Social intelligence (SI): A sine qua non for the 21st century graduate

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Abstract
The paper examined why social intelligence is a necessity to the 21st Century graduates. The 21st Century is characterized by technological advancement and change that has revolutionized the way and manner people from different cultures interact and relate with one another in all spheres of life and graduates are not left out. For graduates to function properly and relate effectively with their colleagues at school or the workplace, there is a need for them to learn social intelligence, a soft skill that will help them succeed in their academics, workplaces, leadership and throughout life. Various literature were consulted which confirm that the application of social intelligence has become very relevant to succeeding in this 21st Century. Maslow’s Hierarchy of Needs Theory was adopted for the work to show how basic needs particularly social needs like love, affection and a sense of belongingness can improve relationships and produce self-awareness leading to self-actualization, the highest level of need desired by any individual.

Keywords: Social intelligence, 21st Century graduates

Introduction
The 21st Century is characterized by globalization and diversity which the Information Communication Technologies have enabled, exhibited in the graduate as creativity, innovation, critical thinking and problem-solving, technology literacy, lifelong learning, collaboration and communication. These aforementioned points become drivers for survival to the student, employee and ultimately throughout the life of every individual since the success of any graduate lies in his or her ability to adapt to the technologically advanced society filled with various cultures. Hence, for the graduate to cope in this changing as well as the challenging environment, he or she cannot rely on just the degree or certificate and training acquired while at school but has to learn some new tact, soft skills or intelligence, that is, something extra that will distinguish him or her and ultimately result in a competitive edge or advantage over others. One of such skills or intelligence is known as ‘social intelligence’ amongst several other types of intelligence, a skill that develops in an individual in the course of his or her activities while in the social sphere – a fertile ground for social interactions and communication, as it helps individuals understand better, the meaning and type of social knowledge, social goals and objectives therefore leading to an ability to solve life problems (Platonova, Vasyukov, Vorozhikhin, Akhmadieva, Donskova & Zdanovskaya, 2021). Technology, though good and needed in the 21st Century, has made many develop social autism, a situation where people lack the ability to form quality relationships and has also made some people self-centred; they take out time to interact with others online, but ignore those around them by building a boundary that isolates and makes them uninterested in any real-world communication. They forget that all humans are social beings living in a society with other people: displaying different thoughts and personalities on a daily basis, in need of interaction with those around to foster growth, survival, knowledge and awareness which produces social adaptability. Nevertheless, a person’s mental well-being depends on the health of his or her relationships, which is hinged on the presence and development
of one’s social intelligence to a great extent (Joy, 2019). Social intelligence was first discussed by Edward Thorndike, an American Psychologist in 1920, and defined as the ability to understand humans (men, women, boys and girls) and act wisely in human interactions. It is a concept that was born because he found out that human intelligence is made up of three components namely: abstract, social and mechanical intelligence but he concentrated more on the social intelligence which he explained as the ability to deal with people. Goleman (2006) cited in Mishra and Jatav (2020) argued that SI is not just being intelligent about the people or the surroundings but also becoming intelligent in relationships.

In the view of Boyatzis, Wei and Gaskin (2015) competency such as empathy, conflict management, influence, teamwork, pattern recognition and systems thinking are displayed by socially intelligent individuals. Honeywill (2015) cited in Belton, Ebbert and Inurna (2016) also described social intelligence as being capable of getting along with others and navigating the complex social relationships and environments. In essence, for any individual to successfully survive and overcome a complex social environment, he or she must possess SI. Social intelligence according to García-Bullé (2019) is the capacity to communicate and form relationships with empathy and assertiveness. It comes from knowing one’s self and exercising proper emotional management that improves interactions, fosters leadership and enables the execution of unique intellectual tasks. Hence the need for students to be taught social intelligence during their stay at the university to enable them re-skill, adapt and continuously learn social skills that can help them function effectively while at school and successively in the labour market.

Social intelligence has been found to deal directly with: social relationships (a link to an individual’s mental and physical health), social awareness (a person’s internal ability to perceive the other person’s state of mind so as to gain a better perspective of social interaction with the individual) and social facility (which develops the self-image of an individual so that he or she has a considerable impact in a social interaction). All the aforementioned (that is social relationships, social awareness and social facility) are necessary for development in any sphere of life. It is an intelligence that is possessed in varying quantities in individuals, some from birth while others have to learn it, but on the whole, it develops through adulthood, so those with low social intelligence are likely to have fewer relationships that may eventually lead to depression, loneliness and other health challenges or may even result in bullying behaviour, aggression, workplace abuse, gossip, and rumour that are harmful to others as opposed to those with high SI (Belton, Ebbert & Inurna, 2016, Sadiku, Alam & Musa, 2019). Militaru (2012) posits that SI has three different components, which are perception, analysis and cognitive-behaviour, those with capacity to produce appropriate behaviour in order to achieve their social targets are known to possess high SI.

Socially intelligent individuals develop healthy relationships with others and are generally well behaved both professionally and personally. It is useful for solving problems in social life since it can be used to tackle various social tasks; for this reason, it requires further development in the education sector. Previous researchers also noted that it is extremely essential to have a high level of social intelligence because it brings about a successful life. Besides, people with high social intelligence understand the emotions of other people and are also able to control their own emotional responses to situations since they understand why people behave the way they do (tutorialspoint, 2015). Hence, those with a high level of social intelligence are usually more popular as it leads to happiness especially when related to academic activities (Nagra, 2014, Jones
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Ronke Anke Olurayi & Day, 1997, Meijs, Cillessen, Scholte, Segers & Spijkerman, 2010, Thorndike, 1920) cited in (Kularajasingam, Kaur & Subramaniam, 2018). It can then be said that SI has become useful in managing relationships with individuals, organizations and throughout life making it a veritable tool for deployment to all aspects of human interactions. The importance of SI is discussed in relation to students’ academic performance, employability, conflict management, online behaviour and leadership.

Importance of SI to academic performance

It is an established fact that education is a powerful tool for change in any society, due to globalization, the education system in all the societies have assumed new roles particularly in the aspects of training for tolerance, understanding and respect towards the differences in ideologies, cultures, traditions, religions, beliefs, and behaviours. Educational institutions have been saddled with the responsibility of positively influencing students for change while lecturers prepare to handle future roles as well as deal with future responsibilities in life (Kanimozhi & Vasimalairaja, 2018, Genç & Boynukara, 2017). Records have also shown that students who perform well in school have other qualities like persistence and readiness to abide by existing routines aside from intelligence since intelligence and academic achievement are always examined where people work or live. SI plays an important role in students’ educational development; it enables them: discover themselves and others, connect with other people thereby effectively influencing each other through communication skills (ability to listen well, understand words and emotional content), internalize social roles and rules (ability to socially interact and play various social roles), motivate others (understanding why a person behaves in a certain manner) and manage impression (concerned with the impression made on others).

The result of a study carried out on metaphorical cards as innovative educational technology for students’ social intelligence developing revealed that 83% of students had the ability to make contact, 3% exhibited aggressive behaviour and 14% exhibited dependent behaviour while the ability to respond to an attempt of engage was 81%, aggression indicated 2% and dependent behaviour was 17%. It was deduced that communication skills be developed because one of the primary goals of social intelligence is to overcome negative emotional reactions in students’ relationships with people around them, create adequate self-estimation and a new image that enables for positive assessment of the world. All these skills can only be exhibited in a student after he or she has been taught, which is the more reason why this motivator of social interaction known as social intelligence must be introduced into the university curriculum after a series of researches might have been conducted to give an insight into the requirements of present day companies, then build up necessary skills among students for future workplace employment and survival. Psychological problems leading to social maladjusted behaviours in youths as a result of technological changes can be solved through the application of SI (Anandaraj & Maheswari, 2021).

Anandhakrishnaveni and Karthikeyan (2021) found that for students to be successful, they must be able to control SI; these types of students consider inability a positive learning experience as it engages them in trying until they achieve their learning objectives. The researchers also discovered that students that managed their time well were able to comprehend the worth of difficult work, sharpen their critical thinking abilities and assume liability for their own scholarly advancement. Their study further revealed that female high school students had more social intelligence than their male counterparts with the mean average of
40.02 and 39.75 respectively. However, there was significant difference in the social intelligence of students that were the only child and those that were not. Therefore, students have to cultivate SI from their university days to afford them the opportunity to acquire more skills through school and throughout life. SI is key in this 21st Century because it is the best asset to assemble as well as keep a decent work culture and secure positions in this technologically developing world.

Gkonou and Mercer (2017) identified three reasons why emotional and social intelligence are important for teachers of English language as this subject demands communicative teaching abilities which place focus on authentic classroom interaction, peer collaboration, cooperative pair and group activities which is highly social, interactional and interpersonal in nature thus calling for interpersonal skills that are beneficial to both emotionally and socially competent teachers and learners. Furthermore, Matsumoto, Yoo and LeRoux (2007), Spencer-Oatey and Franklin (2009) cited in Gkonou and Mercer (2017) observed that global migration and increasing multicultural and multilingual nature of the classroom has made it necessary for learners and teachers to develop intercultural skills, maintain rapport, show empathy and care for others through emotional and social intelligence; teachers are able to deal with global and colonial issues that have led to serious dilemmas or conflicts with emotional and social intelligence serving as a guide for decision making. The teaching of English language promotes communicative competence, a dimension of intercultural competence linked to empathy, a key component of emotional and social intelligence that can mediate intercultural understanding, increase self-awareness, appreciation for other peoples’ culture and make learners open to each other.

**Social intelligence and employability**

Prior to the development of technology, employees were treated and considered service-providers, but today, they are treated like organizations key asset which has come into workplaces due to the adoption and application of social intelligence.

Yes, it is a good thing for graduates to obtain degrees which they tender while seeking for jobs, but it is another thing to get jobs with the certificate or to perform on the job if eventually selected because 21st Century employers are looking for those who can deploy other skills apart from academic qualification to their jobs. Such skills are what employers refer to as employability skills, which covers communication, problem-solving, decision-making, teamwork, self-awareness, self-confidence, independence, emotional intelligence, interpersonal, critical thinking, flexibility and adaptability, stress tolerance, creativity and initiative, willingness to learn, reflectiveness, lifelong learning, and professional behaviour. It is important for graduates to be well equipped with these skills before they gain employment as contemporary workplaces are characterized by continuous change and increasing competition that can help graduates move from one job to another within or without an organization basically for better working conditions and benefits.

Suarta, Suwintana, Sudhana & Hariyanti (2017) explained that the main barriers to higher education graduates in entering the world of work are the gap between the graduate job skills and the skills needed in the workplace. Noting that the workforce in the 21st century not only requires graduates with high academic qualifications as represented by the subject and degree class, but also equipped with a number of skills and attributes, Bunshaft, Curtis-Fink, Gerstein, Boyington, Edwards and Jacobson (2015) cited in McGunagle and Zizka (2020) affirmed that the traditional curriculum are still being used to teach students in traditional ways while
neglecting the knowledge and skills necessary for today’s job market and that of the future leading to employability skills gaps (like communication, teamwork or problem-solving skills) between what students are learning and the demands of employers.

In the present day, the norms of workplaces are regularly changing and so are the parameters used to judge people (Mishra & Jatav, 2020). Organizations judge their workforce for emotional traits that are crucial for their progress and selection for new assignment so, there is need to understand how these abilities could be developed in order to reach a fulfilling career since if well cultivated they can give an individual a competitive edge over others; the efficiency and effectiveness of organizations depend on the level of acceptance of these competencies as these days employees not only need their academic qualifications and technical skills but also marketable skills. Further, SI is not limited to individuals within an organization but it is also needed at different levels of work groups and teams in the organization implying that those unable to develop social intelligence and adjustment skills may be unsuccessful in the workplace.

The study by Mishra and Jatav (2020) concluded that in order to prevent as well as manage work stress, evaluate the effectiveness and progress of any organization, emotional and social intelligence competencies (different training interventions designed and conducted) are needful for deployment in the workplace. It is worthy to note that advocating for meta-competencies like flexibility, positive attitude, social intelligence, critical thinking and eloquence, are required for settling disagreements, accepting favourable criticism from higher authorities, allowing for further development and a strong connection with management. It also allows a person to be more focused and goal-oriented in the workplace as employees learn to cope tactfully with various historical and current events (Sanwal & Sareen, 2021). Those with social intelligence can also improve their performance by streamlining and evaluating diverse activities which will form the basis for employment and later attainment of leadership within a section to becoming a top management leader.

**Social Intelligence and Leadership**

Due to dynamism in organizations, there is a high demand for those that can develop new ways of leading, as they concentrate on innovative discipline, management tool and direction that focus on how individuals in a social environment regulate their emotions, make decisions and solve problems. This type of leader is said to possess high SI which is displayed as he or she caters for employees’ security, boosts confidence, generates a sense of connection and belongingness to face changes and encourage new ideas, motivates others to grow together, and positively transforms moods (Molina, Marcano, Molina, Raby & Tapias, 2019). Boyatzis, Rochford and Taylor (2015) cited in Bayron-Rivera (2021) affirmed that when leaders connect with others, becoming attuned to their needs, their minds behave correspondingly, as if they were part of one system. Under this principle, striving to become a better leader means adopting positive social behaviours that encourage connections through the brain’s social system. Shahid (2017) discovered that leaders who are socially intelligent: show enthusiasm, turn thoughts into action, like the challenges to meet new and different people, love to make connections and break the ice, are good communicators, and have feelings for others (empathy). Essentially, a leader must be socially creative and skilled to interpret situations and find solutions and as a consequence, be able to effectively construct and maintain positive relationship, negotiate, manage conflict and speak clearly ‘what’ and ‘when’ necessary.
SI will help leaders and the management team in organizations adapt to changes resulting from growth and the struggle for survival in the new environment created by technological development that managers generally have many problems with (Koloor & Seifollahi, 2018). The result of their study in the linear regression model revealed that 73% of changes in innovative performance was explained by changes in social intelligence, 63% of changes in innovative performance was explained by changes in social skills, 57% of changes in innovative performance was explained by changes in social awareness, and 18% of changes in innovative performance was explained by changes in social desirability, implying that the social intelligence of people increases their innovative performance.

Managers are the most responsible for the emotions of their employees therefore, their social intelligence is vital to their (that is, employees) performance because the emotional climate within an organization can affect, and in turn reflect in, employees’ productivity, thus leading to customer satisfaction or dissatisfaction as the case may be (Kaplan, Cortina, Ruark, LaPort, & Nicolaides, 2014 cited in Genc & Genc, 2018). Emotions can only be managed in favourable climates which are to be created by managers who are fully aware of such. It is critical for a person to get to know the feelings of others in order to be able to motivate them; coupled with managing their own feelings when building relationships with others (e.g. social intelligence) to enhance the realization of emotional labour which is the way employees are able to manage their true feelings in order to display the organization’s desired emotions (Ashkanasy & Daus, 2002 cited in Genc & Genc, 2018). Emotions and social relations, which form part of these soft skills, are very significant and have become increasingly important in recent years. One of the most important factors affecting employee behaviour is the emotional climate within the organization (Kaplan, Cortina, Ruark, LaPort & Nicolaides, 2014 cited in Genc & Genc, 2018).

The fourth level of the model moves beyond the emotions that are experienced in interpersonal relationships to those that affect the moods experienced by entire teams. Such moods can affect employees’ team-working behaviour and performance; it is, therefore, very important that managers and leaders manage this emotional involvement. The final level of the model relates to emotional climates that exist within businesses, which can affect organizational performance. People spend more time in the workplace than in their social and home environments. Employees may feel very strong emotions (hope, excitement, joy, fear, anger, revenge, etc.), which they may then associate with their workplace (Boyatzis, 2008 cited in Genc & Genc, 2018).

Managers need social intelligence because it helps them become more aware of how their employees feel, understand and empathize with others since employers believe that graduates need stronger technical or practical skills and interpersonal skills just as Genc and Genc (2018), Jackson, Lower and Rudman (2016), Akdere, Hickman and Kirchner (2019) cited in McGunagle and Zizka (2020) found that most hire did not fail for lack of technical skills, instead, it was due to the absence of workplace skills. Thus, social intelligence enables people to comprehend life better, make it more fruitful, and also ease the process of retirement (Sanwal & Sareen, 2021).

Social intelligence and conflict management
It is a known fact that wherever two or more people are together for a purpose there is bound to be conflict due to varying ideas and behaviours. It exists among students, employees, employers and throughout human existence, as long as there is interaction amongst individuals and groups but the way and manner a
leader as well as other concerned individuals effectively handle the situation largely depend on their interpersonal relationship or SI leading to desired organizational result like satisfaction, effectiveness, fairness as well as improved emotional and social intelligence.

EL-Shaer and Gaber (2018) mentioned that managers spend 20% of their time resolving conflicts and their aftermath, which is why it is important for them to have high SI that will guide on the appropriate action and reinforcement needed to resolve conflict, avoid or reduce work stress and encourage work relations to realize organizational goals as individuals or professionals. The implication is that SI plays a significant role in achieving success and happiness in life. According to Koch, 2004, Kenter, 2006 cited in EL-Shaer & Gaber (2018), most powerful leaders are those who build social rapport, awareness and relations with other people around them, which enables them form connection with others and empowers them to develop social-problem solving skills, encourage growth of each individual within the team and build a communication bridge thereby creating effective ways of understanding and improving their SI and those of others. Furthermore, the study of EL-Shaer and Gaber (2018) revealed that dealing with conflict can increase social intelligence of staff and create a friendly environment that improves effectiveness within the organization. The competing style of conflict management was identified as the most effectively used among head nurses because it creates a healthy, friendly and competitive environment that encourages people to express their opinions bringing about creative solutions while the less utilized of the strategies was the avoiding style. However, this is contrary to the result obtained by Abudahi, Fekry and Elwahhab (2012) cited in EL-Shaer and Gaber (2018) which indicated that nursing staff (nurses and nurse-managers) considered competing as the least favoured conflict management strategy; implying that experts with high social intelligence cannot be unmoved by the feelings of their employees so they never use avoiding styles, but rather look for other styles to solve the problems within the organization.

In another study by Rahim, Civelek and Liang (2017) an attempt was made to show the extent to which the departmental chair’s SI influenced faculty members’ problem-solving approach to conflict management. It was found that the use of problem-solving strategy which involves a constructive exploration of party differences led to a search for solutions to manage conflict that produced high job performance, satisfaction and creative processes like open communication, clearing misunderstanding and identifying causes of conflict and intervention that brings minimum satisfaction to both parties. Just as conflict occurs in other areas of life so it happens in schools, which is a fertile ground for its regular occurrence. It happens on a daily basis due to multiple interpersonal relationships between students and among students and teachers. It then means that teachers and other classmates must devise ways and skills of resolving conflict to foster peaceful coexistence among students and teachers in the classroom environment.

**Social intelligence and online behaviour**

Online behaviour is exhibited by individuals (youths or adults) while surfing the net. Individuals display varying behaviours when they are online, which may either be good or bad and this calls for the need to develop proper social skills or soft skills (like good verbal and communication skills, etc.) known as social intelligence needed to influence online interactions since it predisposes users to environmental factors they might not be able to deal with if past experiences with other people are not involved, this is only made possible through the acquisition and application of SI which enables individuals read other people’s emotions and also empathize with them. Social
connectedness, an integral aspect of human life, drives individuals to seek and maintain their social ties to others, engage in behaviours such as joining groups, conversing with strangers, and reaching out to existing acquaintances. Recently, social media have become an increasingly popular tool for engaging in social behaviour, though limited studies indicated that its users can experience increased social connectedness. However, some authors from the same study noted that its use can also undermine social connectedness (Baumeister & Leary, 1995, Hart, 2011 Spiliotopoulos & Oakley, 2013, Ahn & Shin, 2013, Grieve, Indian, Witteveen, Tolan & Marrington, 2013, Sheldon, Abad & Hinsch, 2011 cited in Ryan, Allen, Gray & McInerney, 2017).

Three aspects of social connectedness - social capital, sense of community, and loneliness were studied by Ryan, Allen, Gray and McInerney (2017) and their findings revealed that while social media users may experience enhanced feelings of social connectedness, some may be exposed to potential negative outcomes that may produce unclear social outcomes.

In another study on Nurses’ online behaviour: Lessons for the nursing profession, it was discovered that they did not know where to draw the line when posting personal and professional information. This has recently increased the number of nurses that have been censured or asked to appear before regulatory or registering authorities for unprofessional behaviour on social media sites. Problem behaviours that were identified include: inappropriate content and postings, crossing professional boundaries and breaching patient privacy, confidentiality, over-sharing of personal information, and inadvertent disclosure of personal information due to a lack of understanding of the social media platform, and who can view and access their personal information. Workplace cyber bullying (use of electronic medium to threaten or harm others, in order to inflict humiliation) was another problem that was recognised during employees and employers encounter, because with Information Communication Technology people can be bullied anywhere and anytime, beyond work hours and the workplace (D’Cruz & Noronha, 2013 cited by Green, 2017).

Cain (2011) cited in Green (2017) found that many students and those seeking employment were of the opinion that their publications online was private, that is, they had no relation to their workplace behaviour or professional reputation. However, organisations do not agree, because they think their reputation is affected by the behaviour, attitudes and work ethics of employees. Saulnier (2019) in a study on moral identity, moral disengagement, and online behaviour from adolescence to young adulthood discovered that adolescence and young adults, who were mostly graduates engaged in some antisocial online behaviours like pirating, trolling and hacking. Result showed the male respondents had significantly higher moral disengagement accompanied by all forms of antisocial behaviours, while female respondents had significantly higher online moral identity.

Theories adopted for this paper: Social Intelligence and Maslow’s hierarchy of needs
Social intelligence was a concept proposed by psychologist Edward Thorndike in 1920 and defined as the ability to understand and manage men and women, boys and girls, and to act wisely in human relations. In essence, the concept relates to both the cognitive aspects (ability to understand people) and practical aspects (ability to deal with and respond towards them). Later, Moss and Hunt saw it as the ability to get along with others and by the 1930s, P. E. Vernon described social intelligence as the general ability to get along with people, social technique or ease in society, knowledge of social matters and susceptibility to stimuli from other
members of a group, as well as insight into the temporary moods or underlying personality traits of strangers. By the 1980s, Gardner suggested a model of multiple-intelligences where interpersonal and intrapersonal dimensions of social intelligence were discussed. He affirmed that social intelligence allows people to take advantage of the resources of others. Implying that other people’s intelligence can be used, if one knows how to reach and use it; therefore, the best strategy is to mobilize other people around. He further found that interpersonal intelligence covers the ability to read other people’s moods, motives and their mental states while intrapersonal is the ability to access and assess one’s own feelings in order to guide behaviour. As the years progressed, Ford and Tisak initiated the convergent and divergent validity for social intelligence and established that social intelligence was a better predictor of a behavioural measure of social effectiveness than academic intelligence. Later within the decade, researchers came to agree that social intelligence is distinct from general intelligence and may serve as a better predictor of behaviour. Zaccaro and his associate in the early 1990s, saw social intelligence as having two parts: social understanding and situational-appropriate behaviour. They said that socially-intelligent individuals are aware of the social situation, including the problems and needs of others (social perceptiveness) as well as their ability to behave appropriately for different social situations (behavioural flexibility). Not too long from then, Kosmitzki and John called a socially intelligent person one who: understands people’s thoughts, feelings and intentions well, good at dealing with people, has extensive knowledge of the rules and norms in human relations, good at taking the perspective of other people, adapts well in social situations, warm and caring and open to new experiences, ideas and values. Karl Albrecht later revised the multiple intelligences model and broadcasted that human beings have six basic dimension (abstract, social, practical, emotional, aesthetic and kinaesthetic) of intelligence. He, by 2009, elaborated the five major dimensions of social intelligence as situational radar, presence or bearing, authenticity, clarity and empathy. As time went on, other researchers came to the conclusion that a person with social intelligence has knowledge of, can accurately interpret and is skilled to behave appropriately in social situations. Thus, leading them back to what Thorndike first proposed about social intelligence, which then, can be defined as the ability to: relate to people, perceive social situations and properly interpret and react to them accordingly resulting in the ability to create harmonious interpersonal relationships and the ability to solve conflicts.

Maslow's hierarchy of needs is a theory propounded by Abraham Maslow in 1943, the psychologist explained that people are motivated by five categories of needs (physiological, security or safety, social, esteem and self-actualization) which he represented by a pyramid explaining that the basic needs that are physiological, security and social must first be satisfied before any individual can move to a higher level of need.

![Figure 1: Maslow's hierarchy of needs](source: Management Study Guide)
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The theory is relevant for management in organizations since they are concerned with human motivation, understanding peoples’ needs and how these needs differ. The levels of need in this theory could become motivators of peoples’ behaviour since it is set to address social problems and improve human conditions. Generally, the makeup of any organization or institution are humans that cannot live in isolation but must engage in some form of social relations with other colleagues either as students, employees, and leaders. Social relations within these organizations, if positive, will foster emotional intimacy exhibited as love, belongingness, loyalty and participation by all, tending towards the satisfaction of the basic needs (physiological, safety or security and social) outline in Maslow’s hierarchy of needs theory but if negative, can lead to depression, anxiety and social isolation which will further move the individual away from actualizing the basic needs and the eventual inability to realize the higher needs.

Social intelligence can be said to be a motivator and behaviour builder; students that have developed it will be able to communicate well, tolerate, understand and respect other people’s ideas, values, backgrounds, convictions, views, and behaviours since this will help them (that is, the students) discover themselves as well as others thus enabling them connect with other people. At workplaces, graduates are required to have marketable or employability skills (communication, critical thinking, professional behaviour, creativity, problem-solving, teamwork, interpersonal, and so on) that can give them competitive edge because it is capable of moulding the graduates’ behaviour which would reflect in their etiquette as they relate with others. Graduates eventually become leaders at various organizations, and automatically assume roles of managing human beings with different behavioural tendencies but if these leaders develop competencies like flexibility, positive attitude, social intelligence, critical thinking and eloquence, and if focused and goal-oriented then they will effectively manage individuals within those organizations as well as acquiring the needed competence required for settling disagreements or conflict, leading to the acceptance of constructive criticism from those in authority as this will further lead to the development of a stronger connection with management. Hence, the development of social intelligence leads to building of relationships that will serve as impetus for great achievement as an individual and groups.

Implications for Practice
In order to accurately evaluate the state of practice, this position paper examined related literature on social intelligence. This will enable future empirical research to yield more accurate results that may be extrapolated. Users from a variety of backgrounds who hope to graduate someday congregate at the library to interact socially with librarians, other users, and information resources. Friendly and healthy engagement would not be possible, though, if social intelligence was not applied to the services provided at the library. Social intelligence can improve the ability of library management and departmental lecturers to engage with users and students, understand the motivations behind their use of specific information resources, build strong, dependable relationships, and navigate social environments. This can be achieved by integrating social intelligence into library and information science curricula and service delivery in the library. In order to improve literacy skills and ultimately close the gap between society and users’ information needs, social intelligence will therefore assist the library and lecturers in developing, adapting, improving, and maintaining techniques and strategies that will enable them to become familiar with and sensitive to the lifestyle of both active
and passive users that will graduate and be gainfully employed based on the soft skill they have acquired.

**Conclusion**

Social intelligence has been identified as a useful tool for any graduate’s success in this 21st Century which is characterized by change and technological advancement. This change is revolutionizing the world and challenging individuals as well as organizations to acquire and develop social and interpersonal skills that will help them effectively interact with other people to foster peace in our society. The possession of these skills will enable individuals have an edge at school, workplace, and generally in all areas of life since it has become evident that for academic achievement and any gainful employment; graduates must be able to display certain skills that will make them stand out and marketable thereby giving the organizations they are working for competitive advantage over others.

The following recommendations have been suggested:

1. Schools should incorporate the teaching of SI into the curriculum of instruction to afford students opportunity to learn needed social skills during their education and for the future.
2. Employers of labour should frequently organize seminars, workshops and conferences on SI for their staff.
3. Employers and heads of units should see that acquired knowledge from seminars and workshops be adequately put to use by the employees.
4. Employees should be mentored by their superiors to ensure mastery and proper application of these skills in their daily interactions.

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