

## **A RESEARCH ON THE RELATIONSHIP BETWEEN KNOWLEDGE SHARING AND EMOTIONAL INTELLIGENCE IN THE PROCESS OF KNOWLEDGE MANAGEMENT**

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**Abstract:** This study analyses the relationship between information sharing and emotional intelligence depending on the literature. The research was conducted through the analysis of the data collected from 412 nurses employed at 11 different hospitals of TSK (Turkish Army) Medical Command. According to the results of this heuristic research, there is a positive relationship between the sub-dimensions of emotional intelligence, such as emotional appraisal, empathic sensitivity, positive regulation and positive utilization and the dimensions of knowledge sharing, such as explicitness of intra-organizational channels, conditions restricting information, employees' perceptions about knowledge sharing and viewpoint about the knowledge.

**Özet:** Bu çalışmada, literatüre dayalı olarak bilgi paylaşımı ile duygusal zeka arasındaki ilişki incelenmeye çalışılmıştır. Araştırma, TSK Sağlık Komutanlığı bünyesinde 11 farklı hastanede görev yapan 412 hemşireden toplanan verilerin analize tabi tutulması ile gerçekleştirilmiştir. Keşifsel nitelikte olan bu çalışmanın sonuçlarına göre duygusal zekânın alt boyutları olan duygusal değerlendirme, empatik duyarlılık, pozitif duygusal yönetim ve duyguların olumlu kullanımı ile bilgi paylaşımı boyutları olan kurum içi bilişsel kanalların açıklığı, bilgiyi engelleyen durumlar, bilgi paylaşımını gerektiren durumlar ve bilgiye bakış açısı arasında pozitif bir ilişki bulunmuştur.

### **INTRODUCTION**

Depending on knowledge definition of every organization, knowledge management processes are expressed differently. Besides, knowledge management processes are also studied differently in academic studies. Generally, it is possible to define knowledge management process as knowledge acquisition, knowledge sharing and use of knowledge. Knowledge management process enables rapid increase of knowledge accumulation. Since the knowledge which is not used doesn't create a value, in order for knowledge to function, it should be used. Today, knowledge is expressed as a production factor that increases when used and shared. In the process of sharing knowledge, information technologies have an important place. Especially, the importance of information technologies stands out in the replacement of explicit knowledge among individuals, groups and organizations. However, information technologies aren't sufficient alone in the sharing of tacit knowledge because this process should be supported with organizational intelligence. The aim of this study is to reveal the theoretical frame of intra-organizational knowledge sharing and to find the relation between emotional intelligence, one of the organizational intelligence dimensions. In this perspective, the view of knowledge and knowledge sharing levels of nurses, explicitness of intra-organizational cognitive channels in knowledge sharing, situations hindering knowledge sharing, dimensions of emotional intelligence were analyzed.

### **1. CONCEPTUAL ANALYSIS OF KNOWLEDGE SHARING AND EMOTIONAL INTELLIGENCE**

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Research on knowledge management (Senge, 1990; Nonaka, 1994; Nahapiet and Ghoshal, 1998; Alavi and Leidner 2001) argues that organizational knowledge at collective level, individual learning and knowledge arise from communication, exchange and sharing between colleagues. Employees contribute to both their own and the organization's knowledge accumulation by reaching for new knowledge and producing knowledge during their activities (Cited in Özler et al., 2006:138). In its simplest form, defined as transferring of knowledge, knowledge sharing has its own place and importance in knowledge management.

It is stated that research on knowledge sharing stated to be published in 1970s (Delaney, 2003:16). However, the research on the matter intensified especially during 1990s. In 2000s, such concepts as knowledge management and knowledge sharing culture stood out (Tiwana, 2003:23), while since 2000s, which is called the information age and accepted as the start of a new age, many academic studies have been conducted on knowledge management and knowledge sharing. Accordingly, it is projected that this interest will intensify in the future.

Knowledge sharing in an organization is an important issue. Because knowledge is considered as being the source of organizational competitive and a kind of strategic capital in an information economy, the more the knowledge is expanded in an organization, the more the capacity of competition is (Yaghi et al, 2011:20).

Knowledge sharing can be defined as transferring knowledge from one place or one person to another (Sharrat and Usoro, 2003:4-5). It is possible to define knowledge sharing basically as making knowledge useable for the individuals in an organization. In other words, knowledge sharing is a process of bartering knowledge with other individuals so that they can understand, claim and use it (Ipe, 2003:341); knowledge sharing is that employees share their knowledge, thoughts, suggestions and experience in their organization with others (Bartol and Srivastava, 2002:65).

Another definition states that knowledge sharing is a social mutual interactive culture and involves knowledge, skill and experience exchange of employees in an organization. For an organization, knowledge sharing is capturing knowledge based on experience, organizing it, making it reusable and transferring it; it depends on making knowledge available for others in an organization or a business. Many studies have shown that knowledge sharing is compulsory because it allows organizations to increase their innovation performance and to decrease unnecessary learning efforts (Lin, 2007:315-316).

Knowledge is about knowledge exchange between two individuals. It can also be expressed as "willingness of individuals in an organization to share their knowledge with others" ( Neish and Mann, 2010:19-20). Sharing knowledge also allows administrators and employees keep what they know and to practice it (Yang, 2007:84). The aim of sharing knowledge is either to create new knowledge out of existing knowledge or to improve it (Christensen, 2007:37).

Knowledge sharing is thought as a social behaviour and many physical, technological, psychological, cultural and personal factors have effective roles in not only supporting but also limiting knowledge sharing. Despite many advantages of knowledge sharing, researchers and implementers often argue that in many cases, in fact, individuals abstain from sharing their knowledge with others (Davenport, 2007); moreover, they say that act of sharing knowledge is unnatural and there are many reasons for people to abstain from sharing their knowledge with others. Some of what obstruct sharing knowledge between colleagues are the following factors: the relations between the source of knowledge and the receiver of the

knowledge aren't extensive, according to Smith and McKeen (2003) rewards and motivation aren't enough for sharing, according to Ikhsan and Ronald (2004) time is insufficient, and knowledge sharing culture is lacking. Furthermore, inadequacy in understanding what to share with whom, limited appreciation of sharing knowledge and fear of acquiring false knowledge may also hinder knowledge sharing acts (Cited in Majid and Wey, 2009:22).

Knowledge sharing refers to the exchange and discussion of knowledge among members of an organization, between internal and external teams, or between organizations for the purpose of improving organizational competitiveness by the effective exchange, integration, and synergy of knowledge (Chen et al., 2010:853).

Knowledge can be explicit or implicit. Explicit knowledge within an organization can be represented using rules, ontologies, cases, models, data, manuals or other forms. It is usually stored in knowledge repositories which can be directly exploited by knowledge-based systems or humans to solve specific problems. Implicit knowledge, on the other hand, is subjective, experience-based and often context-specific, making it hard to be expressed in a particular language (Liu et al., 2011:427). Sharing knowledge occurs when an individual is willing to assist as well as to learn from others in the development of new capabilities (Yang, 2010:43).

Quinn, Anderson, and Finkelstein (1996) presumed that knowledge sharing is not only the biggest challenge and obstacle in knowledge management, but also the most important factor in measuring the performance of the knowledge management or organizational learning. Within an organization, knowledge sharing can be done through informal, unsystematic and non-daily routines. Tampoe (1993) found that motivation for knowledge sharing mainly comes from personal growth, operational autonomy, task of achievement, and money. Stott and Walker (1995) elaborated on this, arguing that the knowledge sharing is affected by a sense of belonging, self-esteem, and self-actualization, and that money has less influence. Hendriks (1999) stated that motivation for knowledge sharing arises from a sense of accomplishment, recognition, operational autonomy, challenge, responsibility, and opportunity for promotion (Cited in Tseng and Huang, 2011: 6119).

Research has shown that knowledge sharing and combination is positively related to reductions in production costs, faster completion of new product development projects, team performance, firm innovation capabilities, and firm performance including sales growth and revenue from new products and services (Wang and Noe, 2010:115).

The term emotional intelligence itself was used in the 1960s in an incidental fashion in literary criticism (Van Ghent, 1961) and psychiatry (Leuner, 1966). Two decades later, it was employed more extensively in a dissertation (Payne, 1986). In 1990, wrote two articles on EI that explicitly defined EI and developed a theory and demonstration measure of it (Mayer, DiPaolo, and Salovey, 1990; Salovey and Mayer, 1990); also editorialized (Mayer and Salovey, 1993) for its further study (Cited in Mayer et.al., 2006:198).

Emotional intelligence has its root in the concept of "social intelligence" that was first identified by Thorndike (1920). Thorndike (1920) (cited in Wong and Law, 2002) defined social intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Gürol et al., 2010:3246). Gardner brought the multiple intelligence concept to the agenda expanding the concept of social intelligence in 1983. His research focused on the idea that personal and interpersonal intelligence is at least important as standard intelligence. According to Gardner, social intelligence consists of individuals'

personal and interpersonal intelligence. Interpersonal intelligence is defined as the ability symbolizing individual's intelligence that is interested in one another and complex and high differences of emotion groups, while personal intelligence is defined as the individual's being aware of his/her own intelligence and other personal skill (feelings, character, motivation and intentions) in his/her relationships with others and discriminating these from each other (Gürbüz and Yüksel, 2008:176).

Emotional intelligence was originally conceptualized by Salovey and Mayer (1990), however emotional intelligence became popular outside academia by Daniel Goleman. Emotional intelligence theory has evolved from definitions of intelligence. Historically, understanding the nature of intelligence and emotion has been difficult. Definitions of intelligence vary and include behaviors associated with information processing, experiential learning, environmental adaptation, thought and reasoning patterns. Emotions are complex reaction patterns involving behavioral and physiological elements to personally significant events. Intelligence and emotions have been investigated as components of mental operations and as physiological and behavioral response patterns within environments. However, investigations into the nature of intelligence and emotions have not resulted in a clear conceptualization of either concept (Gürol et al., 2010:3246-3247).

By adopting the widely accepted definition of emotional intelligence (Mayer ve Salovey, 1997) as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Song vd., 2010:137).

Goleman (1998:317) defines emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” and maintains that it is a “learned capability . . . that determines our potential for learning the practical skills”. His emotional intelligence framework encompasses five elements: self-awareness, motivation, self-regulation, empathy, and social skills. Similarly, Bar-On (2006:14) describes emotional intelligence as having both emotional and social components and “using that intelligence to manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions” (Benson, 2010:49-50).

Emotional intelligence is a set of abilities concerned with processing emotions and emotional information. This concept has generated considerable interest, but some researchers have questioned its validity (Cote et al., 2010:496).

Emotional intelligence involves the accurate appraisal and expression of emotions in oneself and others and the regulation of emotion in a way that enhances living. One aspect of emotional intelligence is the ability to recognize the consensual agreed upon emotional qualities of objects in the environment (Mayer et. al., 1990:772).

Recent research on human brain demonstrates that the real criterion of human intelligence is not only cognitive intelligence and the main character on life success is emotional intelligence individuals have. Emotional intelligence represents the needs, motives and real values canalizing individuals' all appearing attitudes and determines human relations and the success in the workplace (Güllüce and İşcan, 2010:10).

Emotional intelligence is a hot intelligence. It can be thought of as one member of an emerging group of potential hot intelligences that include social intelligence (Sternberg and Smith, 1985; Thorndike, 1920), practical intelligence (Sternberg and Caruso, 1985; Wagner and Sternberg, 1985), personal intelligence (Gardner, 1993), non-verbal perception skills (Buck, 1984; Rosenthal, Hall, DiMatteo, Rogers, and Archer, 1979), and emotional creativity (Averill and Nunley, 1992). Each of these forgoing concepts forms coherent domains that partly overlap with emotional intelligence, but that divide human abilities in somewhat different ways (Cited in Mayer et al., 2000:268).

The most controversial and unsubstantiated assertions made about the importance of emotional intelligence include: emotional intelligence is more important than IQ (Goleman, 1998); emotional intelligence is not strongly related to race, class, education or socio-economic status (Goleman, 2005); persons with emotional intelligence are more adaptable to stressful environments (Bar-On, 2005) and most people can develop emotional intelligence (Mayer and Salovey, 1997). Emotion is fundamental to nursing practice. As frontline healthcare workers, nurses form and maintain relationships within emotionally charged environments where emotion is central to the fabric of health care delivery. Clinical decisions, intrinsically bound by professional ethics and codes of practice, occur in changeable and chaotic environments. Emotions influence professional relationships, impact patient care decisions and affect healthcare workers at an intrapersonal level. Even though emotional intelligence theory is controversial (Matthews et al., 2002), nursing literature focused on emotional intelligence shows considerable enthusiasm and growth (Smith et.al., 2009:1625-1627).

Emotional intelligence skills and competencies are deemed necessary for workplace success, job performance, and effective leadership. The attributes of emotional intelligence are valued in professional nursing and claimed to be important for effective nursing leadership. Yet there are few studies of emotional intelligence among health professionals, including nurses and nursing students, to support this claim (Benson et al., 2010:49).

Having analyzed the related literature, it is seen that the majority of the studies on emotional intelligence had been carried out on health staff. The fact that knowledge sharing between the health staff is nearly compulsory since it is directly related to the human life and health staff's communications with both other staff and patients are mostly face-to-face once more drawing our attention to the importance of emotional intelligence.

## **2- THE RELATIONSHIP BETWEEN KNOWLEDGE SHARING AND EMOTIONAL INTELLIGENCE**

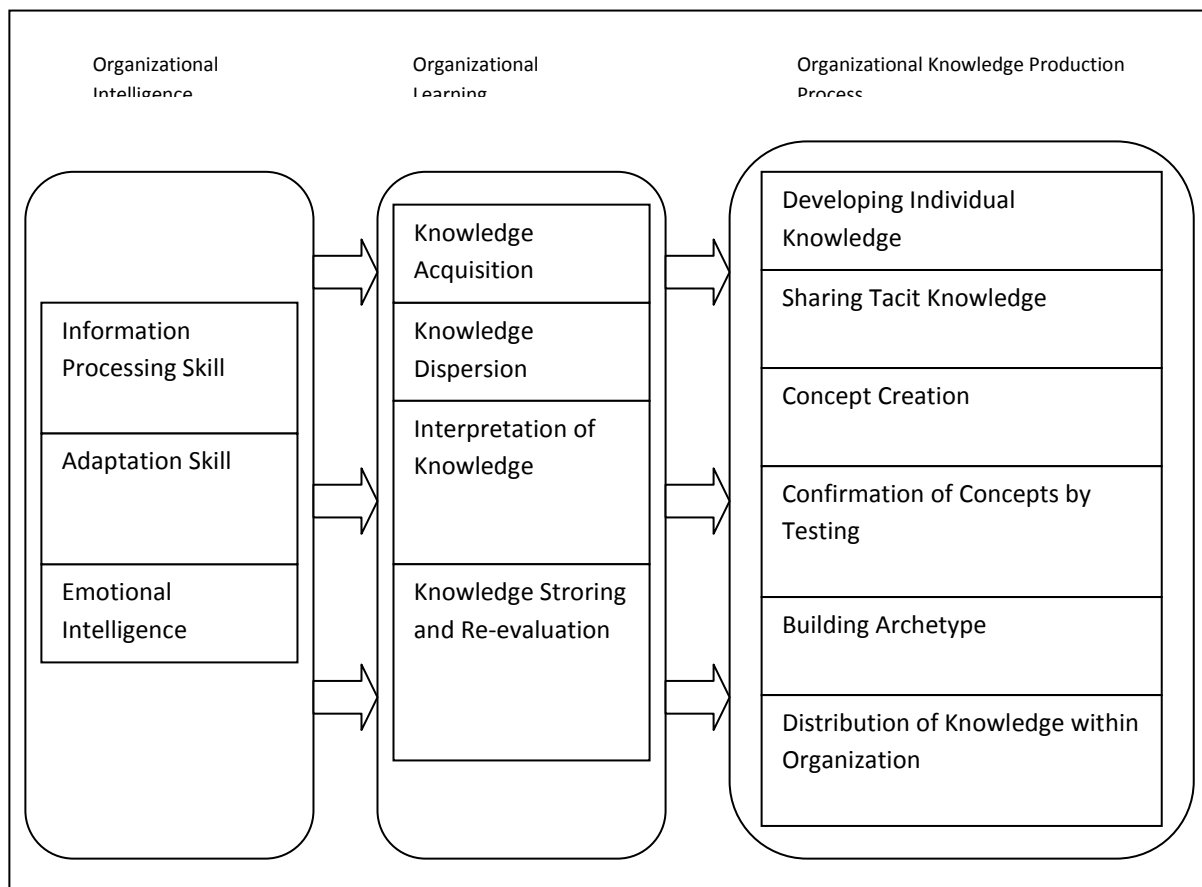
The interview responses show that at the managerial level both private and public agencies have overcome the identified barriers that set back the knowledge sharing, while from the questionnaires it is found at the employee level that several cultural barriers such as organizational environment, emotional intelligence and managers' commitment are still present (Rivera et al., 2009:257).

In knowledge sharing, accepting knowledge should be voluntary. In other words, knowledge sharing should be done without forcing and with reconciliation between parties (Yeniçeri and Demirel, 2007: 222). Moving from the fact that the communication between individuals is important in sharing their knowledge, it is possible to think that emotional intelligence is effective in consolidating this communication.

Organizational intelligence is considered as a capacity of use for the aim of processing information, producing knowledge, distributing and sharing the output and better adaptation. Organizational symbols, interaction patterns, organizational culture and socialization processes all involve and distribute organizational intelligence. Knowledge management, technology management, organizational structure and organizational processes are suggested as components of organizational intelligence, which shows that most of the elements suggested as components are about information processing and adaptation skills. Some of the components suggested in the literature is about emotional intelligence. Therefore, the following model shows the place of emotional intelligence in knowledge management, organizational learning and knowledge sharing (Kalkan, 2004:402).

In Figure 1, the place of emotional intelligence in knowledge management, organizational learning and knowledge sharing is shown.

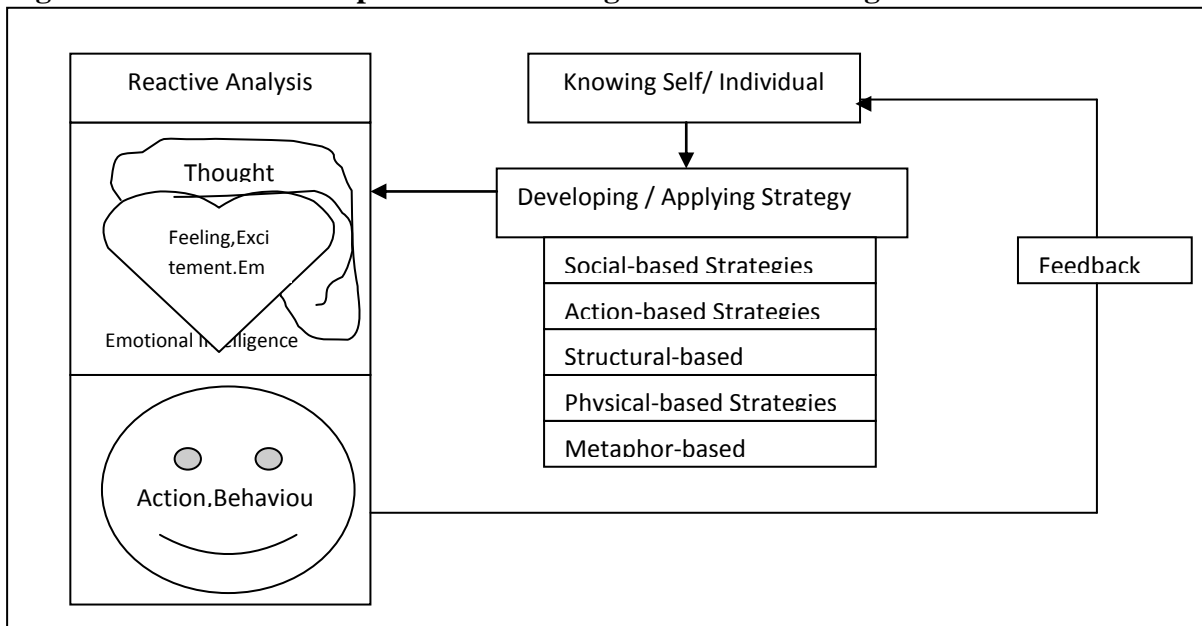
**Figure 1. Organizational Learning Process**



**Reference:** Veli Denizhan Kalkan, “New Initiatives in Organisational Learning Studies; Organisational Intelligence and Information producing, 3rd National Information, Economics and Management Congress Final Paper, Osmangazi University, Eskişehir, 2004, p. 405.

Doğan (2003), dealt with the relation between tacit knowledge and emotional intelligence and body language. He analyzed the role of emotional intelligence in knowledge sharing. As seen in the model below, development and sharing of tacit knowledge which is based on emotional intelligence and body language expresses a circular process in four steps. The process starts with knowing the individual and continues with strategy development and application, reactive analysis and feedback. Success of the circle is proportionate to knowing the steps well and applying them effectively.

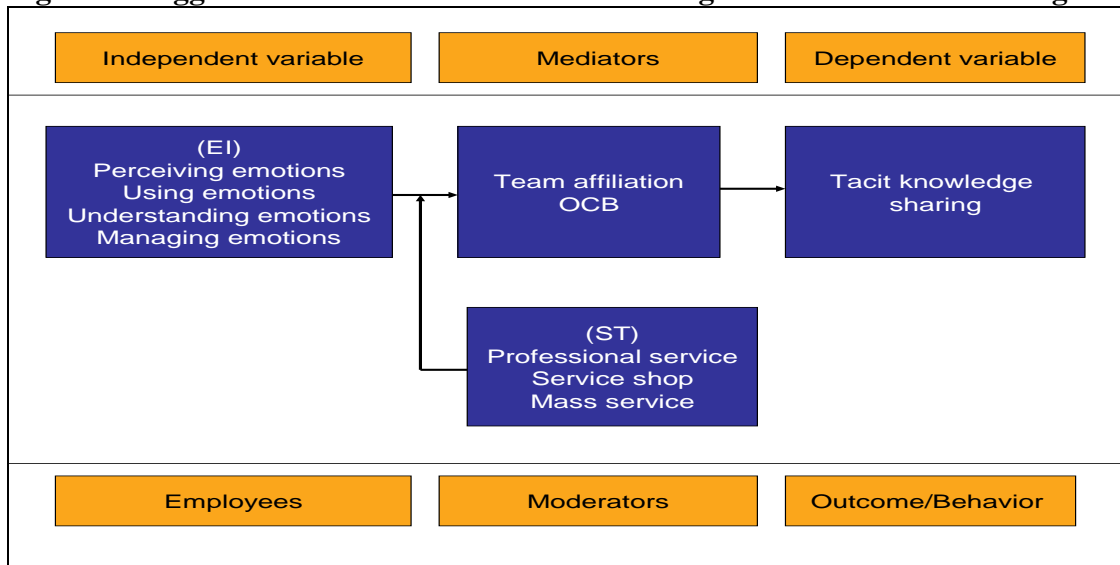
**Figure 2. Circle of Development and Sharing of Tacit Knowledge**



**Reference:** Hulusi Doğan, “An Analysis of Tacit Knowledge with Humanistic Approach: Strategic Using Ways and the role of Emotional Intelligence and Body Language in Developing and Sharing Tacit Knowledge” *Ege Academic View*, 3 (1-2), 2003, p. 58-66.

Othman and Abdullah (2009) suggested a model for emotional intelligence and tacit knowledge sharing. Of the sub-dimensions of emotional intelligence, understanding emotions, using emotions and managing emotions affect team work and increase organizational citizenship behaviour of team members, thus achieving knowledge sharing.

**Figure 3. Suggested A Model For Emotional Intelligence And Tacit Knowledge Sharing**



**Reference:** Othman Abdul Kadir and Hazman Shah Abdullah (2009). “The Influence Of Emotional Intelligence On Tacit Knowledge Sharing In Service Organisations”, [www.kmice.uum.edu.my/kmice08/Paper/CR88.doc](http://www.kmice.uum.edu.my/kmice08/Paper/CR88.doc), pp1-7.

Knowledge sharing is perceived as crucial for the success of an organization. It is then imperative that we understand the various factors that influence knowledge sharing behaviors

However, in order to share knowledge, it is important to change employees' behaviors and attitudes so that they will willingly share their knowledge. Given the above, we can expect emotional intelligence to play a key role. Emotional intelligence is the "ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence" (Karkoulian et al., 2010: 89).

Gathering knowledge is easy, but sharing it is difficult. Many firms are starting to realize that knowledge shared is knowledge smartly deployed and leveraged. However, the key success factor remains the human factor, and a person's identity is fundamental to his/her motivation and commitment. It drives he/she feels is important knowledge, what, how and with whom he/she will share that knowledge, and how he/she values his/her contribution to colleagues and to the organization. Thus, if we know more about the relationship between personality and knowledge sharing, we will be able to better handle questions about knowledge sharing and encourage it. In this research, we focus on the personality determinants of emotional intelligence and how it relates to the individual's knowledge sharing. Our results confirmed our predictions that emotional intelligence is positively related to knowledge sharing. This expands Othman, Abdullah, and Ahmad's (2008) research that hinted to such relationship by concluding from their research that employees with high EQ are able to put aside their personal interest for the sake of team effectiveness by sharing their personal experiences when dealing with coworkers (Karkoulian et.al, 2010:91-94).

Having analyzed local and foreign literature, it has been seen that there are so few studies on the numerous studies on knowledge sharing and emotional intelligence. This situation makes us strongly believe that this study will have a contribution to the literature.

All intra-organizational channels' being open is vital for the efficiency of the knowledge sharing process. Therefore, the organizational atmosphere should be plausible for knowledge sharing. Besides, it is essential to endeavor for eliminating the conditions preventing knowledge sharing. In that context, managers have big responsibilities and employees should have positive perceptions towards knowledge sharing. The management should improve methods to increase knowledge sharing and executives should give priority to employees' ideas, recommendations and discoveries. Another point to be taken into consideration is employees' viewpoint about the knowledge. Employees ought to share their knowledge with their colleagues and executives to facilitate their job and carry it out efficiently.

Emphatic sensitivity is related to individual sensitivity about empathy, entering into the feelings of another. It is assumed that any individual having emphatic sensitivity can understand his/her interlocutor's feelings looking at his/her body language. Positive regulation emerges as being willing about managing feelings positively and having positive feelings. So that, individuals motivate themselves positively always thinking optimistically and they are also stronger at coping with the difficulties they experience. Emotional evaluation dimension is related to the individuals' being aware of their feelings. Being aware of their feelings is effective in understanding others' feelings. Positive utilization is related to the fact that individuals can be more creative and innovative, deal with problems easily and have a positive impression on people when they have positive feelings or when they are in a positive mode.

### **3. METHOD**



The data were collected through a questionnaire based on literature. Surveys of Chow, Deng and Ho (2000) were utilized in evaluating the employees' knowledge sharing. There were 30 questions by Chow, Deng and Ho (2000) in the questionnaire: 5 about the perspectives of the employees about knowledge, 5 about the cases requiring knowledge sharing, 9 about the cases obstructing knowledge sharing and 5 about the elements of knowledge sharing that is the basic variable of intellectual capital. In evaluating employees' emotional intelligence dimensions, Chan's (2004 and 2006) scale used in analyzing the relationship between burnout and emotional intelligence was utilized. The original scale had been developed from Schutte's and his associates' 33-item research. The scale consists of 4 dimensions (emotional appraisal, positive regulation, emphatic sensitivity and positive utilization) and 3 questions in each dimension. In the study, the original scale was abided by. Reliability of the scale had been found high in the Chan's study (Cronbach Alpha=0.82-0.86). The scale has a higher reliability compared to the scales used in other studies on emotional intelligence (Aslan and Özata, 2008: 88; Konakay, 2010:165). Answers by participants were graded by quinary Likert scale (1= Strongly agree, 5= Strongly disagree). The data were analyzed with SPSS 14 for Windows program.

The questionnaire developed by Chan to assess the emotional intelligence dimensions of employees was composed of 4 dimensions; namely, emotional appraisal, positive regulation, impotence sensitivity and positive utilization each of which were composed of 3 questions.

#### **4. HYPOTHESES OF THE RESEARCH**

The hypotheses of the research are as the following;

**H1:** There is a statistically significant relationship between the participants' (nurses) viewpoints about emotional evaluation, sub-dimension of emotional intelligence and accessibility of cognitive intra-organizational channels, conditions restricting knowledge, employees' perceptions about knowledge sharing and their viewpoint about the knowledge, which are the dimensions of knowledge sharing.

**H2:** There is a statistically significant difference between the participants' (nurses) viewpoints about emphatic sensitivity, which is the sub-dimension of emotional intelligence, and accessibility of cognitive intra-organizational channels, conditions restricting knowledge, employees' perceptions about knowledge sharing and their viewpoint about the knowledge, which are the dimensions of knowledge sharing.

**H3:** There is a statistically significant difference between the participants' (nurses) viewpoints about positive regulation, which is the sub-dimension of emotional intelligence, and accessibility of cognitive intra-organizational channels, conditions restricting knowledge, employees' perceptions about knowledge sharing and their viewpoint about the knowledge, which are the dimensions of knowledge sharing.

**H4:** There is a statistically significant difference between the participants' (nurses) viewpoints about positive utilization, which is the sub-dimension of emotional intelligence, and accessibility of cognitive intra-organizational channels, conditions restricting knowledge, employees' perceptions about knowledge sharing and their viewpoint about the knowledge, which are the dimensions of knowledge sharing.

#### **5. SAMPLING & DATA COLLECTION TOOLS**

The sampling was composed of 412 military nurses employed at 11 different hospitals of TSK (Turkish Army) Medical Command. In order to reach all of the subjects, total 700 questionnaires were sent to the hospitals and 412 returns were achieved, which was 58,8% return rate.

## 6. FINDINGS & ANALYSIS

This chapter involves reliability of the questionnaire, demographic features of the subjects and interpretations based on the data obtained from regression analysis.

### 6.1. Reliability of the Questionnaire

In order to test reliability of the questionnaire, a pre-study was conducted on 40 subjects. As a result of the analysis conducted to test consistency and reliability of 30 questions about knowledge sharing (N of items= 30), the Likert type questionnaire data was found to have Cronbach Alpha value of 0,89, which is very close to 1.00. This showed that the questions about knowledge sharing were reliable and could be used in the research. As a result of the analysis conducted to test consistency and reliability of 12 questions about emotional intelligence (N of items= 12), the Likert type questionnaire data was found to have Cronbach Alpha value of 0,91, which is very close to 1.00. This showed that the questions about emotional intelligence were reliable and could be used in the research.

### 6.2. Demographical Characteristics of the Subjects

Table 1 shows demographic features of the subjects.

AGE DISTRIBUTION			MARITAL STATUS DISTRIBUTION		
AGE	FREQUENCY	%		FREQUENCY	%
20-25	49	11,9	Married	294	71,4
25-30	125	30,3	Single	118	28,6
30-35	152	36,9	TOTAL	412	100,0
35-40	53	12,9	DISTRIBUTION ACCORDING TO POSITION		
40-45	26	6,3		FREQUENCY	%
45 and over	7	1,7	Nurse	384	93,2
TOTAL	412	100,0	Manager Nurse	28	6,8
			TOTAL	412	100,0
WORKING TIME DISTRIBUTION			DISTRIBUTION OF EDUCATION LEVEL		
TIME	FREQUENCY	%	EDUCATION	FREQUENCY	%
1-5 years	241	58,5	High School	22	5,3

5-10 years	101	24,5	University	375	91,0
10-15 years	48	11,7	Masters Degree	14	3,4
15-20 years	14	3,4	PhD	1	,2
Over 20 years	8	1,9	TOTAL	412	100,0
TOTAL	412	100,0			

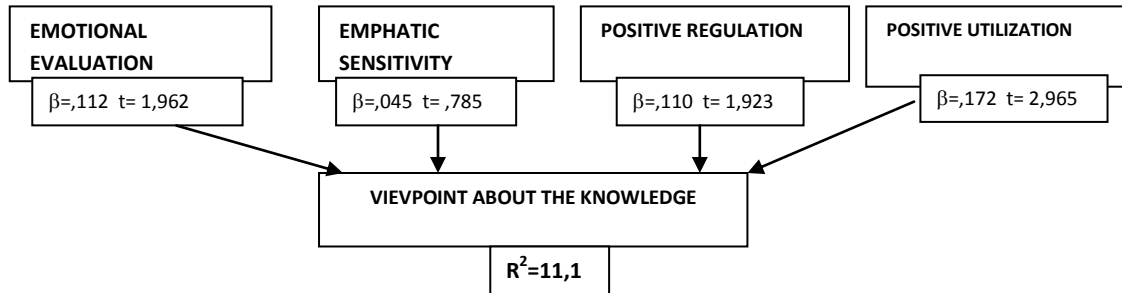
**DISTRIBUTION OF HOSPITALS**

HOSPITAL	FREQUENCY	%
KAYSERİ Military Hospital	32	7,8
KASIMPAŞA Military Hospital	68	16,5
İZMİR Military Hospital	63	15,3
BALIKESİR Military Hospital	24	5,8
ETİMESGÜT Military Hospital	45	10,9
BURSA Military Hospital	32	7,8
DIYARBAKIR Military Hospital	43	10,4
ERZURUM Military Hospital	31	7,5
ESKİŞEHİR Military Hospital	24	5,8
ÇORLU Military Hospital	37	9,0
KÜTAHYA Military Hospital	13	3,2
TOTAL	412	100,0

Table 1 shows that according to marital distribution of the subjects, 71,4% (294) of them are married while 28,6% (118) are single. According to age distribution of the subjects, the age groups 25-30 and 30-35 (30,3% and 36,9%) are more than the others. This distribution shows that the sampling is composed mostly of individuals with ages between 25 and 35. According to working time distribution of the subjects, while most of them have working time between 1 and 5 years (58.5%), few of them have working time of over 20 years (1,9%). As a whole, the data show that most of the employees have relatively short working time, which can be an

indicator of high circulation of employment in health sector. The distribution of education level of the subjects shows that the biggest participant category is university graduates (91,0%), which can be an indicator of high education level of nurses. The highest participation came from KASIMPAŞA Military Hospital (16,5%) while the least participation came from KÜTAHYA Military Hospital (3,2%), which might have arisen from the size of the hospitals.

### 1. Analysis Model of the Research



### 2. Correlation Analyses between the Sub-Dimensions of Knowledge Sharing and the Dimensions of Emotional Intelligence

	Accessibility of Cognitive Intra-organizational Channels	Conditions Restricting Knowledge Sharing	Employees' Viewpoint About Knowledge Sharing	Employees' Viewpoint About Knowledge
Emphatic Sensitivity	,143**	,136**	,128**	,224**
Positive Regulation	,267**	,224**	,216**	,265**
Positive Utilization	,276**	,188**	,207**	,300**
Emotional Evaluation	,138**	,145**	,101**	,258**

\*\* The relationship is significant in 0,01 significance level (two way)

As a result of correlation analysis, it is seen that there is a positive weak relationship between emotional evaluation, emphatic sensitivity, positive regulation and positive utilization and between the accessibility of cognitive intra-organizational channels, conditions restricting knowledge, conditions requiring knowledge sharing and the viewpoint about knowledge in 0,01 significance level.

3. Multiple Regression Analyses Between the Dimensions of Emotional Intelligence and Viewpoint About Knowledge, the Sub-Dimension of Knowledge Sharing

R <sup>2</sup> = 12,0      ADJUSTED R <sup>2</sup> = 11,1      F=13,813      P VALUE=,000			
INDEPENDENT VARIABLES	β COEFFICIENT	t VALUE	P VALUE
EMPHATIC SENSITIVITY	,045	,785	,433
POSITIVE REGULATION	,110	1,923	,055
POSITIVE UTILIZATION	,172	2,965	,003
EMOTIONAL EVALUATION	,112	1,962	,050

The sub-dimensions of emotional intelligence; emphatic sensitivity, positive regulation, positive utilization and emotional evaluation can only explain 11,1½ of the total variance of the viewpoints about knowledge. **The relative order of importance on the viewpoints about the knowledge of independent variables of the standardized regression coefficient by beta is as the following;** positive utilization, emotional evaluation, positive emotional tendency and emphatic sensitivity. Having analyzed the results of t test related to the significance of regression coefficients, only the positive utilization is an important determinative on the viewpoint about knowledge. Positive emotional tendency, emotional evaluation and empathy are not so effective.

**CONCLUSION**

Emotional intelligence is also considered within the issue of intelligence. Emotions are important not only for people but also for organizations. Social existence of an organization cannot be without emotions. Therefore, emotional intelligence is considered as a dimension of organizational intelligence. Emotional intelligence affects knowledge sharing positively in correlation analysis and regression analysis as a result of the research. This finding was also deduced with anova test in a research carried out on 120 participants (Karkoulian, 2010: 94).

This research which analyse the relationship between knowledge sharing and emotional intelligence was conducted in 11 different military hospital to their nurses by using survey method. To analyse the outcomes of this survey, a correlation analyse was made between sub-dimensions of emotional intelligence; emphatic sensitivity, positive regulation, positive utilization and emotional evaluation and sub-dimensions of knowledge management; internal openness of data channels, cases which prevent knowledge, cases which entails knowledge management, point of view to knowledge. According to the outcomes of this correlation analyse, it was defined that there is a positive relationship between dimensions of knowledge sharing and dimensions of emotional intelligence. In another analyse, the regression analyse which was made to identify the way of this relationship, it was found that positive utilization of senses is an important explanatory over perception of knowledge. According to these outcomes, it was reached to the conclusion that there are meaningful positive relationships between dimensions of knowledge sharing and dimensions of emotional intelligence. All the hypotheses were accepted under the lights of these outcomes. This study is an important study for contributing to literature. Because, empirical studies which search the relationship between emotional intelligence and knowledge sharing are limited.

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