

Studying the Relationship between Emotional Intelligence and Problem-solving Skills of Individuals from Personal Knowledge Management Perspective

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Abstract

In today's advanced economies, knowledge has been converted into a key economic resource and a contributing factor for organizational success. In nature, knowledge requires to be managed by each person in order to yield the concept of personal knowledge management (Drucker). In many scientific records, the relationship between personal emotional intelligence, problem-solving, and the psychological traits including emotional intelligences has been stressed. The present paper has aimed to study the association between the emotional intelligence dimensions and personal knowledge management. Hence, this research is a descriptive survey. The data collection tool was a questionnaire including 37 questions and the statistical sample consisted of 302 individuals from the students, experts, and active managers in the field of knowledge management. The Cronbach's alpha coefficient was used to achieve the questionnaire's reliability coefficient, while the facial and content validity was confirmed by knowledge management experts. The research data was analyzed by statistical methods and Pearson's correlation coefficient. Emotional intelligence was measured according to the Goleman's model in five dimensions, including motivation, self-awareness, self-regulation, empathy, and social skill. According to data analysis, there is a positive and significant correlation between the education level and capabilities of people in personal knowledge management. All the emotional intelligence dimensions are of a positive and significant relationship with personal knowledge management. Likewise, the research findings proved a significant relationship between personal knowledge management's four aspects and the five dimensions of emotional intelligence.

Keywords: Personal Knowledge Management, Problem-Solving, Emotional Intelligence, Goleman's Theory.

Introduction

The rapid information technology developments have caused some changes in the economic system, which have increased the importance of knowledge progressively (Chattopadhyay, 2007; Tseng, 2009; Louise et al., 2006). These changes have caused that traditional economic power bases are no longer considered as necessary business factors and knowledge has been recently raised as the competitive advantage for the organizations (Hoffman, 2006). Drucker (2001) asserted that knowledge can be an alternative for equipment, capital, machinery, and human resource, and as the most important element in the industry.

Knowledge is the valuable and conceivable information, which is formed and institutionalized under the effect of experiences and the conscious perspective of individuals. Knowledge can be expressed as all the realities, concepts, data, subjective ideas, and recorded techniques in the human memory, which is initiated from the human mind. Knowledge is based on the information shaped and proliferated by individuals' experiences, decisions, and actions. Since knowledge is not a physical material, the psychological traits, emotional intelligence, willingness, and motivation play a highly effective role in this context (Jafari, 2012).

The history of personal knowledge management returns back to the idea of knowledge workers proposed by Drucker (1968). Davenport and Prusak (1998) provided a definition for knowledge workers, which became a foundation for more investigations on personal knowledge management. Their definition expressed a combination of the established values, information, experiences, as well as the insights of people resulted from their specialties. That definition created a new framework for merging and evaluating new experiences and information (Davenport and Prusak, 1998). For the first time in 1999, a concept called personal knowledge management was presented by Paul Dorsey in the United States (Chunlei, 2007). Personal knowledge management concept has been obtained from a series of discussions made among a team of instructors at Millikin University from different disciplines and fields of expertise who emphasized on the interdisciplinary and problem-solving nature of knowledge (Avery et al., 2001). In autumn 2002, the first knowledge management course was offered to MBA students as a part of a module called "IT, the learning language". Since early 1990s, some universities such as California State University in Los Angeles have presented this course repeatedly in their educational programs due to the rise of interests and the increasing importance of personal knowledge management for knowledge workers. They have also conducted a variety of researches on personal knowledge management systems and skills (Jafari, 2010).

Personal knowledge management has provided the grounds for transformation of knowledge management where people are harmonized with the information in their daily life (Miller, 2005: 38–41). The conceptual framework of personal knowledge management is a combination of different fields of knowledge management, communications, personal information management, psychology, philosophy and so on. It seems even though authors have been interested in this field, there are yet limited studies in the format of scientific papers (Payolin, 2009). Although a distinct definition has not yet provided for personal knowledge management (Weichao and Yong, 2008), a widespread definition was presented by Powell in the United States. He suggested that personal knowledge management should be stated as problem-solving skills and methods in both theoretical and practical domains (Wang et al., 2010).

Today, personal knowledge management is necessary to increase people's competitiveness. In the present age, any individual can acquire all his/her required knowledge from books and online resources and the phenomenon of lack of information does not exist any longer. On the other side, by constant knowledge collection, new challenges have been emerged including how to select useful information out of the huge mass of information and how to integrate the dispersed information into a personal knowledge system. By using personal knowledge management, dispersed information is converted into a valuable and integrated knowledge with high effectiveness (Wang et al., 2010).

The advantages of personal knowledge management are not limited to its personal level. It can also promote the organizational efficiency and effectiveness without posing extra pressure on employees. In this field, it is expected that personal knowledge management could receive more attention from researchers (Jefferson, 2006). The performed studies have shown that personal knowledge management plays a vital role in the knowledge management process. Organizations and individuals exploit personal knowledge management to enhance their own abilities and capacities (Cheong and Tsui, 2010). Turnten and Chrissie believed that the people's status has been neglected in the domain of knowledge management. In fact, it should be noticed that knowledge management related activities involve all the weaknesses and strengths of human performance. Although there are numerous studies in the field of knowledge management, a few have been conducted on personal knowledge management (Zhang, 2009). In many articles, this scientific point has been under emphasis that knowledge should be established in people's minds rather than organizational files (Martin, 2009).

Overall, the present paper attempts to discover different aspects of reality for clarifying the dark angles with regard to the effect of emotional intelligence on personal knowledge management. Therefore, the main research question is to determine the role of traits of individuals' emotional intelligence in personal knowledge management and to answer this question that whether emotional intelligence traits relate to the people's capability in personal knowledge management.

Defining the Research Concepts

1) Personal Knowledge Management

At the outset, personal information management and personal knowledge management were devised in order to respond to the technological developments and also, the difficulties related to the excess load of information (Jefferson, 2006). These two issues were considered to aid students develop their information skills and utilize technology for organizing and exploiting useful information (Avery et al., 2001; Frand and Hickson, 2009). Prior to the emergence of personal knowledge management, there existed personal information management, which mainly emphasized on researching in library and information management. Personal information management and personal knowledge management were rapidly developed to respond to the expansion of technology and the increasing growth of information. The reason was to organize, restore, and evaluate information. In personal knowledge management, people need to know how to find new and relevant experience, knowledge, information, and training and how to decide on them. This notion concentrates on the expansion of behaviors and skills, which would lead to effective cooperation, creativity, problem-solving, relationship cognition, lifetime education, social networks, leadership, etc. Hence, personal knowledge management is seen as an interactional process between two individuals and their thoughts (Efimova, 2005). Frand and Lippincott believed that the advantages of personal knowledge management have been facilitating the decision making and problem-solving process and decreasing the negative impacts of information influx and knowledge provision (Jafari, 2012).

Personal knowledge management is interdisciplinary in nature and one of the most explicit ones is personal information management (John and Wan, 2007). Recent approaches have added some discussions regarding several subjects such as problem-solving, creativity, social networks, communications, and leadership to personal knowledge management. These approaches have led personal knowledge management to stay at a higher level comparing information management that can help people achieve a better comprehension of information and a more effective application in the decision-making process in their daily life and occupation (Jefferson, 2006; Dorsey, 2000; Skerritt, 2005). Frand and Hixon (2009) believed that personal knowledge management points out the process and strategy of personal knowledge expansion in which people organize and centralize important information as a part of their knowledge. Moreover, they believed that personal knowledge management includes converting implicit to explicit knowledge and as a consequence, it leads to personal knowledge expansion.

Personal knowledge management can be defined as a combination of professional insights, experiences, values, and information that draw a conceptual model for assessing and synthesizing new information and experiences. According to Wright (2007), personal knowledge management is a process with a personal and unconscious aspect, which occurs naturally. Personal knowledge management can be called as knowledge resource management for achieving personal aims. The key points specifically emphasized in personal knowledge management include the access to knowledge resources, learning, adjustment, promoting knowledge resources, recording personal implicit knowledge, and disseminating and reusing personal knowledge. However, it should be noted that for explicit knowledge management, personal knowledge management is also required since the process of their mutual conversion proves the undeniable relationship between personal knowledge management and organizational knowledge management. The performed studies have indicated that in contrary to physical working, knowledge working is often hidden and intangible. Today, personal knowledge management is divided into two categories of personal thought management and personal knowledge management while previously, personal knowledge management constituted of personal time management, personal work management, personal file management, and personal communication management (Kay, 2007).

Personal knowledge management accentuates on expanding skills and behaviors that lead to relationship cognition, cooperation, creativity, problem-solving, lifetime education, social networks, leadership, and so on. Such approaches can take personal knowledge management to the higher levels of information management and can help people to better understand knowledge and information and use them for better decision making in their working and personal life (Jafari, 2012).

In another definition, personal knowledge management is described as to know the knowledge, know how to organize it, and know how to use it to achieve our aims (Martin, 2009). Personal knowledge management is a response to individuals' tendency to learn more and to promote their awareness and knowledge and also is a ground to meet their needs to access their lacked knowledge.

2) Emotional Intelligence (EI)

Salovey and Mayer (1990) provided the most broadly accepted definition of EI and they are known as the scholars who first coined the term EI. According to Mayer and Salovey (1997), EI is "the ability to accurately perceive, appraise, and express emotions; the ability to access and generate feelings when they can facilitate thoughts; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth."

The alternative models of EI were proposed and explored by Goleman (1995) and Bar-On (1997). These models observe emotional abilities in the context of personality factors and traits (such as motivation and assertiveness). To the same reason, these models are referred as mixed models (Mayer et al., 1999, 2004a; Meisler, 2012).

Thus, EI proceeds in the developmental process, which begins with the perception of emotions as the most basic psychological process and ends with the effective emotional regulation as the most advanced process (Veronika and Aaron, 2013).

Emotional intelligence (EI) is conceptualized, measured, and used from the very early emotional capabilities, such as facial expression research, to the recent multimedia assessment paradigms (Roberts et al., 2010; Trong Tuan, 2013).

Table 1: Goleman's Emotional Intelligence Dimensions (1995)

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Consciousness	self-assessment: recognizing or understanding weaknesses/strengths and current limitations
	Emotional awareness: recognizing self – emotions and its impacts
	Self – belief: the feeling of competency, value and capability
Self - management	Trust: keeping honesty and authenticity criteria
	Adaptability: flexibility in admiring and controlling changes
	Self – control: preventing emotional disputes and current tensions
	Consciousness: accepting the responsibility on personal performance
Self-motivation	Imitative: preparedness to use opportunities
	Commitment: homogeneity to the aims of the group/organization
	Growth – orientation: efforts to improve or achieve superior measures
	Optimism: seriousness in meeting the aims rather than seeing the barriers
	Diversity conduct: growing opportunities by using people with diverse cultures and races
Empathy	Service – orientation: predicting, identifying and satisfying the needs of other people
	Understanding others: identifying others' emotions and attitudes and their impacts on decision making
Social skills	Leadership: fostering the morale and guiding people in groups
	Communication: right listening and conveying plausible messages
	Cooperation and collaboration: team working to achieve joint aims
	Conflict management: dialogue and resolving conflicts
	Penetration: using effectiveness techniques to convince other people

There are different models on emotional intelligence. In this research, according to the advices of elites and also due to the closeness of the Goleman's model to managerial discussions, this model was employed. In his model, Goleman believes that the first three dimensions of emotional intelligence are related to self-regulation skills, while empathy and social skills are related to the ability of communicating with other people (Mania and Thomas, 2004).

3) Problem-solving Skills

Knowledge workers are people with high level of expertise, training, and experience who play an imperative role in distributing and using knowledge. They are free in determining how and when to work. The researches on how knowledge workers resolve problems introduce four main aspects (Costa, 2009: 140–143).

1. Analytical process
2. Accessibility process
3. Using information resources
4. Social interactions as the process for constant learning

The above four aspects are known as the main aspects of personal knowledge management. The other factors effective in the problem-solving process are the educational background, creativity, risk taking capacity, work experiences, and motivation.

In the social dimension, knowledge work requires interacting with other people, requesting information, consulting, sharing ideas, working as a team, and belonging to the knowledge community and network. The analytical dimension is to somehow hidden, unconscious, and challenging, which emphasizes on devising patterns and developing solutions. The learning dimension is considered as a basis and foundation for other dimensions. What would benefit this dimension is to spend time knowingly and systemically for working and learning. The information dimension points out that knowledge workers work with information and they are most often eclipsed by excessive quantities of information and they spend a considerable amount of time on seeking information. The effectiveness of these people depends on seeking, sharing, organizing, and creating information sources. Information auditing and information source recognition are the approaches may be used to assess information. The next step is to assess the features of sources, information quality and the usage frequencies. More details can be found in table 2.

Table 2: The Details of Problem-solving Dimension

Aspect	Component	Description
Social	Close Networks	Keeping and developing trusted networks in work field
	Dialogue	Raising questions and knowledge sharing
	Collaborate	Effective cooperation and involvement with other people
	Find	Identifying, communicating and interacting with those people who can explain the problem
	Extended Networks	Developing and keeping network in an environment beyond today concentrated borders
Analysis	Create	Redefining the problem and imaging new options
	Context	Understanding the complexity of system components
	Envision	Drawing a mental model for problem solving
	Interpret	Recognizing patterns and a sense of problem
	Apply	Admiring models and techniques to conceive and show the problem
Learning	Develop	Extending new knowledge
	Reflect	Challenging and intentional involvement with thoughts
	Sense	Cognitive patterns and the capacity to build concepts
	Improve	Contribution in individual continuous improvement
Information	Communicate	Interaction with other people in verbal or written and information sharing
	Aggregate	Summarizing, combining, editing, gathering and mixing the information
	Assess	Assessing the value and potential quality of information
	Source	Effective information seeking and finding qualitative information
	Organize	Stocking, listing and reviving information for next uses

Findings of Past Studies

Different papers have addressed the association between psychological traits and knowledge management components, while no research has conducted on their direct relationship. In a paper by Cheong and Tsui (2010: 204–227), the status, roles, and values of personal knowledge management have been explained. Their findings indicated that personal knowledge management benefits both organizations and individuals in improving their competences. The role that personal knowledge management plays in the knowledge management process has a positive correlation with the value of personal knowledge management for individuals and organizations. They also concluded that the value of personal knowledge management for individuals originates from the value of personal knowledge management for organizations.

Hensen introduced knowledge personalization strategy and attempted to build a profound attitude instead of the typical responses to stereotype questions and problems. He believes in the key role of human resources as creative

and thoughtful forces who acquire the value of their work through sharing knowledge with other colleagues. According to Hensen, knowledge personalization strategy should be used when the organization's business strategy is to build new solutions to fulfill the customers' needs through innovative products. Concerning knowledge personalization strategies, Greener (2007) studied the association between business strategy and knowledge management strategy. In addition to presenting the below model, he clarified that the aim of knowledge personalization strategies is to aid the knowledge transfer and knowledge sharing through knowledge networks.

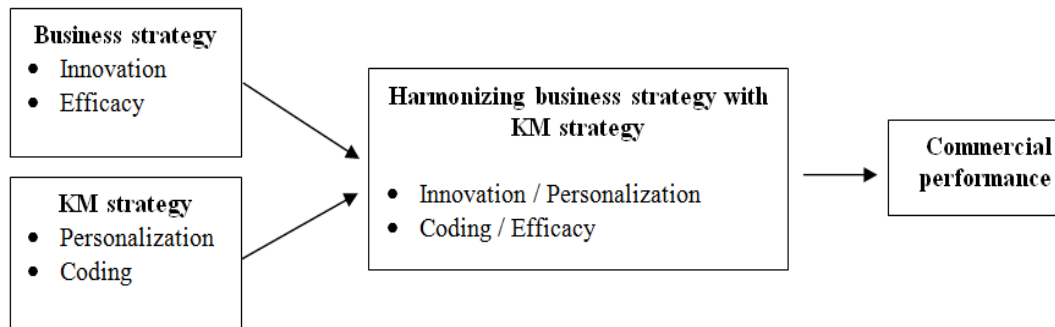


Figure 1: Harmonizing Business Strategy with KM Strategy (Greener, 2007)

Liksien Diao et al. (2009) investigated the role of artificial intelligence in personal knowledge management. Artificial intelligence is the science of exploring, designing, and using smart machines or smart systems to simulate and expand the capabilities of human intelligence. It is also known as machine intelligence. Artificial intelligence is a comprehensive field and a combination of nerve physiology, psychology, linguistics, computer science, control theory, information theory and so on (Nikookar, 2012).

Cornfield and Young (2009: 275) studied personal professional knowledge in professional online communities. They stated that multiple interactive spaces in online communities have provided paramount opportunities to transcend the borders. In online communities, when people face changes, they frequently pass the interactive spaces. This fact confirms the need to use personal professional knowledge in online professional communities.

In an article by Rachel Jones (2008: 237–256), she studied the importance of communications in personal knowledge management. She employed the Complex Responsive Process (CRP) theory to realize the relationship and processes, which shape the infrastructure of personal knowledge management. She stated that although preliminary efforts in personal knowledge management were focused on how people use technology to manage information, recent studies have emphasized on the role of a dynamic work environment in motivating employees to manage their personal knowledge.

In an article titled determining the effective factors on broad application of personal knowledge management, Dong and Weng (2008) studied the application of personal knowledge management system by individuals and its association with their contribution and creativity. They concluded that both attributes (contribution and creativity) impact remarkably on personal knowledge management behaviors (Jafari, 2012).

In a paper on how to effectively use technology in personal knowledge management, Raj and Marvin (2008: 221–224) studied an emerging concept on personal knowledge management. This paper aimed at showing the issue of effective utilization of technology in personal knowledge management. It provided a conceptual framework as the combination of knowledge management skills, such as technology and tools. This research also proved that effective knowledge management increasingly depends on the skillfulness in proper tools.

In a paper titled a personal knowledge management framework in the field of organizational knowledge management, Dis (2006) asserted that knowledge management components are often subject to some problems when executed and such problems are described as the components of personal knowledge management.

In a study titled the model of values and initiatives for personal knowledge management, Skerritt (2005: 49–64) provided a model on personal knowledge management. This model explains the problems in accessing the implicit knowledge and implicit knowledge management. In a paper on a conceptual approach for information management and personal and organizational knowledge, Albert (2001) asserted that there is a growing awareness towards the necessity and the competitive advantage of knowledge management in organizations.

Methodology

The current paper studies the relationship between emotional intelligence components and personal knowledge management. It also describes the present processes and realities. Thus, it is a correlational descriptive study. The aim of a survey is to explain the current status of a phenomenon or process. Since a systematic set of data has been gathered in the format of a questionnaire, this study is a survey. The respondents were selected based on having common knowledge attributes and similar academic education levels. A part of participants were the students at Iran University of Science and Technology while the remained ones were the managers and experts active in the fields of knowledge management and R&D.

Data collection tool was a two-part questionnaire with 37 questions in Likert five-point scale. The questionnaire consisted of questions with respect to emotional intelligence and personal knowledge management. In order to determine the statistical sample, Cochran formula was used as presented below:

$$n = \frac{z^2 pq}{d^2}$$

Since such a research has not been conducted previously, for this first time, we inserted 0.5 for p and q variables. By using 0.06 as the essential error, the sample was achieved as 267 subjects. The data were collected in autumn 2011 and winter 2012. In total, 327 questionnaires were distributed of which 319 were returned. Out of the returned questionnaires, 17 ones were filled incompletely. Finally, 302 questionnaires were analyzed.

The questionnaire was devised and introduced by Weisinger in his book titled Emotional Intelligence. It contains 25 items, which measure emotional intelligence of individuals. Each person can acquire a score from 25 to 125. The scores greater than 100 show higher emotional intelligence, while the scores between 50 and 100 and also the scores lower than 50 represent the medium and low emotional intelligence, respectively. On this basis and according to the findings, 62% of the respondents were of medium emotional intelligence, while 9% had low and 29% had high emotional intelligence. The reliability of the questionnaire was calculated by Cronbach's α coefficients at 0.84, 0.80, 0.71, 0.78 and 0.67 for self-awareness, self-regulation, motivation, empathy and social skill, respectively.

The second part of the questionnaire studies personal knowledge management through a field study devised by an academic professor (Wright, 2007: 156–167).

This questionnaire measures four aspects including analytical, social, information, and learning aspects. Each aspect was measured by three questions. With regard to internal stability, Cronbach's α coefficients were obtained 0.73, 0.79, 0.86, and 0.82 for analytical, information, social, and learning aspects, respectively. The validity of this part of the questionnaire was supported by the elites.

Descriptive Results

Out of 302 participants, the university degree of 4% was associate degrees, 56% was bachelor, 31% was master, and 9% was PhD.

Moreover, 40% and 60% of respondents were female and male, respectively. Added to that, 57% were aged between 25 and 30, 26% in the interval of 30–35, 14% 35–40 years old, and 3% were aged over 40 years. With respect to employment, 66% of the respondents were employed, while 34% were unemployed.

Results

1) Studying the Relationships between Demographic Data and Personal Knowledge Management Dimensions

According to table 3, there is a positive correlation between personal knowledge management four dimensions and education level. Such correlation was supported by the achieved significance level. Hence, it can be stated that higher education level leads to more capability in personal knowledge management dimensions. Based on these findings, no association was observed between age and employment status with personal knowledge management dimensions.

Table 3: Studying the Correlation between Demographic Data and Personal Knowledge Management Dimensions

PKM Dimension	Education	Gender	Work experience	Age
Social	0.316**	-0.122	0.165	-0.103
	0.000	0.055	0.308	0.212
	302	302	302	302
Analytical	0.431**	0.163	0.191	0.207
	0.031	0.087	0.126	0.211
	302	302	302	302
Learning	0.506**	-0.023	0.127	-0.108
	0.000	0.327	0.242	0.134
	302	302	302	302
Information	0.203**	0.164	0.138	-0.152
	0.008	0.239	0.538	0
	302	302	302	302

2) Studying the Relationship between Personal Knowledge Management and Emotional Intelligence Dimensions

The findings of this analysis are shown in table 4. Considering the positive correlation coefficient and the achieved significance level, the direct relationship between different dimensions of emotional intelligence and individuals' capability in personal knowledge management was verified.

Table 4: Studying the Correlation between Personal Knowledge Management and Emotional Intelligence Dimensions

EQ Dimension		PKM
Self-motivation	correlation	0.186**
	Sig. (2-tailed)	0.011
	N	302
Self-management	correlation	0.396**
	Sig. (2-tailed)	0.004
	N	302
Self-awareness	correlation	0.445**
	Sig. (2-tailed)	0.032
	N	302
Social skill	correlation	0.405**
	Sig. (2-tailed)	0.000
	N	302
Empathy	correlation	0.321**
	Sig. (2-tailed)	0.040
	N	302

3) Studying the Relationship between Personal Knowledge Management Dimensions and Emotional Intelligence Dimensions

According to table 5 and data analysis with regard to motivation, it was shown that motivation relates significantly to both analytical and learning dimensions, while no association was recognized between motivation, information, and social dimensions based on the achieved significance level and correlation coefficient. Concerning the self-regulation attribute, it was observed that it relates to three personal knowledge management dimensions significantly. Hence, people who are more powerful in self-regulation will be stronger in other three dimensions. No relationship was noticed between self-regulation and learning. Moreover, the relationship is relatively strong in the analytical dimension while is weak in social dimension.

The self-awareness dimension relates directly and significantly with analytical, learning, and social dimensions. This means that the stronger the self-awareness dimension in people, they will be more powerful in other three

dimensions. Based on the achieved significance level and correlation coefficient, no association was found between self-awareness and information dimensions.

The empathy dimension associates with social aspect significantly. In addition, social skill has an acceptable relationship with information and social aspects. In contrast, no relationship was proved between social skill and analytical and learning aspects considering the achieved significance level and the correlation coefficient.

Table 5: Studying the Correlation between Personal Knowledge Management Aspects and Emotional Intelligence Dimensions

Dimension index		analytical	information	social	learning
Self-motivation	correlation	0.224**	0.123	0/217	0.329**
	Sig. (2-tailed)	0.011	0/223	0/156	0.043
	N	302	302	302	302
Self-management	correlation	0.513**	0.303**	0.179**	0.223
	Sig. (2-tailed)	0.004	0.006	0.034	0.113
	N	302	302	302	302
Self-awareness	correlation	0.314**	0.198	0.366**	0.198**
	Sig. (2-tailed)	0.015	0.506	0.000	0.006
	N	302	302	302	302
Social skill	correlation	0.178	0.347**	0.469**	0.187
	Sig. (2-tailed)	0.102	0.005	0.000	0.065
	N	302	302	302	302
Empathy	Correlation	0.230	0.235	0.189**	0.112
	Sig. (2-tailed)	0.213	0.084	0.000	0.308
	N	302	302	302	302

Conclusions

The research findings indicated that emotional intelligence in people is of a relationship with their ability in personal knowledge management. In the present paper, it was attempted to study the correlation between four aspects of personal knowledge management (analytical, information, social, and learning) and five dimensions of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill) by using statistical methods.

Data correlation analysis proved a significant relationship between individuals' education level and personal knowledge management. It also indicated that the higher educational level is positively and significantly associated with the individuals' capabilities in personal knowledge management. The research findings on emotional intelligence stressed that knowledge workers often enjoy high emotional intelligence. Therefore, it can be concluded that the majority of studied people were capable to control their emotions, negative feelings, and anger. These people are social, decisive, active, and interested in team works and enjoy high self-regulation and motivation. Data correlation analysis presented that there is a significant relationship between different dimensions of emotional intelligence and personal knowledge management.

Data analysis showed that people with higher self-regulation enjoy higher ability in personal knowledge management. In contrast, the people with higher abilities in other dimensions of emotional intelligence are of higher abilities in personal knowledge management. By using the findings of the present study and studying the individuals' emotional intelligence, their capabilities in personal knowledge management can be predicted.

Limitations and Recommendations

Lack of cooperation from some employees and few organizations in filling the questionnaires can be mentioned as the research limitations. The main focus of this paper was on personality dimensions. It is recommended to conduct similar studies to assess this relationship since it seems that it is required to increase the people's understanding on this topic. Future researchers can concentrate on the following fields:

- Conducting similar researches in other communities through other standard psychological tests.
- Identifying other psychological factors neglected by the present study.

- Studying the role of other effective factors in behavioral sciences such as personality, willingness, organizational commitment, and motivation.
- Studying the impact of content and structural aspects of the organization on personal knowledge management.

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