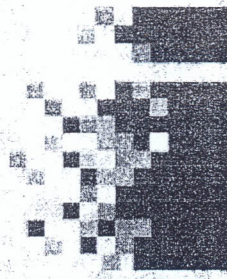


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## Smart Learning Conference Proceedings

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# *Foreword*

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A formidable body of research presented in this document suggests that online learning can be more transformational than traditional classroom sessions. Indeed, technology has the potential to bring about a paradigm shift in learning methodologies in all parts of the world. The global trends in smart learning explored, discussed and analyzed in some research papers collected in this volume of course have great implications for institutions of learning in the Middle-East and North Africa (MENA) region.

Despite widespread reluctance on the part of decision makers to embrace smart learning, MENA countries have come to realize the strategic value of smart learning in the context of the education and training sectors. The UAE, being particularly active in using smart technologies in all sectors of its economy is likely to emerge as a role model for the Arab World and other countries of the world. The growing use of information and communications technologies (ICTs) in pedagogy is certainly analytically interesting.

Some interesting papers collected in this document present real-world examples of applications of ICTs in pedagogy. The innovations in the area of pedagogy unveiled by HBMSU typify a pattern similar to what one finds in developed countries. It appears that HBMSU is going to play a leading role in transforming education in the Arab World and beyond. The research papers presented by HBMSU learners at the conference highlighted that smart learning is not just limited to technology; rather, it requires broader interpretations to convince decision makers that innovation in education is the need of the hour.

We sincerely hope, you will enjoy reading the research papers presented here. We also believe that these papers have great potential to generate very innovative ideas for the good of the education sector in any part of the world.

Finally, we would like to express our sincere thanks to Dr. Mansoor Al Awar, Chancellor, Hamdan Bin Mohammed Smart University for his valuable advice and support. Thanks are also due to Prof. Moustafa Hassan, Vice Chancellor for Academic Affairs and Prof. Abtar Singh, Dean, School of Education, Wissam Steitie, Innovation Arabia 10 Chair and his team, Mrs. Reem Asqoul of the Academic Affairs division of HBMSU and members of the Technical Committee for their efforts in making the conference hugely successful.

*Research Papers*

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## Emotional Intelligence in the Work Place

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### Abstract

Every organizations in the world strive for enhanced productivity. To facilitate this, qualified professionals are recruited, trained and undergo retraining; adequate, relevant and modern technologies are utilized and close monitoring employed. However, many organizations have reported failure and inadequacies in their productivity and profit, possibly because many employees lack emotional intelligence skills, which could have helped them to navigate between their emotions and those of their employers and customers. This paper therefore focuses on the concept, rudiments, necessity, importance, components and application of emotional intelligence that could facilitate success in all human endeavours, especially at the work place.

*Key words:* EEmotion, Intelligence, Emotional intelligence, Work place.

### Introduction

Emotional intelligence has recently been described by scholars as the main ticket to successful living. Little wonder when Akinboye (2003) gave an equation of success as:  $IQ+EQ+CR+INN= \text{SUCCESS}$ ; whereby,

IQ is Intelligent quotient,  
EQ is Emotional Intelligence,  
CR is Creativity, and  
INN is Innovation.

Hence, Emotional Intelligence is an essential ingredient of Life Success. Renowned scholars such as; Goleman, Salovey and Meyer, Akinboye, Adeyemo, Animasahun etc who have investigated the potency of Emotional Intelligence submitted

that Emotional Intelligence is the essential quality for success in the family and at work place. Therefore, it is pertinent to critically examine the importance of Emotional Intelligence in the work place.

### Concept of Emotional Intelligence

There are 2 Key words: **Emotion and Intelligence**. Let's examine the 2 one after the other.

**Emotion** refers to the part of a person's character that consists of their feelings rather than thought, which serves as the springboard for an action. It is a feeling such as happiness, love, fear, anger or hatred which can be caused by the situation in which an individual finds himself. Emotions are therefore at the base of human integrity, honesty, fairness, dignity and other important human actions.

Emotions drive human behaviours and actions. In fact, no human action, whether good or bad, is emotion free. Actions are dependent on emotions. Thus, emotions and actions go paripassu.

**Intelligence** on the other hand refers to the ability to think, reason and understand instead of doing things automatically or by instinct.

Intelligence has further been described as the ability to acquire and apply knowledge and skills based on intellect, mind, brain power, powers of reasoning, understanding, comprehension, acumen, insight, perception, sharpness, intuition, brilliance, aptness, talent, ability, giftedness etc.

Wikipedia, the free encyclopedia conceptualized **Intelligence** as one's capacity for logic, understanding, self awareness, learning, emotional knowledge,

planning, creativity, and problem solving. It can be more generally described as the ability to perceive information, and retain it as knowledge to be applied towards adaptive behaviours within an environment or context.

Applying Intelligence to the workplace really means the followings:

- i. Ability to think and proffer solutions to problems
- ii. Ability to understand, plan ahead and achieve in complex situations
- iii. Ability to be creative and be innovative for organizational productivity
- iv. Using ones knowledge and skills to move the Organisation forward
- v. Ability to be proactive in solving impending problems

However, all these may not be really achievable without special consideration for that person you are working with. Therefore, we need to include the issue of emotion because this precedes your action and those of others at the workplace.

Edward De-bono, in his Six Thinking Hats creativity technique, used the RED hat to describe emotion. Colour RED symbolizes DANGER! This indicates that there is little or nothing you can achieve without considering others' emotional reactions in your dealings.

No wonder, Daniel Goleman, a renowned author in Emotional Intelligence teachings wrote the bestselling book on Emotional Intelligence titled: Emotional Intelligence: Why It Can Matter More Than IQ. Really, no matter how brilliant you are, without emotional intelligence, life overall success may elude you.

**Emotional Intelligence** could therefore be conceptualized as ability to take charge or be in control of one's emotion, and think reasonably and rationally before embarking on any action; which should not be injurious to others but promotes unity.

The relationships between emotional intelligence and good character; integrity, honesty, fairness and human dignity are considered as a basis for ethical behaviour which is essentially needed at home, at work and in the society.

#### **Emotional Intelligence Broad-Based**

While character is the foundation of all human behavioural functions, Emotional intelligence (EQ) largely determines human character. In fact, EQ is now described as the major determinant of human success, accounting for 80% of human performance while General Intelligence (I.Q.) accounts for 20%. (Goleman, 1996).

#### **Emotional Intelligence (EQ) Defined by Renowned Scholars**

There are numerous definitions of EQ. Some of the definitions focus on skills or competence of an emotionally intelligent person, while others focus on behaviours, yet others emphasize intelligence.

(I) Competency-based definition by Heartskills (2001) considers EQ as the ability to navigate life towards ever increasing degrees of freedom by accessing innate heart skills: to integrate emotions and awareness. To align feelings and reason, to direct actions with vision to solve problems, resolve conflicts and creativity enhance inter-and intra-personal relationship. The Heart skills suggest five areas of EQ application including:

1. Listen - this involves an individual's ability to be open to emotional, intellectual and social communication.
2. Love - involves ability to sense the true meaning of compassion.
3. Learn - involves ability to process emotional and intellectual information
4. Choose - involves ability to redirect thoughts, feeling and actions based on values and beliefs.
5. Be free - involves ability to re-invent a vision and live according to purpose.

(II) Six seconds (2001) proposed an outcome-based definition of EQ as the combination of knowing yourself, choosing yourself and giving yourself. It includes the skills, habits and understandings that shape our thoughts, feelings and actions in our relationships with ourselves and with others. The application of Six-seconds definition comprises three parts namely:

1. Know yourself - involves increasing your awareness of patterns and mechanisms of thought, feeling and actions. This includes building of emotional literacy and recognition of patterns.
2. Choose yourself - this involves redirection of those patterns based on your conscious commitment to the future. This could be done by the application of consequential thinking evaluation and re-choosing motivation of self choice and optimism.
3. Give yourself - this involves alignment of choices with the interdependent world, and creating meaning for your life. This could be done by creating empathy, commitment to noble goals.

(III) A competency-based definition of EQ was suggested by Q-Metrics. He explained EQ as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence. The suggested Q-Metrics application of EQ is divided into three.

1. Awareness - involves emotional self awareness, emotional expression and emotional awareness of others.
2. Competencies - involves intentions, creativity, resilience, interpersonal connectedness and constructive discontent.
3. Value and Attitude - involves outlook, compassion, intuition, trust radius, personal power and integrated self.

(IV) Salovey and Mayer (1997) are two important pioneers in the discipline of EQ. In fact, these two psychologists suggested the EQ label. They defined EQ as the ability to perceive accurately, appraise, and express emotion, the ability to access and/or generate feeling when they facilitate thought, the ability to regulate emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Salovey and Mayer suggested the following four areas of application:

1. Identifying emotions - involves the ability to recognize how you and those around you are feeling.
2. Using emotions - ability to generate emotion and reason with the emotion.
3. Understanding emotions - ability to understand complex emotions and emotional chains. How emotions transit from one stage to another.
4. Managing emotions - ability which allows you to manage emotions in yourself and in others.

(V) A relationship-based definition was suggested by Steiner (2001) which described EQ as the development of emotional literacy. Steiner's application involves four stages:

1. Knowing what feelings we have, and how strongly and why.
2. Recognizing the kind, strength and reasons for other people's feelings.
3. Developing the love-centered ability to express or hold back our feelings to enhance the quality of our lives and the quality of life of those around us.
4. Managing emotions and feelings.

(VI) Another definition of EQ was suggested by Goleman (1998). He described EQ as the capacity for recognizing our own feelings and those of others, motivating ourselves and for managing emotions well in ourselves and in our relationships. Goleman suggested four dimensions of application of EQ.



1. Self-awareness - Capacity for understanding one's emotions, one's strength, and one's weakness.
2. Self-management - Capacity for effectively managing one's motives and regulating one's behaviour.
3. Social awareness - Capacity for understanding what others are saying and feeling and why they feel and act as they do.
4. Social skills - Capacity for acting in such a way that one is able to integrate himself into the society in order to get desired results from others and reach the desired goals.

(VII) Akinboye's (2002) definition of EQ is emotion + thought + creativity = drive skilled based. EQ describes the ability to organize emotion driven perception, intuition, creativity and thought processes plus the ability to express such emotion-laden behaviour intrapersonally as well as interpersonally to build trust, honesty, integrity, fairness, human dignity and integrity in life and at work. The application of this type of EQ from this definition could be explained in four stages:

1. Self-awareness - ability to understand one's emotion and thought processes including the similarities, differences and juxtaposition products.
2. Intuitive awareness - ability to recognize emotion driven perception concepts, designs and patterns.
3. Win-win and Synergy - Ability to recognize emotion driven creative thought processes collaboratively and in a way that is satisfying to all.
4. Trust worthiness - Ability to develop trust in spite of individual differences in emotion driven thought process.

#### **Application of Emotional Intelligence in the Workplace**

There is no aspect of organization operation that is not seriously influenced by EQ. Human beings at home, and in the workplace always live in an emotional

ambience. Everything a person does is done in an emotional context and carries with it an emotional content. Chermis and Goleman (2011) record the answer they got from employees when they were asked to identify the greatest challenges the organizations face as follows:

- People need to cope with massive, rapid change
- People need to be more creative in order to drive innovation
- People need to manage human huge amounts of information
- The organization need to increase customer loyalty
- People need to be more motivated and committed
- People need to get better together
- The organizations need to make better use of the special talents available in a diverse workforce
- The organizations need to identify potential leaders in its rank and prevent them from moving away.
- The organizations need to make good decisions about new markets, products and strategic alliances
- The organizations need to prepare people for overseas assignments
- The organizations need to develop a culture in which there are clear-cut codes of work ethics to which all stakeholders comply.

This is a crucial aspect of the functions of the 21<sup>st</sup> Century organizations. Emotional Intelligence (EQ) thus critically influences organizational effectiveness, leadership, employees' selection and retention, teamwork, employee commitment, morale, creativity and innovation, efficiency, effectiveness, productivity enhancement, sales, quality service, compliance to ethical codes of conduct, customer service, strategic planning, marketing, learning, health and welfare programmes such as stress, anxiety, depression, anger management including corruption and fraud prevention.

### Competences of Emotional Intelligence

There is no doubt that EQ competencies are useful and can certainly enhance productivity at work. In fact, EQ is a foundational behaviour for work ethics, ethical code of conduct, integrity, honesty, fairness and human dignity in the work place. Therefore, this section is designed to consider some of the EQ competencies that can make even the code of conduct programme at work effective.

The competences require skills in introducing feelings, paying attention to feelings, giving significance to feelings, thinking about feelings and taking these feelings into account in deciding how to act in life, at work and in the community at large. A few of the EQ competencies may be considered under two main categories:

1. **The intrapersonal competencies.** These include character, integrity, honesty, fairness, mode management, human dignity, self motivation, management of set-backs, intuition, proactivity, energy management, stress management and others. If an individual is able to manage interpersonal competencies, he is likely to be courageous to stand his grounds when temptations on ethical dilemmas arise.
2. There are **interpersonal competencies** such as empathy, service orientation, developing others, leveraging diversity, political awareness, influence, effective communication, leadership, change catalyst, conflict management synergy, team capabilities and others.

When these competencies unfold in a team of employees, there is improved attitude, motivation and productivity, respect for the golden rule and the right of others, communication becomes spontaneous, effective and quick due to effects of human interdependence, collaboration and synergy.

Let us quickly amplify further 3 of the competencies:

#### a) Character

Character is one of the fundamental competencies of EQ. Character is so important in human ethical, social, emotional and work behaviours that Covey considers it as the foundation of win/win skill of human interdependence. Without good character, there is no foundation for most of the other ethical behaviour competencies. In short, character is the basis for ethical behaviour, work ethics, proactivity, interpersonal skills and integrity, honesty, and human dignity. For an employee to manifest ethical behaviour, he or she needs to possess good character.

A person's character is shaped and determined by what he or she does and the choices made even on a moment per-moment basis. A person's character is the anchor in the stormy waters of life and an insulator from temptations, ethical dilemmas, corrupt practices and fraudulent actions. Strong, good character gives a person peace of mind, pride, confidence, reputation, integrity. Honesty makes him or her trustworthy. Strong character is ethics in action because it imbues a person with the courage to stand firm to uphold ethical principles.

#### b) Integrity

Integrity is one the important competencies of EQ. It is, however, difficult to define integrity. A person of high integrity is a principled individual who work and talks and lives his or her highest ethical values. A person of integrity always does what is right even in tough situations without compromising values in the presence of fierce temptations. Integrity describes trustworthiness, loyalty, sincerity, virtue, candor, uprightness, honesty and high human dignity. Integrity has to do with the avoidance of deception. Integrity describes human completeness, not being divided. Integrity communicates fairness to others. It is being the same person to everyone. Integrity is maintaining values and high ethical ideals steadfastly and focusing on what one believes is right. Integrity is an achievement, not a gift. It is the summation

of the decision human beings make. Really, "integrity is in adherence to one's conviction". Employees must adopt a life of integrity to be ethical in the work place. They have to practice integrity to avoid corruption and fraud.

A life of integrity is thus a goal or an ideal to aim at improving upon human integrity. Integrity means the pursuit of truth wherever and whenever it is found. Integrity means standing one's ground even if no one else follows. Living a life of integrity at work, anywhere means not accepting status quo, avoiding the small lie, not repeating the unsubstantiated rumour. Living a life of integrity at work, anywhere, means keeping commitments, accepting responsibility and continuously asking, "how can I improve upon my integrity?" It is a vital component of EQ.

### c) Honesty

Honesty is an important component of EQ. It is telling the truth. As Covey asserted, honesty is conforming our works to reality. Choosing to be honest makes a person develop high self-concept, become confident, courageous to stand for the right. Honesty reinforces interpersonal communication and builds high synergy, trust and sincerity in human interdependence.

The honest person is always truthful, sincere and straightforward. Such people do not lie, cheat, steal or defraud others. Honest people do not mislead others. Therefore, they have high ethical behaviour conduct at work or in life.

### Other EQ competencies needed at the work place include:

- a. maturity
- b. empathy,
- c. self/impulse control,

- d. stress management
- e. anger management
- f. conflict management
- g. problem solving
- h. emotional self awareness,
- i. human dignity,
- j. flexibility,
- k. reality testing,
- l. trust
- m. fairness
- n. mutual love
- o. assistance
- p. selflessness
- q. team spirit
- r. creativity
- s. respect for the worth and dignity of others
- t. caring
- u. objectivity
- v. understanding
- w. reliability
- x. responsibility
- y. resourcefulness
- z. resilience, etc.

### Conclusion

As much as success is important to all, being the ultimate pursuance of individuals in the world, it cannot be successfully achieved without effective human interaction. Emotional intelligence is essentially needed for successful human interactions. Hence, Emotional intelligence is really a path-way to life success and should be utilized at the work place for enhanced relationship and productivity. Without adequate emotional intelligence, individual and group success might turn to be unfulfilled dreams and mere shadows; whereas at least moderate emotional intelligence could lift an individual from the dunghill and make him sit at table with princes in the palace.

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