneous understanding and application of the two concepts can be an opportunity to enhance knowledge transfer for competitive advantage. This associative analysis can make a contribution in the managerial area of organizations and can provide new ways of understanding how learning takes place in organizations. The study also presents a more human aspect of organizations by focusing on the talents and abilities of employees, in contrast to the traditional view, which looks at the organization as a machine that collects and processes information (Nonaka et. all., 2000).

Management theory, more specifically knowledge management, has revealed since the early 1960s, through the contributions of Michael Polanyi, that the term knowledge can embrace several forms. Polanyi intended to differentiate between knowledge that can be expressed in words or documents and that which is not subject to these formalized limits. Following this separation he proposed two concepts, namely tacit knowledge and explicit knowledge (Polanyi does not use the term explicit knowledge specifically in his work, his focus is

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more on the contrast between tacit knowledge and formal knowledge that can be articulated and explained in words). Explicit knowledge is accessible to anyone, can be found in books, textbooks, encyclopaedias, libraries, can be subject to a measurement/quantification system and, due to its written form, can be easily transmitted from one individual to another through the teaching-learning process. Tacit knowledge is characterized by its personal and internalized aspect, a feature which led Polanyi to state that "we know more than we can say" (Polanyi, 1961, Polanyi, 1966: p.4). This affirmation emphasizes the idea that there are a number of subtle aspects embedded in the construct of knowledge that are often beyond our ability to express verbally. In clarifying the well-known phrase, Polanyi listed a number of activities, which fit into the concept of tacit cognition, such as riding a bicycle or swimming, and noted that we may not have a complete or even correct understanding of these actions, yet we manage to perform them successfully (Polanyi, 1962). Polanyi believed that this type of knowledge has a certain dynamic whereby the rules according to which it functions are acquired in a subsidiary manner. For this reason, he considered that the expression of this form of subtle cognition requires a combination of intuition and imagination (Polanyi, 1967).

Organizations are interested in capturing and retaining within themselves all the knowledge and practices that can support them in the process of gaining a competitive advantage (Dalkir, 2011: p.100; Wu et all, 2025). Either of these two aspects-knowledge and practices-have an explicit and a tacit component. The explicit component/part facilitates the sharing of knowledge of new employees to the organization through written documents or verbal explanations, which makes it easier for them to become familiar with the company culture and practices. But just exposing employees to raw information or basic practices does not automatically guarantee long-term success. What makes the difference are the tacit skills of employees that provide innovative ways to solve problems. Tacit knowledge builds on experience gained over time, is a reservoir for innovative ideas and a resource that keeps the organization relevant in the competitive landscape. For this reason, organizations are interested in passing on this form of knowledge, which, despite its personal aspect, needs to be extended to team members.

From Polanyi's perspective learning new skills - needed for a new job - is a social process, and participation in it facilitates the transmission of tacit knowledge, through direct participation in practicing it and through interaction with the person who already knows the process. As a result, tacit knowledge can be transmitted through mentoring, direct collaboration, and informal learning activities, actions that take place in a space where knowledge sharing occurs (Polanyi, 1964: p.224).

I. THEORETICAL BACKGROUND

The characteristic aspect of tacit knowledge is its internalized and subjective aspect, which makes it difficult to share it through verbal language. Polanyi pointed out that the intuitive process on the basis of which perception is formed, gathers information/clues at a subtle level from the surrounding environment, resulting in the difficulty of being clearly specified (Polanyi, 1967). The communication of tacit knowledge is achieved exclusively through practical examples (it is practice that integrates knowledge), and by repeatedly engaging in certain actions, they become ingrained in the memory of the physical body and can be more easily reactualized as they are practiced. Even if one initially starts by imitating an action, Polanyi emphasizes that in order to learn and master a behavior (action, process) it is necessary to be personally and directly involved, not just following instructions or copying and reproducing them. In this way, the individual discovers the technique - "catch the knack of it" - integrates it and can reproduce it later. The only condition is that the subject to be mastered is achieved through a gradual learning process, which is a correct one, improved as it goes along (Polanyi, 1961), and that the individual makes the intellectual effort to bridge the gap between what is shown/explained and his understanding of that subject. This self-understanding is essential for understanding to become complete and deep (Polanyi,1962).

Polanyi also draws attention to the process of internalization, which, from his perspective, is also the only method to understand knowledge and then, through its practical application, it can acquire value (Polanyi, 1966: p.17). Polanyi points out that a number of actions that involve complexity (riding a bicycle) are more successful when they have been internalized, and are performed "reflexively" or "naturally" without analyzing each step. This process helps the brain, which feels more comfortable when performing complex activities if it resorts to "automating" certain actions (Polanyi,1962). Polanyi constructed the concept of tacit knowledge as a type of individual knowledge but later it was extended to the level of collective or organizational knowledge, and the idea was introduced that it can be transmitted through interactions, practices and collaboration. Since its emergence, the concept has attracted the attention of other authors who have proposed various definitions depending on the aspects that captured their interest and supported their research approach. Table 1 presents some of the interpretations of these authors who have researched this topic and their views on tacit knowledge.

Table 1. Some authors' views on the concept of tacit knowledge

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No. crt.	Autor/year	The vision of tacit knowledge
1	Polanyi, M. (1964) (1966)	Tacit knowledge is present not only when it exceeds the powers of articulation, but even when it coincides exactly with them (p.96) A particular kind of knowing (p.9). It is personal in the sense of involving the personality of the one who possesses it, and also in the sense of being, as a rule, solitary (p.25) tacit knowledge is found in the awareness of particulars (p.61).
2	Wiig, K. M. (1994)	Tacit or personal knowledge refers to the kind of knowledge that exists in a person's mind and is difficult or impossible to share with others. Much of it is automatized, and embedded in our unconscious and is used without the awareness and understanding of the person who possesses it (p.135).
3	Nonaka I., Takeuchi H., (1995)	Although not easily articulated, these implicit patterns influence how we perceive the world around us. The distinction between explicit knowledge and tacit knowledge lies in the subjective and intuitive nature of tacit knowledge, which makes it difficult to process or transmit gained knowledge. For this tacit knowledge to be communicated and shared with others, it must be converted into words or numbers that can be understood (p.9).
4	Becerra-Fernandez I.&Sabherwal. (2010)	Tacit knowledge is likely to be personal and based on individual experiences and activities ... for example, a person reads a book and learns from it, thus the explicit knowledge expressed in the book becomes tacit knowledge in the individual's mind (p.26)
5	H. Collins (2010)	Tacit knowledge is knowledge that cannot be made explicit (p.4)
6	Dalkir K., (2011).	Tacit knowledge-fluid, spontaneus, dynamic, experimental (p.331)
7	North, K., Kumta G., (2018).	Tacit knowledge is an individual's personal knowledge. It is based on the individual person's educations, ideals, values and feelings. Subjective insights and intuition represent tacit knowledge that is deeply rooted in an individual's actions and experiences (p.46).
8	Kucharska, W., & Erickson, G. S. (2023).	While the details of tacit knowledge can be fuzzy and difficult to communicate, the concept of tacit knowledge can be explained quite easily and is readily accepted as a phenomenon, because people recognize the idea from their own real-world experience.
9	Oranga, J. (2023).	Very personalised, contextual and hard to communicate or transfer from one person to another by the process of verbal expression or writing and is generally made up of values, perceptions and beliefs (p.736).
10	Summerscale, J. (2024).	Tacit knowledge might include skills, experience, insight and judgement (p.2)

Source: author's elaboration

A conclusion from the ideas in the above table can be summarized as follows: tacit knowledge is a deeply personal and intimate type of knowledge, based on each individual's experiences, values and intuitions. It is difficult to find the words to make it accessible for transmission to others, because it is internalized and filled with a subjective understanding of the world. Although aspects of how it is constructed are often unclear, these details have the capacity to influence how various situations are perceived and therefore reacted to. Tacit knowledge includes experiences, beliefs, values, judgments, intuition, and triggers that cause rapid reactions (learned behaviors can activate reactions or deliver automatic solutions in certain situations without going through a conscious process or being fully explained. The trigger is an intimate and personal message about the individual, for the individual).

Historically, the understanding of human mental abilities—the emergence of the traditional concept of intelligence—and its measurement through the intelligence quotient (IQ) were established throughout the 20th century. The introduction of this concept was due to the psychologists Alfred Binet and Théodore Simon who, in the early 1900's, developed the IQ test (Binet-Simon Scale) as a standardized means of evaluating individual cognitive abilities for children with learning difficulties (Binet & Simon, 1948).This method of estimating IQ was not unanimously accepted, as a result of which well-known psychologists in the USA and other countries proposed other types of tests to assess "quantitative knowledge and reading & writing ability" (Carroll, 1993).

More recently, authors such as Howard Gardner (1983: p.89-102) argue that the assessment of individuals on the basis of IQ tests alone is one-dimensional (Stenrberg, R. J. (1986) argues that existing IQ tests need to be supplemented, or even replaced), since the very concept of "human intelligence" is still relatively abstract ; such tests are reduced to assessing abilities such as the amount of accumulated information, memory

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power, speed of reasoning, etc. For this reason, he proposed the theory of multiple intelligences to extend the view on the concept of intelligence and challenge traditional approaches, which had a limiting perception of intelligence. To this end he put forward a series of abilities and talents which he grouped into 8 types of intelligence, namely:

- ✓ linguistic: native ability (talent) to use words clearly and effectively, either through speaking or writing;
- ✓ logical-mathematical: problem solving and logical thinking skills (native or learned);
- ✓ spatial: skills (partly native, partly learned) of spatial orientation;
- ✓ musical: (native) ability to create and understand music;
- ✓ kinesthetic: (native) skills in using the body in physical activities;
- ✓ intrapersonal: (native and/or learned) skills in understanding one's own emotions and thoughts and how they influence life;
- ✓ interpersonal: skills (native and/or learned) to manage social relationships effectively;
- ✓ naturalistic: (few people in the modern world develop it any more) the ability to recognize people around them as members of the same species and to identify and avoid predators.

As can be seen from the above descriptions, Gardner has captured a diversity of abilities and talents that demonstrate the uniqueness of each individual and the multitude of ways in which the concept of intelligence can manifest itself. Also, this variety he proposed can support our understanding that each individual acts and relates as a result of unique combinations of forms of intelligence. The concept of multiple intelligences has caught the attention of other researchers, who have either supported Gardner's original version or objected to it. Table 2 shows some of their views.

Table 2. Authors' views on the concept of multiple intelligences

No.crt	Autor/year	Recent views on the concept of multiple intelligences
1	Malapad, L. P., & Quimbo, M. A. T. (2021).	Howard Gardner's theory of multiple intelligences (MI) proposes that all individuals can see the world through language, problem solving, visual representation, music, body movement, understanding others and themselves, but differ in their strengths in using these intelligences to solve advanced problems in their tasks.
2	Waterhouse, L. (2023).	Several researchers have argued that Howard Gardner's theory of multiple intelligences (MI) is a neuromyth because they have not found evidence to support the idea of independent intelligences based on distinct brain structures for different types of cognitive abilities. However, Gardner emphasized that his theory cannot be considered a neuromyth, as he never claimed that it had a neurological basis.
3	Marenus, M. (2023).	Understanding the concept of multiple intelligences is essential because it helps individuals realize that intelligence is not limited to academic performance or IQ scores, but encompasses a variety of distinct abilities and strengths
4.	Afnan, M Z., Puspitawati, R. P., & Isnawati, I. (2025).	Each individual manifests a unique configuration of intelligence, which contributes distinctively to analyzing information, forming critical thinking, and stimulating creativity

Source: author's elaboration

II. RESEARCH METHODOLOGY

In this study the following stages of research were completed:

S1: A literature review was conducted in order to identify the authors and their views on the concept of tacit knowledge. At the same time, it was also investigated whether this construct has kept intact its original version or has benefited from developments and additions over time;

S2: Based on the specialized literature, the eight types of intelligence that constitute the concept of multiple intelligence were identified and explained;

S3: In the research results section, an analysis of the intersection between the two concepts was carried out and a number of areas in which they can be useful in organizations were presented. A new set of intelligences resulting from the combination of the 8 types proposed by Gardner have also been identified and how they can be applied in institutions;

S4: The study concludes with the discussion sections where the research results are analyzed and interpreted and the conclusions, where the contributions of the study and the practical or theoretical implications of the research are presented.

III. RESEARCH FINDINGS

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Tacit knowledge is characterized by its limited scope at the individual/human level, but it cannot be said that it is reduced to the individual level alone. It is appropriate to speak of personal tacit knowledge, but this does not exclude collective tacit knowledge. As a result of this new knowledge paradigm, the focus is shifting from individual knowledge to social interactions, a perspective that makes information leave the private possession of an individual and extend to a group or organization (Natek & Lesjak, 2021). Table 3 presents an associative analysis between the concepts of multiple intelligences and tacit knowledge, and how the intersection between them can be useful in organizations.

Table 3. Associative analysis between the 8 types of intelligence (Gardner, 2022) and tacit knowledge (Polanyi, 1966)

Intelligence Type	How it is manifested	Utility in organizations
Linguistic intelligence	People with linguistic intelligence can "play" with words, they can easily find the most suitable terms in a conversation. This manipulation of language supports effective communication, and the tacit component is knowing the "know-how" of the process, how the words used can achieve their purpose, and this comes from experience and social interaction	Conflict management in organizations Public relations management (customers/suppliers) Trainers
Logical-mathematical intelligence	Logical-mathematical intelligence is traditionally associated with rational and abstract thinking. Tacit knowledge comes from direct experience and understanding the subtle aspects of concepts that cannot be put into words. Understanding a mathematical concept is the result of repeated practice.	Data analysis and interpretation: accounting, R&D, marketing
Spatial intelligence	People with spatial intelligence can mentally-spatially project various images and can rearrange and reconstruct multiple representations in their own mind. Tacit cognition in this case, refers to visual and motor skills, which are a result of direct observation and practice, as a result of which a series of mental schemes for an object/situation can be constructed.	Staff responsible for the image of the organization (marketing and production), planning (design, architecture), construction (engineers).
Kinesthetic intelligence	Kinesthetic intelligence is the capacity of the physical body to be efficient in movement. The transfer of tacit knowledge is mainly of a motor nature, so it is delivered/learned through movement, by imitating the actions of the one who has the knowledge to be acquired. "Learning by doing" involves the repetition of movements and cannot easily be explained in words.	Transfer of tacit knowledge through games or practical projects. Staff responsible for prototype design.
Musical intelligence	Musical intelligence is closely linked to the ability to recognize, reproduce, create, and interpret various sounds. In this context, tacit knowledge refers to more subtle abilities, such as "feeling" music and responding to musical stimuli without the need for formal explanation. Workshops with music playing in the background can support knowledge transfer and learning—music influences mood and, therefore, creativity.	Building a brand through music—musical jingle—advertising or marketing to promote a brand, product, or service.
Interpersonal intelligence	Interpersonal intelligence is the ability to navigate relationships effectively, understand social contexts, and have the talent to adapt to them. Tacit knowledge comes with understanding forms of nonverbal and paraverbal language and delivering a social response in accordance with the "read" language, aspects that are learned through continuous social interactions.	Collaboration and teamwork: communication connects team members; conflict management, building and maintaining good relationships.
Intrapersonal intelligence	Intrapersonal intelligence relates to awareness of one's own emotions and thoughts and how they affect one's personal state and, consequently, behavior. Tacit knowledge in this area refers to understanding the mechanism behind one's own reactions, the triggers that set them off, and how to manage them effectively. It can be developed intentionally, through self-reflection and personal experience, and in the absence of a healthy emotional structure, the individual/employee will contaminate everything that comes their way.	Effective management of stress and emotions, maintaining intrinsic motivation; personal self-awareness leading to good self-assessment; personal development and learning from mistakes.

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Naturalistic intelligence	People with naturalistic intelligence have the ability to understand nature and the refinement to distinguish between different species of plants and animals. In doing so, they rely on their sense of touch and hearing, not just their sense of sight, as most people do. In this case, tacit knowledge is linked to observations and direct interactions with nature, actions through which the individual learns by observing and directly experiencing the environment.	Staff in waste management, pollution—the department for environmental conservation and protection.

Source: author's elaboration

Recognizing the diversity of intelligence types within work teams leads to more effective collaboration and faster problem solving. A combination of the eight types of intelligence can lead to the emergence of new concepts related to intelligence that support organizational activity, all with tacit roots, such as:

- ✓ Emotional intelligence: the ability to recognize and understand one's own emotions and the emotions of others (Salovey & Mayer, 1990, Mayer et all., 2024), the ability to be aware of oneself, those around oneself, and to manage relationships (Goleman, 2018: p.19). It can be considered a result of combining intrapersonal and interpersonal intelligence;
- ✓ Cultural intelligence: a concept characterized by effective social skills (communication and relationship building), empathy, cultural flexibility, and self-awareness, aspects that support leaders in managing change. Cultural intelligence considers cultural values and norms, which are essential aspects in the context of globalization (Palthe, 2019); can be linked to cultural adaptation from a human resources perspective (Jurásek & Wawrosz, 2024). It can be considered a result of combining interpersonal intelligence with linguistic intelligence;
- ✓ Digital intelligence: a comprehensive set of digital skills to be used responsibly (moral values) and effectively (Park & Gentile, 2019) so that it becomes a support in the advancement of humanity and not in its oppression (Marnewick & Marnewick, 2021); It can be considered a result of combining logical-mathematical and spatial intelligence.
- ✓ Ecological intelligence: ecological attitudes and skills embodied in values and attitudes that denote care and sensitivity towards the environment and motivate active participation in improving and protecting the environment (Goleman, 2010, Maria, et al., 2024,), increased waste sorting activity (Karlina et. all., 2022), developing a deeper cognitive understanding and increasing environmental awareness (Rianti et all., 2024). It can be considered a result of combining naturalistic, logical-mathematical and interpersonal intelligence;
- ✓ Spiritual intelligence: analyzed by Gardner (2018: pp. 126-127) to complete the series of the initial eight types of intelligence, it did not meet, according to Gardner, the necessary requirements to be labeled as intelligence. Subsequent research considered it premature to consider spiritual intelligence a concept that can be proven beyond doubt (Emmons, 2000). Danah Zohar paid more attention to the subject and, following her research, placed spiritual intelligence above all other types of intelligence, attributing to it the character of "ultimate intelligence". She believed that spiritual intelligence transcends both cognitive intelligence (IQ) and emotional intelligence (EQ) because it plays an important role in protecting inner balance and managing relationships with others and with the world in general. By introducing the concept of boundaries, which draws lines in protecting personal energy, Zohar invites individuals to focus on what is important to them, to navigate life consciously and purposefully, and not to waste their energy (attention, time, resources). It can be considered a result of combining naturalistic, logical-mathematical, interpersonal, and intrapersonal intelligence.
- ✓ Organizational intelligence: the ability of an organization to use its "brain power" to fulfill its missions. The concept is defined by seven indicators: Strategic Vision, Shared Fate, Appetite For Change, "Heart," Alignment and Congruence, Knowledge Deployment, and Performance Pressure. Although assessing an organization's intelligence is a rather subjective matter, these indicators can help form a "first impression" and can be explored in greater depth for a more specific assessment (Albrecht, 2002). It can be considered a result of combining linguistic, logical-mathematical, interpersonal, and intrapersonal intelligence.
- ✓ Intelligence is multifaceted because it is related to how it supports problem solving and can be summarized in the phrase "everyday intelligence"—in other words, the use of information or experiences to achieve specific goals (Coane et al., 2023). It can be associated with and/or rooted in practical intelligence (PI, which, along with analytical and creative intelligence, are concepts proposed by Sternberg, 1985), in which tacit knowledge is the main element and which is also a type of intelligence necessary for achieving daily goals.

Figure 1 presents a possible result of combining the eight types of intelligence, bearing in mind that all of them have a component/"root" in tacit knowledge. It can be seen that combining tacit knowledge with a type of intelligence can become a support in creating high-performing teams which, through the diversity of perspectives offered, can lead to innovative solutions.

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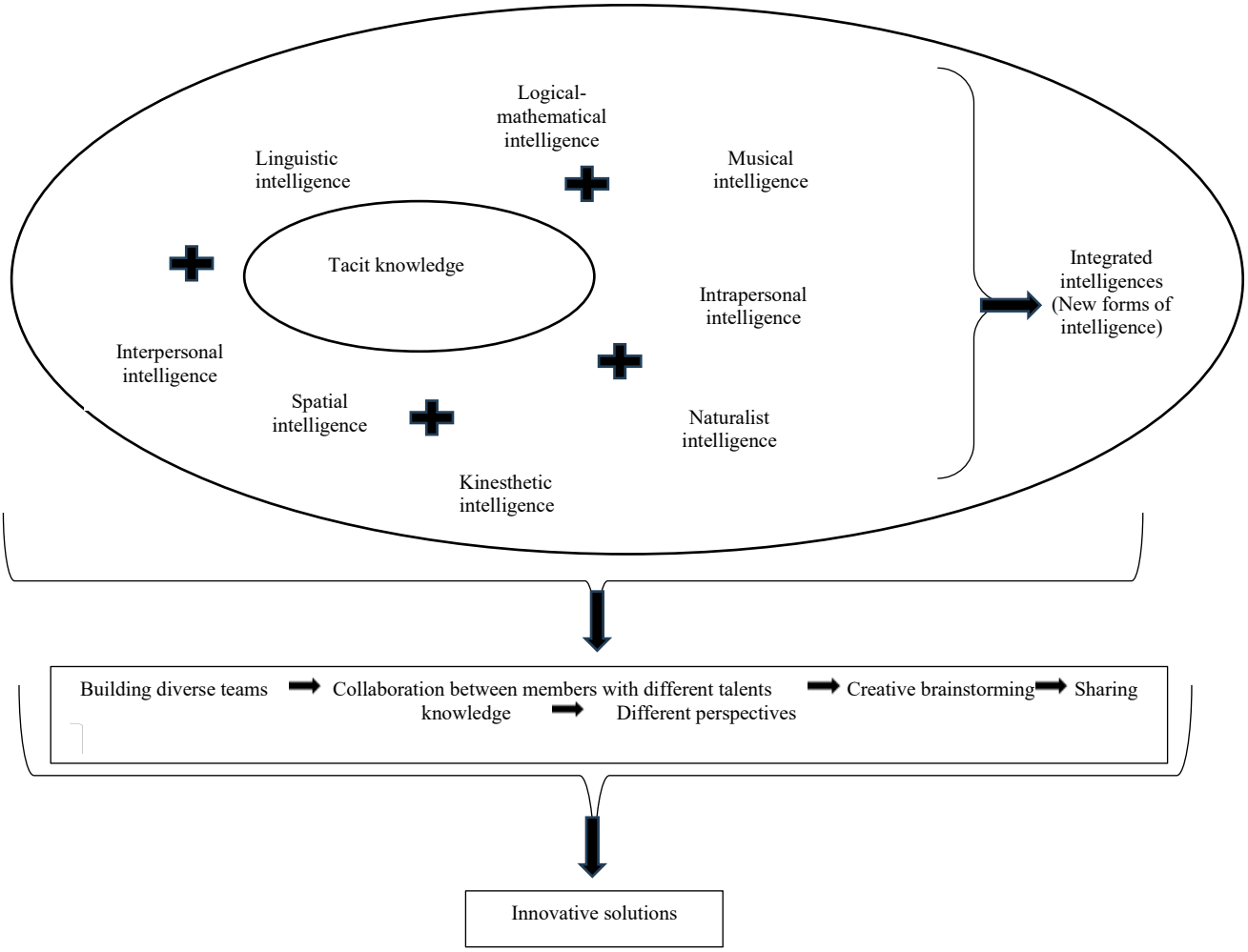

Figure 1. Connections between multiple intelligences and tacit knowledge
Source: author's elaboration

According to Figure 1, combining different types of intelligence can bring a number of advantages to the organization, such as forming teams in which members contribute different/unique types of intelligence, leading to creative brainstorming and innovative ideas. Leaders who understand and appreciate the diversity of intelligence types can develop a more inclusive and adaptable organizational culture. It should be noted, however, that the forms of intelligence mentioned (the eight proposed by Gardner, as well as the following ones) are not a personal creation of the authors who made them known; the attributes that characterize them have always existed, and these authors discovered them and grouped them under a new concept.

IV. DISCUSSION

In the current context, where intellectual capital has become the main strategic resource of organizations, one of the major priorities is to attract, develop, and retain intelligent employees. Regardless of the type of intelligence they possess—whether emotional, cultural, digital, ecological, spiritual, or organizational—it has an essential tacit dimension, which is expressed predominantly through actions and less through explicit statements. This form of tacit knowledge is difficult to articulate in words or expressions, but it becomes easy to recognize in practice. This way of expressing knowledge supports the idea that intelligence is not only an exclusively rational function but also includes subtle, intuitive, experiential, and relational elements.

Intelligent employees don't just solve problems, they create knowledge, adapt quickly to change, and can collaborate effectively in dynamic contexts. Even if they sometimes cannot clearly verbalize their ideas, their actions reflect a deep understanding of situations, and this understanding is often the result of a tacit learning process accumulated through experience, which improves knowledge (Nonaka et al., 2000). Thus, intelligence becomes an important factor not only in individual performance, but also in the organization's ability to identify

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and capitalize on opportunities, manage uncertainty, and build long-term competitive advantages. Conscious organizations understand the value of such employees and easily integrate them into the organizational flow. These organizations appreciate the unique contribution of each type of intelligence and understand that in order to thrive in the long term, it is essential to connect to healthy core values that support both the personal development/appreciation of employees and the success of the organization as a whole.

This study identified a supplementary series of intelligences—as a result of combining the theory of multiple intelligences with the dimension of tacit knowledge—and provided a new framework for analysis in the organizational environment. For example, emotional intelligence facilitates collaboration and cooperation, aspects that support cultural intelligence. Digital intelligence supports the advancement of humanity, and ecological intelligence ensures that this advancement of society is achieved with respect for the environment. Spiritual intelligence centers the individual as an entity with a soul, emotions, and reason, but transcends both cognitive and emotional intelligence. Organizational intelligence involves not only recognizing/creating opportunities, but also identifying and mobilizing the suitable human resources to capitalize on them. Thus, high-performing organizations do not rely on "hiring" talent according to current needs (Hamel & Prahalad, 1994: pp. 221-222), but invest strategically in identifying, developing, and sustainably integrating them.

Therefore, the intelligences analyzed in this study, in direct relation to tacit knowledge, provide a valuable theoretical and practical framework for understanding human behavior in organizations. They emphasize the importance of an integrated perspective, in which performance is seen not only as the result of declarative competencies, but also of internalized knowledge, expressed in subtle but essential ways for organizational evolution. For this reason, when a new opportunity is identified, it is necessary for the organization to have the necessary skills/talents to exploit that opportunity. Organizational intelligence includes not only identifying opportunities, but also the ability to capitalize on them through employees with the right skills, people with a certain type of the mentioned intelligences. As a result, managers should invest in identifying, developing, and retaining talent in organizations (and distributing it at the right time) in order to take advantage of as many opportunities as possible and not rely on "renting" this talent (Hamel & Prahalad, 1994: pp. 221-222), and when a situation requires a certain talent/skill, to know which employee possesses it (Nonaka et. al., 2000).

V. CONCLUSIONS

This study analyzed two concepts—tacit knowledge and multiple intelligences—and presented how they interact and evolve in the dynamic context of modern business. During the research, it was observed that although the concept of tacit knowledge—as a source domain—has retained its essence, it has been deepened and expanded by other authors. The eight types of intelligence defined by Gardner, combined with tacit knowledge, have led to the identification of new forms of intelligence that contribute to expanding the options for approaching situations in organizations. The integration of these types of intelligence within organizations allows for a better understanding of human diversity and the development of more effective management strategies capable of leveraging cognitive resources (collaboration, adaptability) in an innovative way. Thus, in the modern business era, combining tacit knowledge with multiple intelligences is a relevant tool for the sustainable success and adaptability of organizations.

It can be said that this analysis has contributed to the existing literature and to the application of multiple intelligences theory in organizational management. Through the suggestions offered on how each type of intelligence could be used to optimize organizational performance and by listing other types of intelligence that may result from combining the initial ones, a cognitive approach centered on the intellectual capital of human resources has been proposed.

The success of an organization depends on several factors, but regardless of their contribution to its success, human capital will always be present among them. People possess skills, talents, knowledge, and experiences that make them important resources for organizations. In modern terms, it can be said that each of these skills can be found in the form of a type of intelligence, and the performance of organizations may depend on their "exploitation." However, for this to be possible, the staff responsible for recruiting, selecting, and training employees must not remain attached to traditional recruitment methods, should be aware of the advantages offered by each type of intelligence, be familiar with the skills required for different positions, and know how to recognize/identify them in the staff to be hired. This puts the spotlight on a new perspective that can bring clarity to the employee selection process and could contribute to the stability of an organization's foundation for success.

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