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THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON EXPERTISE KNOWLEDGE SHARING

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ABSTRACT

Given today's dynamic and competitive environment, short life span of knowledge, and high level of innovation, obtaining the competitive position for a long time is impossible. The most significant element in knowledge management is its implementation and effectiveness; understanding knowledge management, which is dominant on organizational actions, is necessary for its implementations. To remain in the front and competitive edge, organizations must have a proper capacity to keep the development, organization and exploit the efficiency of the staff. Therefore, considering the definition of emotional intelligence, it seems that both notions stress the interactions of individuals in an organization. This paper tests a model examining how the variables of emotional intelligence affect expertise knowledge and verified the significance of some of the elements of emotional intelligence on sharing explicit and tacit knowledge.

Keywords: Emotional Intelligence, Expertise Knowledge, Knowledge Sharing.

INTRODUCTION

Given the rapid development of technology, especially in the field of information and communication, the world economic growth pattern has changed substantially and, consequently, knowledge has replaced financial and physical capitals as the most important capital. As a result, human resources have found greater importance compared to other organizational resources. In fact, human capital is the most critical Expertise element and the most basic way for increasing the effectiveness and efficiency of the organization, followed by society's progress and prosperity. (Galti Meiser, 2014) In most organizations, Knowledge is regarded as an essential basis which plays a strategic role. Knowledge is considered as a significant organizational source and if managed properly, it would be possible for the organization to obtain a sustainable competitive advantage. (Movahedi, 2015) Over the past few years, extensive discussions have taken place about knowledge management in our society. Professors and researchers from various disciplines such as sociology, economics, and management science agree that some changes have been made in development of knowledge management in organizations. Knowledge management and related concepts are promoted as important components necessary for organizations for surviving and maintaining their competitiveness. (Hoon, 2015) On the other hand, in order to survive and maintain their competitive margin, organizations must have appropriate capacity for maintaining, developing, and organizing their most important asset that is their human resources. (Wendy. R. B, 2012)

Expertise knowledge is an accumulation of unstructured experiences, skills, techniques, and expertise that is transferred through social interaction methods such as socialization, training, apprenticeship, conversations, and so on. Recent studies on labor force have shown that one of the important factors affecting the performance of employees in the organizations is their emotions that the present paper aims to study it in the form of emotional intelligence. There are two almost conflicting views about human emotions. One view states that emotions are destructive factors that prevent people from rational thinking and making proper decisions in different situations such facing problems. On the other hand, another view argues that emotions can help logical thinking of people in sensitive situations and facilitate the decision-making process. Accordingly, it can be stated that emotions may either disturb or facilitate the thinking and reactions of people, depending on the situation people are in and the way they can control, manage, and organize their emotions. (Galti Meiser, 2014) If people manage to direct their emotions in a proper way, the second view is confirmed. Otherwise, contradictory emotions can be a major obstacle in sensitive positions. The present paper aims to answer the question that, relying on the second view, is it possible to ensure a particular process for sharing of expertise knowledge in the organization or not. Then, by reviewing the previous models of emotional intelligence and knowledge sharing, a new model will be proposed for the relationship between emotional intelligence and sharing of expertise knowledge.

Theoretical foundation and the literature:

Emotional intelligence

For years, the dominant thought was that what distinguishes successful individuals from others is Intelligence Quotient (IQ). But recent developments in behavioral and organizational sciences have attracted the attentions to a more effective factor under the heading of “emotional intelligence”. (Golman, 2005) Today, any manager who is trying to achieve the organizational objectives, should take the emotional intelligence of the staff as a valuable asset and provide the conditions for flourishing it. Emotional intelligence (EI) literature is composed of several words and phrases such as personal intelligence, social intelligence, interpersonal intelligence, and so on. (Golman, 2005) However, there are different, various, and more or less similar perspectives of EI have been presented. Conceptually, EI involves various definitions. Some of the definitions provided in this regard lack the empirical evidence confirming the claims they are. According to Daniel Goleman, EI is a kind of social skill and the ability to effectively communicate with others which involves sympathizing with other, controlling the impulses, and resolution of conflicts. (Golman, 2005) According to Mayer and Salovey, emotional intelligence represents the ability to identify, assess, and express emotions properly and consistently. Emotional intelligence also includes understanding and awareness of emotions, the ability to achieve and create emotions, facilitation of cognitive activities and adaptive actions, and the ability to regulate emotions in ourselves and others. (Galti Meiser, 2014) Oxford Dictionary of Psychology defines EI as the ability to care and control of the emotions of ourselves and others, distinguish between different emotions and give them the appropriate label, and use emotional information to guide thinking and behavior. (Golman, 2004) Given the various definitions presented in the field, it can be stated that all the experts somehow believe that EI involves emotions and thoughts beyond all human activities and affect the reaction of human to various situations. (Golman, 2005) Therefore, people who have a high level of emotional intelligence will be able to recognize these reactions in themselves and others and guide them in a correct direction. (Golman, 2005)



Goleman asserts that intelligence quotient (IQ), at best, accounts for only 20% of successes and the remaining 80% depends on other factors. In fact, emotional intelligence determines the failure of people with high general intelligence and unexpected success of people with average general intelligence. This means that people with average general intelligence and high EI are more successful than those with high general intelligence and low EI. Thus, it can be concluded that EI is the predictor of success or failure of people in their life (Golman, 2005).

Emotional intelligence background:

Each of the theoretical models proposed for the concept of emotional intelligence are rooted from two main models including ability model and compound model. Ability model states that EI is fully originated from mental ability. By contrast, compound models of EI interrelate mental ability to personality traits such as optimism, happiness, and so on. Currently, the only ability model of EI has been proposed by John Mayer and Peter Salovey. Compound models have been also presented with different internal concepts. Raven Bar-On, Daniel Goleman, and others have proposed various compound models for EI. Bar-On expresses facilitating skills and interconnected social and emotional competencies that affect intelligent behavior in a polychotomous manner. (Golman, 2004) EQ-i, stands for emotional quotient inventory, is the first self-examination and the most widely used test in world on emotional intelligence developed by Dr. Raven Bar-On. Mayer and Salovey, in their ability model, stated that people are different from each other in the ability to process information about an emotional event or the ability to use emotional processing for achieving a wider cognition. (Galti Meiser, 2014) In terms of emotional intelligence concept, Mayer and Salovey suggest that emotional intelligence is composed of two areas including the empirical area (emotional feeling and emotional internalization) and Expertise area (emotional feeling and emotional internalization). Each area is divided into four categories including emotional feeling, emotional internalization, emotional understanding, and management of emotions. (Galti Meiser, 2014) In later years, the levels and structure of emotional intelligence in the experimental and Expertise areas were developed, and the developed model of emotional intelligence along with MSCEIT questionnaire was presented. On the other hand, Cooper and Savaf (1997) extensively explained 4 dimensions of EQ as follows:

1. Emotional literacy (including knowledge and understanding of emotions and how they work)
2. Emotional proportionality (including reliability and emotional toughness and resilience)
3. Emotional depth (including growth and excitement intensity)
4. Emotional alchemy (including the use of emotions for acquiring creative opportunities)

Golemen, one of the theorists of personality-social perspective, explains the concept of emotional intelligence in 5 components as follows:

1. Self-awareness: This includes emotional awareness, correct self-assessment, and self-confidence.
2. Self-regulation (self-control): This involves self-control, reliability, conscientiousness, adaptability, and innovation.
3. Motivation (spontaneity): This includes taking steps towards the goal, commitment, pioneering, and positivism.
4. Social awareness (controlling the relationships): Skill in this area is associated with the common ability to control emotions and develop adaptive interaction with others.



5. Social skills (Understanding excitement in others-empathy): Empathy is the foundation of social skills. Sympathetic individuals are familiar with fine social symptoms and indications and interactions that reflect the needs and desires of others.

After Goleman's theory, Davis introduced the following four dimensions of emotional intelligence.

- ~ Emotional self-appraisal: This feature includes the ability to deeply understand the emotions and express them.
- ~ Assessment and recognition of emotions of others: This indicates the ability to understand the emotions of those who are in around us.
- ~ Regulation of emotions: This component indicates regulation of emotions in a way that faster improves anxiety.
- ~ Application of emotions for facilitation of performance: This implies the ability of a person to use and direct his/her emotions to achieve better and more efficient performance and function.

Doloix and Heiks, based on their empirical research, identified the common core elements in the overall structure of emotional intelligence. These core elements include self-awareness, flexibility, motivation, interpersonal sensitivity, conscientiousness, and honesty. Bar-On believes that emotional intelligence is a set of capabilities and abilities that equips people in order to adapt to various environments and situations in their life. In this type of intelligence, emotion is of great importance and distinguishes it from IQ. This model consists of 5 components and 15 indices as follows (Bar-On, 2000):

1. Intrapersonal: Emotional self-awareness, self-expression, self-esteem, self-actualization, independence, and empathy.
 - ~ Emotional self-awareness: This is the ability to recognize and understand emotions. This index also implies the ability to distinguish the differences between emotions in order to realize the point that how a person feels and why he/she has such a feeling.
 - ~ Self-expression: The ability to express our feelings, opinions, and thoughts and defend our rights in a non-destructive manner.
 - ~ Self-esteem: The ability to respect ourselves and accept ourselves as a person who is basically good. Self-acceptance refers to acceptance of positive and negative aspects and constraints and capabilities of ourselves.
 - ~ Self-actualization: The ability to recognize the potentials of ourselves. This index of EI explains the search for enriching the life.
 - ~ Independence: The ability of self-direction and self-control in thinking and behaving and lack of emotional attachment. Independent individuals are reliable in making decisions for important planning.
2. Interpersonal: Empathy, social responsibility, and interpersonal relationships.
 - ~ Empathy: Empathy means the ability to share someone else's feelings. In fact, empathy means to feel in common with each other.
 - ~ Social responsibility: This means to show yourself as a constructive, participative, and cooperative member to a social group.



- ~ Interpersonal relationships: The ability to communicate with others, maintains these relationships, and influences them.
- 3. Adaptation: Flexibility, realism, and problem solving.
 - ~ Flexibility: The ability to adapt emotions, thoughts, and behavior with ever-changing situations.
 - ~ Realism: The ability to assess the compliance between what is experienced and what exactly exists.
 - ~ Problem solving: The ability to identify and define the problems and come up with effective potential solutions.
- 4. Stress control: Stress tolerance and controlling the impulses.
 - ~ Stress tolerance: The ability to withstand stressful events and situations without stopping through active and positive adaptation to pressure.
 - ~ Controlling the impulses: The ability to resist or delay impulses or temptations to do an act. This ability includes the acceptance of aggressive impulses, self-restraint, and anger control.
- 5. General mood: Optimism and satisfaction.
 - ~ Optimism: Optimism represents the life expectancy and positive approach to everyday life. This is in contrast to pessimism which is one of the signs of depression.
 - ~ Satisfaction: The ability to enjoy your and others life and be satisfied with your life. (Bar-On, 2000)

Knowledge management:

Knowledge management is not a new concept in the history of human development (Wendy. R. B., 2012), but it has recently found more importance and a special attention has been paid to. In a majority of organizations, the using and sharing of knowledge is counted as one of the most important factors for the increment of competitive advantage. Knowledge of an enterprise is created by organizational activities with relation to personal knowledge of employees which causes the personal knowledge to appear as a general knowledge of the firm. Knowledge is a complicated concept, and being invisible and difficult to measure can be mentioned as one of its feature. (Movahedi, 2015) Despite the widespread use of knowledge management in a variety of institutions and organizations, it is difficult to present a unit definition of this concept. By reviewing the various definitions of knowledge management, it can be defined as the process of creation, dissemination, and application of knowledge for achieving organizational goals. Organizations must be able to create and apply new knowledge and reconstruct the existing knowledge to achieve their own goals. Although knowledge manage greatly emphasizes on information technology and in many cases it is defined as management based on technology, it has a concept beyond this. (Alan Frost,2014) Davenport believes that the essential components of knowledge management include culture, administrative process, policies, and technology. Knowledge management involves the process of optimal combination of knowledge and information in the organization and creating a suitable environment for the production, sharing and application of knowledge and training the creative and innovative human resources. (Wendy. R. B., 2012) The most important objectives of an institute in better management of knowledge include retaining the key members of the organization, improving the incentive system, understanding the environment, and improving customer services. The knowledge



existing in the knowledge management system is considered the capital which makes management more effective through laying the groundwork for investment in other areas. (Huysman, 2010)

Sharing of expertise:

In accordance with the definition of knowledge management, knowledge sharing is one of the key areas of knowledge management. (Wendy. R. B., 2012) our culture provides various definitions and different messages from the concept of sharing. The main purpose of knowledge management, and thereby knowledge sharing, is to create and organize an environment in which individuals broaden their knowledge, exchange with each other, combine their own knowledge with the knowledge of others, and finally apply it. (Movahedi, 2015) Knowledge sharing is one of the important and common points among more than 25 models of knowledge management. (Huysman, 2010) The common point in definitions of knowledge sharing is the transfer of knowledge from the holder to the receiver, one or both of them may be a person, a group or an organization. (Huysman, 2010) One of the most common definitions of knowledge sharing is the process of sending and distributing knowledge from a person, a group or an organization to another person, group or organization. When a person shares their knowledge, it means that they help and guide another person to better understand his/her position using their knowledge, insight, and thoughts. The main purpose of knowledge management, and thereby knowledge sharing, is to create and organize an environment in which individuals broaden their knowledge, exchange with each other, combine their own knowledge with the knowledge of others, and finally apply it. In some organizations, knowledge sharing is a natural procedure, while in other ones, the old attitude that knowledge is power is still prevailing. Many enlightened organizations have begun the execution of strategies aimed at changing these outdated attitudes. They have used a variety of motivational factors to show that they are serious and determined in the field of knowledge sharing in their organizations. For example, some of these organizations materially and spiritually appreciate and reward those who share their knowledge with their colleagues. Some other organizations evaluate their employees based on the extent to which they take part in knowledge sharing activities and consider promotion or extra leave for those with higher participation. Based on Dixon's model of knowledge sharing, explicit sharing occurs when a group of knowledge workers do the same work as another group has previously done using group knowledge. The knowledge of other group is explicitly transferred in the form of numbers and words and then is shared in the form of data, scientific formulas, characterizations, guideline, and so on. Tacit knowledge sharing takes place when a group of knowledge workers do the same work using the knowledge of another group in another context. The knowledge of the other group is tacitly transferred through social activities (LiYing, 2015)

Knowledge sharing process:

Conceptually, knowledge sharing is a process that helps to develop a collective spirit in which individuals are dependent on their colleagues in the line with the realization of common objectives. (Gonzalez, 2015) In explanation of knowledge sharing, McDermott (1999) states that when it is said that someone shares their knowledge, it means that they help and guide another person to better understand his/her position using their knowledge, insight, and thoughts. In fact, knowledge sharing can be defined as extensive interpersonal interactions make knowledge and experience to be effectively and appropriately distributed and absorbed (Oki



Sunardi,2015). Nowadays, knowledge transfer is crucial to the success of organizations. Transfer of intellectual capital is much easier done in organizations that have realized the knowledge transfer processes. Davenport and Prusak (2000) believe that knowledge transfer and learning is definable when it is sent by the sender and both received and learned by the receiver. Knowledge sharing is one of the most important stages and parts of knowledge management. (Gonzalez, 2015) What that should be taken into account in the sharing and dissemination of knowledge is how the right information should made available to the right people at the right time. Studies conducted by Larson and Elin showed that several factors contribute to knowledge sharing within organizations. These factors determine the model which will be applied for knowledge sharing in organization. (Wendy. R. B., 2012) Szolanski (1996), in his communication model, defines knowledge transfer as a process that involves sequential steps. This model focuses on the steps of knowledge transfer between the sender and the receiver. Knowledge transfer consists of four stages as follows:

- ~ Transfer by the sender, transcription, receiving by the receiver, and integration
- ~ Transcription: Knowledge is flowed by the sender
- ~ Receiving by the receiver: Beginning of the stage in which the receiver enjoys the transferred knowledge.
- ~ Integration: The receiver applies the received knowledge in his/her everyday life.

Dixon believes that the selection of a suitable process of knowledge sharing in an organization depends on factors such as type of knowledge (explicit or tacit), the common procedure, frequency of knowledge sharing, and the knowledge receiver (a person, a group or an organization). (Wendy. R. B., 2012) He suggests five mechanisms for knowledge transfer that are as follows:

- ~ Sequential transfer: This occurs when the same group of knowledge workers does a similar work again using their own knowledge. In this case, the nature of work is repetitive and non-monotonous.
- ~ Explicit transfer: This takes place when a group of knowledge worker does the same work as the previous group has done using the knowledge of another group.
- ~ Tacit transfer: This occurs when a group of knowledge workers do the same work using the knowledge of another group in another context.
- ~ Expertise transfer: This takes place when the general and explicit knowledge is transferred to the organization form an expertise resource within or outside the organization in order to empower the group to solve new problems with new methods and knowledge.

Sveiby believes that knowledge transfer occurs at various levels of an organization. Therefore, an important process of knowledge management in organizational environments is the transfer of knowledge to the required parts. In his culture-based model, Ledhy reviews knowledge and its sources. In this model, it has been emphasized that knowledge cannot be an entity separated from human cognition. In other words, knowledge cannot really exist out of human brain. In Ledhy model, four factors contribute to the knowledge flow in organizations that are individual behavior, group behavior, communication channels, and organizational culture/rules. Knowledge sharing model of Vasco and Faraj (2005) is considered one of the most known models discussed in the field of knowledge sharing in organizations. The initial model presented by these



two consists of four dimensions of individual motivations (the joy of helping others, credit), structural capital (formality), cognitive capital (specialization and expertise), and communication capital (commitment and interaction). (Werner Rutten Joyce Blaas, 2016). proposed a model that is the driving force of knowledge of among the customers in online forums in order to achieve a better understanding of the reason for which customers share knowledge in these forums. Yusef and Ismail (2007) introduced their own model in three parts based on Olikowski's model (in which the interaction between people, technology, and organization was studied). These three parts include individual, organizational, and technological dimensions. Siensen *et al.* (2008) proposed a model for knowledge sharing behavior among the employees, in which knowledge sharing among the employees was considered to be a function of their motivations, opportunities, and abilities. Amin *et al.* (2010) conducted a study in three educational institutes owned by Malaysia Gas and Oil Company. In this study, a framework was proposed for internal and external incentives of knowledge sharing. Internal incentives (organizational citizenship behavior) and external incentives (external rewards) have been integrated into the Theory of Reasoned Action (TRA).

Development of hypotheses and conceptual model:

The present paper aims to study the effect of emotional intelligence components on explicit and tacit knowledge sharing. The main objective is to measure and investigate the correlation between these variables. As shown in Figure 1, to achieve a more precise standardization, testing, and implementation in larger populations, the compound model of Bar-On (2000) was used and, due to comprehensiveness and for studying the main aspects of knowledge sharing and behavioral factors influencing knowledge sharing, Dixon's model (2000) was used in order to study explicit and tacit knowledge sharing. These two models are generally accepted by scientific communities and most researchers in this field.

As presented, the research model consists of 5 dimension of emotional intelligence including interpersonal, intrapersonal, stress control, adaptation, and general mood. In Figure 1, the arrow points to the proposed dependence between emotional intelligence components and explicit and tacit knowledge sharing.

RESEARCH HYPOTHESES:

Hypotheses

Taking Bar-on Emotional Intelligence Model, Dixon Expertise Knowledge Sharing Model (Figure 1) into account, and the study examines the model variables:



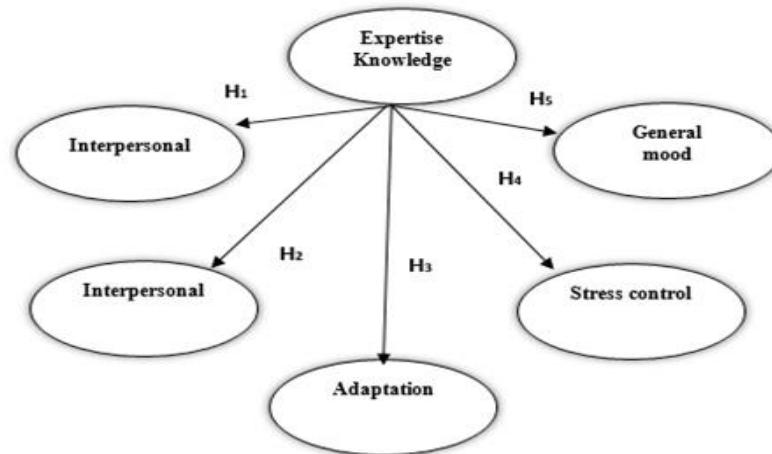


Figure 1: Proposed Model for the Relationship between EI and Expertise Knowledge Sharing

Intrapersonal components:

Intrapersonal components consist of emotional self-awareness, assertiveness, self-esteem, self-actualization, independence, and empathy. Emotional self-awareness is the ability to recognize and understand emotions. Assertiveness is the ability to express feelings and ideas and defend rights through a non-destructive manner. Self-esteem refers to the ability to respect to yourself and accept yourself as a person who is basically good. Self-actualization is the ability to recognize your potential capabilities. Independence is the ability to self-direct and self-control the thoughts, acts, and emotional independence. Empathy means to have the same feelings as others. In fact, empathy means the creation of common sense. Therefore, the related hypothesis is as follows:

H1: Intrapersonal dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

Interpersonal components:

Interpersonal components of emotional intelligence include social responsibility and interpersonal relationships. Social responsibility means to show yourself as a constructive, participative, and cooperative member to a social group and interpersonal relationships refer to the ability to communicate with others, maintain these relationships, and influence them. Therefore, the following hypothesis is raised:

H2a: Interpersonal dimension of emotional intelligence has a direct and significant impact on explicit knowledge sharing.

H2b: Interpersonal dimension of emotional intelligence has a direct and significant impact on tacit knowledge sharing.

Adaptation components:

Adaptability components of EI consist of Flexibility, Reality Testing, and Problem Solving. Flexibility is the ability to adapt and adjust feelings and thoughts to new situations and constantly changing conditions. Reality Testing is the ability to assess the compliance between what is experienced and what is exactly existing. Problem Solving is the ability to identify and define problems. It is also to create and perform effectively potential solutions. Therefore, the third hypothesis is as follows:



H3: Adaptability dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

Stress control components:

Stress management components consist of Stress Tolerance and Impulse Control. Stress Tolerance is the ability to withstand stressful events and situations through active and positive adaptability. Impulse Control is the ability to withstand or delay impulse or temptation for an act. This ability consists of aggressive impulse acceptance, self-control, and anger management. Therefore, the related hypothesis is as follows:

H4: Stress management dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

General mood components:

General mood components of emotional intelligence include optimism and satisfaction. Optimism represents the life expectancy and positive approach to everyday life. This is in contrast to pessimism which is one of the signs of depression. Satisfaction is the ability to enjoy your and others life and be satisfied with your life. Therefore, the following hypothesis is raised:

H5: General mood dimension of emotional intelligence has a direct and significant impact on explicit knowledge sharing.

METHODOLOGY

The present paper aimed to study the impact of emotional intelligence components on explicit and tacit knowledge sharing in the National Iranian Oil Company Exploration Management. Therefore, this research was an applied study. The statistical population included the managers, experts, and employees of this organization. Library studies were used for collection of secondary data and information. For this purpose, the required information was collected through books, valid papers and journals, dissertations, and cyber space. Information and statistical data needed to test the hypotheses were obtained from analysis of distributed questionnaires, and secondary information and data were used for extraction of the research conceptual model. The sample size was determined to be 248 using Morgan table. A questionnaire was handed out among 248 members of the sample, 163 of which were returned fully filled out. Validity of the questionnaire was confirmed by eliciting the views and comments of experts. In addition, reliability of the questionnaire was measured by Cronbach's alpha. Cronbach's alpha coefficient for intrapersonal, interpersonal, adaptation, stress control, general mood, explicit knowledge, and tacit knowledge was obtained 90%, 88%, 91%, 92%, 91%, 71%, and 73%, respectively. These figures indicate that the questionnaire used in the present study possess an acceptable reliability. For analysis of obtained data and information, Smart PLS software was used in two steps; model measurement which deals with validity and reliability of variables and structural pattern which explains the causal relationships between variables and their explanatory power. The causal modeling or structural equation modeling is one of the main methods of analyzing the complex data structures. In this study, the model of informational systems success of information systems was used in order to discover that how 5 dimensions of emotional intelligence influence explicit and tacit knowledge sharing. The present study was carried out in the National Iranian Oil Company Exploration Management in the first half of 2015.



Cronbach's alpha coefficient is used to measure the extent to which the attitudes are one-dimensional. To assess convergent validity, reliability of each of the items and average variance extracted (AVE) were measured. In terms of the reliability of items, a factor load equal to or greater than 0.6 represent a well-defined structure. In addition, factor loads should significant at least at a level of 0.05. Indicators of reliability and validity have been shown in Table 1.

Table 1: Indicators of Reliability and Validity

Latent variables	AVE	Combined reliability	Coefficient of determination	Cronbach's alpha
Intrapersonal	0.764	0.915	0.720	0.905
Interpersonal	0.745	0.906	0.435	0.884
Adaptation	0.849	0.928	0.810	0.917
Stress control	0.754	0.936	0.679	0.924
General mood	0.733	0.929	0.309	0.913
Expertise knowledge	0.893	0.971	0.768	0.960

Table 2: Pearson correlation coefficient and separated validity index

Latent variables	(1)	(2)	(3)	(4)	(5)	(6)
Intrapersonal (1)	0.874					
Interpersonal (2)	0.564	0.863				
Adaptation (3)	0.655	0.509	0.921			
Stress control (4)	0.562	0.362	0.812	0.869		
General mood (5)	0.341	0.229	0.394	0.325	0.856	
Expertise knowledge (6)	0.324	0.159	0.407	0.384	0.722	0.307

As table 2 shows correlation coefficients and separated validity. The diagonal of the matrix shows the square root of the average variance explained (AVE). The condition for confirmation of separated validity is that the square root of the average variance explained should be greater than all correlation coefficients of the desired variable with other variables. For instance, the square root of the average variance explained for interpersonal variable is equal to 87.4% which is greater than the correlation coefficient of this variable with other variables. As specified in the table, the square root of the average variance explained for all variables is greater than the coefficient of correlation between each variable and other variables. Below the diagonal, Pearson correlation coefficients have been shown. Positive coefficient shows positive and direct relationship and negative coefficient represents negative and inverse relationship between two variables. All coefficients are significant at an error level of less than 0.05.

Analysis of data and findings:

In this part of article, we will determine dependent and independent variables.

The results show that general mood, stress management, and interpersonal component are found to have a significant impact on Expertise knowledge sharing at a level of 95% confidence, while intrapersonal component and adaptability are not found to have a significant impact on Expertise knowledge sharing.

Table 3: The Results of Structural Equations to Study the Effective Factors in Expertise Knowledge Sharing

Independent variables	Dependent variables	Beta	T	The coefficient of determination	Hypothesis	Direction
Intrapersonal (1) (2)	Expertise Knowledge	0.029	0.526		Rejected	No significance
Interpersonal (3)		0.089	1.996	0.526	Accepted	Direct



Adaptability (4)		0.069	1.130		Rejected	No significance
Stress Management(5)	sharing	0.131	2.535		Accepted	Direct
General Mood		0.67	14.397		Accepted	Direct

As table 3 shows the results of emotional intelligence factors on Expertise knowledge sharing.

H1: Intrapersonal dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

Since t-statistic value is within significance range (between -1.96 and +1.96), the researcher's claim, stating that "intrapersonal dimension of EI is found to have a significant impact on Expertise knowledge sharing", is rejected at a 95% confidence level.

H2: Interpersonal dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

Since t-statistic value is not within significance range (greater than 1.96) ($p < 0.05$), the researcher's claim, stating that "interpersonal dimension of EI is found to have a significant impact on Expertise knowledge sharing", is accepted at a 95% confidence level.

H3: Adaptability dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

Since t-statistic value is within significance range (between -1.96 and +1.96), the researcher's claim, stating that "Adaptability dimension of EI is found to have a significant impact on Expertise knowledge sharing", is rejected at a 95% confidence level.

H4: Stress management dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing.

Since t-statistic value is not within significance range (greater than 1.96) ($p < 0.05$), the researcher's claim, stating that "Stress management dimension of EI is found to have a significant impact on Expertise knowledge sharing", is accepted at a 95% confidence level.

H5: General Mood dimension of EI is found to have a direct and significant impact on Expertise knowledge sharing

Since t-statistic value is not within significance range (greater than 1.96) ($p < 0.05$), the researcher's claim, stating that "General Mood dimension of EI is found to have a significant impact on Expertise knowledge sharing", is accepted at a 95% confidence level

CONCLUSION

The results have shown that determination coefficient was reported 0.562 for Expertise knowledge sharing. Therefore, five variables including intrapersonal, interpersonal, adaptability, general mood, and stress management were all together able to explain 56.2% of Expertise knowledge-sharing changes. According to Beta coefficient, the share of "General Mood" dimension of EI was higher than other variables (the highest Beta), while the share of intrapersonal component hit the lowest point (the lowest Beta). As a result, if we intend to increase Expertise knowledge sharing through applying EI capabilities, we need to train EI effective components in Expertise knowledge sharing through in-service trainings. In order to be aware of EI and its relationship with knowledge-sharing variables, managers can search and improve organizational effectiveness by using EI evaluation and tools for each of knowledge-sharing variables. Informing managers about the EI dimensions and its impact is essential to

create an environment that improves performance. According to the above results and significant and direct relationship among intrapersonal, stress management, and general mood, the following tips need to be taken into account to improve each of them. The relationship between interpersonal component and Expertise knowledge sharing: building connections among the members in each department with expert(s), reducing the impact of knowledge-expert leaving during the communication, documenting Expertise knowledge experiences, and holding Q & A sessions. The relationship between stress management and Expertise knowledge sharing: learning from the mistakes and successes and documenting them, knowing and recognizing knowledge experts and communicating with them, training stress-management skills. The relationship between general mood and Expertise knowledge sharing: creating and practicing skills, determining financial and spiritual rewards for those with high potential in this field, creating an environment with minimum risk and destructive competitions as a result of paying attention to organizational behavior.

Studying the impact of other EI models on Expertise knowledge sharing is proposed for future studies. Conducting this study in other organizations will lead to higher validation of results. Also, studying the effective factors and obstacles in mentioned variables as well as studying the methods to increase them are proposed in the organization in another study.

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