
New Dimension of Human Resources Development (HRD): The Inclusiveness of IQ, EQ, & SQ Elements in Constructing Human Development Program. An Evaluation of Some Selected Organisations in Bauchi Metropolis, Bauchi State, Nigeria.

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ABSTRACT

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, and organization development. Since the focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. In the light of the new dimension of Human Resources Development, would the integrating the IQ, EQ, and SQ elements in the implementation of the Human Development Program bolster the full utilization of the potentials of the organizations human capital? This study would be focused on the need to integrate the elements of IQ, EQ and SQ in the construction of Human Development Program in organizations for the purpose of achieving optimum use of its human resources. This study dwells on the search for superior workforce performance by integrating all aspects of human resources development initiatives with the combined effect of the applying the elements of IQ, EQ and SQ. The results of this study would be handy for use by organizations in all fields of human endeavour as most organizations are struggling to achieve optimal utilization of their human resources/human capital elements.

Key Words: Human Resources Development, Human Development Program, Human Capital, Intelligence Quotient (IQ), Emotional Intelligence (EQ), Spiritual Intelligence (SQ)

INTRODUCTION

One of the key responsibilities of managers in an organization is the effective and efficient management of their Human Capital. The human capital represents the human factor in the organization; the combined intelligence, skills and expertise that gives the organization its

distinctive character. However, most organization are grabbling with the challenges of harnessing the full potentials of their human resources due to lack of the focus on right kind of employees. The right kind of employee is whose output is increased by investing in him and adding value to his or her abilities, rather than finding persons who are willing to work yet who are ill-prepared to face the challenges of today's highly technological business environment. Beyond looking at the human resources as the fundamental asset to an organization, emphasis is now placed and focused on the right kind of employee to get the job done.

Organisations have to strive hard to look critically on how to source for the right employees and put them to use in an efficient way. They must also look at the ways of fashioning out ways and means of sustaining the skills and intellect of their employees through training and re-training. This study is to evaluate the outcome of the integration of the tools, the processes and the IQ, EQ and SQ elements associated with people and performance. It is a descriptive/survey study that would explore the impact of the contribution of the IQ, EQ and SQ elements in the formulation of and implementation of human development programs in organizations. The study is to further evaluate if the approach aligns the goals of employees and the goals of the organization to meet specific, measurable and realistic goals and aspirations of an organization.

LITERATURE REVIEW

According to Max Wisema (2005), Intelligence is a description of how good someone is at mentally doing something. Intelligence involves thought. Intelligence includes the ability to reason, plan, solve problems, think abstractly, comprehend ideas and language and to learn.

Schools and the education system would have us believe that we are only intelligent if we are able to solve complex abstract problems or remember facts and figures. I would agree that this is a type of intelligence and this type of intelligence is normally referred to as IQ or 'intelligence quotient' (a phrase coined by an American psychologist named Lewis Terman).

A small proportion of the population has a high IQ and they find the academic type of learning and activities in school relatively easy. But the vast majority of people don't. So where does that leave everyone else? Well, the good news according to Lewis Terman is that IQ is not a measure of success. Most people with a high IQ do not go on to be as successful as their IQ score may lead us to believe. Most people with a high IQ take reasonably well paid, but routine, employment. Most are not happy with risk and rather limit their own success by becoming 'comfortable' and fall far short of what their potential suggests.

There is another type of intelligence that may be more important to success in life and this has been publicised by the best-selling book "Emotional Intelligence" (or EQ) by Daniel Goleman (although the term was first used several years earlier by two academics - Mayer and Salovey). This is the EQ. EQ has to do with recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. EQ is the capacity to create positive outcomes in our relationships with ourselves and others. These learnable skills create joy, love, and success of all kinds.

Studying EQ it becomes clear that IQ has less to do with success in life than EQ. The good news is that we all have EQ and that it can be developed. We can develop our EQ to help us build our relationships with others, to use our emotions appropriately, to focus our efforts and to become more successful in life. EQ may be so important that it could be the best predictor of who will succeed in any area of life.

Looking beyond IQ and EQ, In his book "What's your SQ?" Michael Guillen has developed the idea of 'spiritual intelligence' or SQ. SQ considers your views beyond the materialistic living of modern life. Without spirituality it is possible to become very unhappy or dissatisfied with life no matter how much material possessions we accumulate. Can you be successful if you are not truly happy? we would argue not and that a balance of IQ, EQ and SQ are necessary for a happy and successful life.

WHAT REALLY ARE THESE INTELLIGENCE TYPES

Since definitions of intelligence emphasize the importance of it in human relationships, and its various impacts on life-long learning process, this has placed various intelligence types at the core of intelligence studies. At the beginning of the twentieth century, as psychologists discovered ways and means to measure intelligence, Aristotle's definition of man as 'a rational animal' developed into an obsession with the intelligence quotient, IQ. In the mid- 1990s, Daniel Goleman popularized research into emotional intelligence (EQ), pointing out that EQ is a basic requirement for the appropriate use of IQ. Near the end of the twentieth century, there is enough collective evidence from psychology, neurology, anthropology and cognitive science to show us that there is a third 'Q', called 'spiritual intelligence' or 'SQ'.

Intelligence Quotient (IQ): Intelligence quotient, commonly known as IQ, is the ratio of a person's mental age to his/her chronological age (multiplied by 100) that can be measured by an intelligence test (<http://dict.die.net/iq/>:15.09.2005). IQ testing was first coined by Alfred Binet and his colleague Theodore Simon. The two researchers together created the Stanford-Binet IQ testing in 1905 aiming to identify students who could benefit from extra help in school. Their assumption was that a lower score on IQ scale indicated the need for more teaching, not an inability to learn. This test became widely accepted at the beginning of the 20th century.

Many questions are asked such as, 'Can one increase his IQ level?' or 'What are the ways of improving IQ?'. IQ tests measure a person's ability to understand ideas but cannot measure the quantity of his/her knowledge and learning new information does not automatically increase his/her IQ level. Learning may exercise minds, however, which could help you to develop greater cognitive skills and on the other hand scientists do not fully understand this relationship. The connection between learning and mental ability is still largely unknown, as are the workings of the brain and the nature of intellectual ability. Intellectual ability does seem to depend more on genetic factors than on environmental factors, but most experts agree that environment plays some significant role in its development (Brain, 2005).

So the IQ score is relatively stable, no matter what education one acquires. This does not mean that the intelligence level cannot be enhanced. IQ tests are only one imperfect method of measuring certain aspects of intellectual ability. A lot of critics point out that IQ tests don't

measure creativity, social skills, wisdom, acquired abilities or a host of other things we consider to be aspects of intelligence. The value of IQ tests is that they measure general cognitive ability, which has been proven to be a fairly accurate indicator of intellectual potential. There is a high positive correlation between IQ and success in school and the work place, but there are many, many cases where IQ and success do not coincide (Goleman 2000: 160-167).

Emotional Intelligence: Emotional intelligence (EQ) was first mentioned by Peter Salovey and John Mayer in their joint work in 1990. After this in 1995 Daniel Goleman brought the term to public awareness with his bestselling book, *Emotional Intelligence: Why it can matter more than IQ*. In his book Goleman defined EQ as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships." (Goleman 1995: 268-269). In other words, emotional qualities such as self-control, zeal and persistence and the ability to motivate oneself that are needed for success in every aspect of life are described by EQ.

Spiritual Intelligence: Spiritual intelligence or SQ is a coined term. It sounds familiar, yet most people have never heard the term, never read about it, and never discussed it with anyone else. Some may think they know its meaning, but they may be confusing spiritual intelligence with spiritual knowledge. Spiritual intelligence is a way of thinking. We are all born with it, live with it, and use it. It can never be taken from us. Yet many have not named it and do not make a conscious choice when they use it (Edwards 1999: 2-4). As Dana Zohar describes in her joint book *SQ Spiritual Intelligence, the Ultimate Intelligence*; "SQ is what we use to develop our longing and capacity for meaning, vision and value. It facilitates a dialogue between reason and emotion, between mind and body. SQ allows us to integrate the intrapersonal and the interpersonal, to transcend the gap between self and other" (Zohar and Marshall 2001: 22-35).

After mentioning the qualities that need to be enhanced and the indicators of high degree SQ level, we have to deal with some ways to improve SQ. Some of the ways can be listed as: putting yourself in charge of how you think, how you feel and how you behave. Controlling how you think will determine your beliefs, your values and the way you process information. Controlling how you feel will allow you to be the one who decides your emotions and the way you respond to the events in your life. Controlling your behavior will help you to avoid the missteps that causes you sorrow and to do the things that bring you joy. SQ empowers you to assert self control and achieve personal happiness.

Finally, Zohar (2004) points out, it is important to emphasize that a mere sense of spiritual intelligence does not guarantee that we can use it creatively in our lives. To have high SQ is to be able to use the spiritual to bring greater context and meaning to living a richer and more meaningful life, to achieve a sense of personal wholeness, purpose and direction (Zohar and Marshall 2004: 61-75).

THE CONNECTION BETWEEN IQ, EQ, AND SQ

Nowadays these three intelligence types are seen interwoven in order to create mutual understanding among human beings. Namely, no single intelligence can be effectual without the other and all together they unite to create excellence in communication. In other words, EQ and

SQ are not the opposites of IQ; they all together work as, dynamic partners in the conceptual and ‘real’ world.

Various researches were made on cognitive skills since the beginning of the 70’s proved -unlike common opinion- that skills depending on IQ level are not the ultimate ones needed for the life success of a person. Although researchers proved the importance of IQ in professional accomplishments, they also indicated that around only 25% of the success is devoted to it. Since IQ provides a basic standard for jobs that require technical expertise, without the appropriate level of IQ one cannot be successful in that particular job. However, in jobs where the same technical expertise is performed by all workers, the quality needed to show superior performance and to be much more successful than the others depends on the workers EQ level. According to these findings, in today’s world in almost every kind of job, emotional competence is valued twice as much as cognitive skills (Goleman 2000: 35-36).

METHODOLOGY

This study is an exploratory research carried out using qualitative methods of data collections. It is a pioneer work in exploring the application of intelligence quotients elements in the construction of human development programs in some selected private sector organizations. The study dwells on the search for superior work performance by integrating all aspects of human resources development initiatives with the combined effect of applying the elements of IQ, EQ, and SQ.

Data were obtained from Top and Senior Managers of the selected organizations using questionnaire, followed by a face to face personal interviews sessions. The results from the findings clearly indicated the total absence of the knowledge, possibility and practicability of including the intelligence quotients in the developing a human resources development programs in all the organizations the study was carried out. As an exploratory research based study, the following questions were postulated and upon which the questionnaire was carefully developed.

- (i) Do Managers of organizations have the knowledge of, read or heard about any or all the intelligence quotients (IQ, EQ, SQ) (RQ1);
- (ii) Do organizations have in place a human resources development program that is been used and reviewed from time to time as a stimulating instrument created and funded by management to support the improvement of human resource performance in the organization (RQ2);
- (iii) Whether the organization managers are desirous of implementing the hitherto not known/ used intelligence quotients elements in the developments of their organisation’s human development initiatives.

The results revealed the following responses from the study area.

RESPONSES

	RQ1	RQ2	RQ3	
Organisation 1	Negative	Positive	Positive	
Organisation 2	Negative	Negative	Positive	
Organisation 3	Negative	Negative	Positive	
Organisation 4	Negative	Negative	Positive	
Organisation 5	Negative	Negative	Positive	
Organisation 6	Negative	Negative	Positive	
Organisation 7	Negative	Positive	Positive	
Organisation 8	Negative	Positive	Positive	
	Positive Negative	0% 100%	30% 70%	100% 0%

Source: Field Survey (Authors 2014)

ANALYSIS OF DATA/FINDINGS

From the field survey, the responses to the research questions (RQ1) shows a 100% negative response from the study area. It clearly shows that organisation managers do not have the knowledge, read and understood less about IQ and EQ or even not heard of the SQ. Most managers are not aware of the possibility and practicability of the application of the elements of intelligence quotients in any aspect of human resources development in their organizations. This could be attributed to many reasons amongst which is the lack of training and retraining which would have provided opportunities for employees to learn new skills, and also to learn about the resources to make those skills, as well as many other developmental activities.

There are many opportunities to learn about human resource development as a human resources manager, or as an employee in an organization. There are college courses, seminars/workshops sessions that could be sponsored by the organization.

The second research question (RQ2) was centered on the organizations human resources development programs that are in place, to which only 30% deposed positively, while 70% said they do not have such program at all. Indications are that a very significant number of organizations ignore the need to focus on all aspects of human resource development. This deny them the chance to develop the most superior and qualitative workforce so that the organisation and individual employees can accomplish their work goals in service to customers. Organisations have many opportunities for human resources development both within and outside of the workplace. It is only for the managers to exploit those opportunities abound.

On the question of tapping the benefits of the application of the combined elements of the intelligence quotients, all respondents indicated positively that they are desirous of exploiting the benefits of the inclusion of the intelligence quotients in constructing their human development program.

SUMMARY

There is no doubt that organisations would continue to require highly qualified and capable individuals who are professionals that possess high moral and ethical values and are also talents with high IQ, EQ and SQ. They would also require individuals that are fluent communicators, who possess excellent language abilities, who are good at critical thinking with analytical skills, who are good at problem solving and are team players. The knowledge of and use of the elements of intelligence quotients in the constructing human development program therefore becomes imperative. Suffice to say that the ideal thing to do is to use the three intelligence types together in conjunction with each other.

Looking at the intelligence quotients, while IQ enables people to find out the most logical answers to various incidents, it also helps people to approach these incidents in a cognitive way and behave rationally. On the other hand, EQ helps people to analyse various situations depending on their emotions and guides them about how to behave in such situations. Finally, SQ helps people to ask whether they would like to be in that situation or not according to their intuitions.

The study found out that there is no serious commitment from organizations to support human resources development in addition to the lackluster attitude among Human Resources Managers in the area of personal development on current knowledge of human resources development initiatives.

RECOMMENDATION AND CONCLUDING REMARKS

The following recommendations are been suggested:

- (i) There should be concerted efforts by organizations to train and re-train their employees covering all operational aspects.
- (ii) The need for the total development of IQ, EQ and SQ right from tertiary level of education which means education that aims at well-balanced intellectual, moral and physical development.
- (iii) A well formulated human resource development program/initiative that is all encompassing should be put in place by organizations.

In conclusion, it is therefore very essential to integrate IQ, EQ and SQ competencies into organisation's human development program to achieve a workforce that have a multi-dimensional perspectives and possess abilities to learn, innovate, able to work in a team and to have the ability to implement their ideas. These workers most especially the Managers should be those who possess high IQ, EQ and SQ. To have these class of workers would translate into harnessing the core benefits of human resources development (HDR). Caruso (2011) states that human resources development is "an organized learning experience, conducted in a definite time period, to increase the possibility of improving job performance and growth".

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