

# Emotional Intelligence: A critical dimension of learning Organisations



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*Dynamism is the secret for 'survival of the fittest' in this high tech millennium. Macro-environmental transitions are compelling businesses to transform and re-invent themselves for sustainable development of the global economy. These radical new off springs have delivered 'learning organizations' to the global corporate world. Emotional intelligence ie, the ability to perceive, control and predict emotions of self and others, has been found to be an important variable in learning organizations as Organizational performance and learning are more effective if enacted by emotionally intelligent employees. This research dwells in this relationship that exists between emotional intelligence and learning organizations. The study develops a conceptual model of the dimensions of EI and the five dimensions of Learning organizations ie, clarity of mission and vision , leadership commitment and empowerment, experimentation and rewards, effective transfer of knowledge, teamwork and group problem solving. The research is explorative and empirical in nature. Primary data is collected through a survey of a sample of respondents from learning organizations in the ITES sector in Bangalore through convenient sampling technique in order to find out the impact of EI on dimensions of learning organizations and employee learning.*

**Key Words:** Emotional Intelligence, Learning Organisations, self awareness, motivation, re-invent.

## 1. Introduction

Since the onset of the new millennium, the pace of change has dramatically transformed the ways of human settlements and development driven by globalization, new technology and social media. Dynamism through transformations is the secret to survival in this high tech era. The impact on business has been profound with competitive advantage increasingly more difficult to achieve due to free – market policy and cut-throat competition. The 'adaptive organizations' are required to proactively react to the macro-environmental changes as well as closely follow the paradigm of their internal and external customers. An adaptive organization is able to quickly respond to new trends by total business process re-inventions and turnaround through altering both infrastructure and workforce competence while still maintaining core business, reputation and staff – they can respond quickly and continuously to change.

These adaptive organizations or what we popularly know as "Learning Organizations" have survived and developed as never to be defeated super heros in the present unpredictable scenario. And what has enabled these organizations to re-define themselves as 'Learning Organizations' are the unsung heros; their human resources. The employees or talent force of the organization are solely responsible in making or breaking an organization, and the birth of 'Learning Organizations' is the offspring of the same human capital of an organization. The Learning Organizations are direct reflection of the employee trust, autonomy, innovation, shared vision, transparency and self-managed leadership of the individual employees. And that's where Emotional Intelligence becomes a crucial competence factor making up an intelligent workforce that is not just talented in terms of its competence but also intelligent emotionally. In a world of declining empathy and growing business need for connections and partnership working, EI is no longer a 'nice to have', but the key to creating sustainable competitive advantage.

### 1.1 Emotional Intelligence and Learning Organizations

In recent years, the concept of organizational learning has enjoyed a renaissance among both academics and practitioners seeking to improve organizations (Robey et al ,2000). Organizational learning has been identified as a significant method for ensuring the success of continual changes in organizations (Senge,1992). The dynamism in the macro business environment has first transformed organizations to lean structures, then to become process-centered and now learning organizations. All business houses which have followed the success route, whether it is the overall leader, Apple Inc. or Google or Sony, the names that follow can be enormous, have adopted the concept of becoming Learning Organizations in order to survive and lead. To create a competitive advantage, companies need to learn faster than their competitors and to develop a customer responsive culture. Argyris identified that organizations need to maintain knowledge about new products and processes, understand what is happening in the outside environment and produce creative solutions using the knowledge and skills of all within the organization. This requires co-operation between individuals and groups, free and reliable communication, and a culture of trust.

Culture is the most important dimension responsible for ongoing organizational learning that makes up Learning Organizations. And a strong, integrated culture is the result of Emotional Intelligence of all its employees. The approach of "organization as a learning system" was introduced in the early 1990s. Peter Senge's 1990 book "*The Fifth Discipline: The Art and Practice of The Learning Organization*" brought limelight and popularized the concept of the 'learning organization'. According to Peter Senge (1990: 3) the proponent of this unique concept, Learning Organizations are: "...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to 'discover how to tap people's commitment and capacity to learn at *all levels*' (*ibid.*: 4). While all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement. Furthermore, people may lack the tools and guiding ideas to make sense of the situations they face. Organizations that are continually expanding their capacity to create their future require a fundamental shift of mind among their members.

When you ask people about what it is like being part of a great team, what is most striking is the meaningfulness of the experience. People talk about being part of something larger than themselves, of being connected, of being generative. It becomes quite clear that, for many, their experiences as part of truly great teams stand out as singular periods of life lived to the fullest. Some spend the rest of their lives looking for ways to recapture that spirit. (Senge 1990: 13)

So, it has been clear that one of the key competitive advantages of an organization is its people called as human capital. What hasn't been clear until now is exactly how to develop those people, their talents and capabilities – and create an enduring culture and environment to allow this to happen in an ongoing basis. Emotional Intelligence gives the model for continual learning, change and development within the organization and links to virtually each and every key feature of the Learning organization.

In a Learning Organization, employees contribute to strategic direction to an extent not achieved before. Employees identify needs so that strategy emerges from accumulated activities of employee teams. All this requires the organization to implement a Learning Organization philosophy with such a commitment that each and every member of the entity is able to internalize that philosophy within oneself. For such an organization, the dominant issue is revitalization. Revitalization is typically completed in three stages of recovery like- crisis stage, re-invest stage and re-building stage. Re-engineering is the process of redesigning the organization not necessarily in structural form but definitely in culture form and this is where emotional intelligence becomes a crucial dimension in the forming, implementation and internalization of the LO philosophy and culture. Whether it is systems thinking perspective, shared vision, team learning or mental models like 'triple loop learning', emotional intelligence becomes a critical enabler and catalyst in developing a Learning Organization. Recent theories suggest that organizations are permeated with non-rational and non-cognitive elements that cannot be accounted for by mechanistic models (Clegg, Kornberger, & Rhodes, 2005). Moreover it has accepted that the human resources in any functional department possess more or less same amount of cognitive intelligence but the star performers are those who maximize upon their psychic energy stored in their emotional context (Dissanayaka et al, 2011). Researches show that EI plays a significant part in assisting the managers and employees to manage dynamic change in the business environment (Rafiq et al, 2011). The construct of emotional intelligence and its competencies are believed to play a relatively dominant role for learning at the individual level to reach an organizational level (singh, 2007).

Through an extensive literature survey, this study has attempted to find out the lacunae in research with respect to the role of emotional intelligence in the conception and internalization of Learning Organization philosophy. The main aim of this study is to develop a relationship between EI and LO dimensions conceptually and proposes a model that exhibits the critical role that Emotional Intelligence plays in Learning Organizations. From various researches, it is evident that EI is a critical dimension that enables organizations to make this significant transition into becoming Learning Organizations but 'how' and 'to what extent' is it related to the LO dimensions still remains an unthreaded path.

## 2. Literature Review

The concept of learning organizations has become very popular in recent years, owing to the growing need for organizational learning, knowledge management and change management that keeps a boat sailing smoothly in the doldrums that are currently witnessed. Advocates of the concept have written extensively on the benefits that accrue to organizations that undertake the transformation to become an ever-learning one. When looking at the literature on learning organizations, it is hard not to recall that famous line from Mark Twain: "*Many researchers have already cast much darkness upon this subject, and it is probable that if they continue, that we shall soon know nothing at all about it.*"

The concept is rooted within current literature on learning and management science, and shares common ground with several other areas of inquiry, including leadership, human resources management, organizational behavior, and systems thinking (Paziuk, 2009). The learning organization is an organizational model proposing to build a culture of adaptation to change (Senge, 1990; Watkins & Marsick, 1993, 1996). The learning organization is considered a forum for individuals to interact with their capacity to exchange skills (Senge, 1990). Learning is acquired by the learning organization to transform itself (Watkins and Marsick, 1993). To sustain competitive advantages learning must be addressed on an ongoing basis. It creates an environment for people to enhance the culture of inquisitiveness and team learning. The normative models for the creation of a learning organization (Ulrich et al., 1993; Go and Richards, 1997; Pedler et al 1997) describes a set of actions

that ensures learning capability: effective generation of ideas by implementing a set of practices such as experimentation, continuous improvement, teamwork and group problem-solving, observing what others do, or participative decision making (Alegre & Chiva, 2008).

Peter Senge (1990) a key proponent of the learning organization, posits the radically humanist idea that organizations should become places where people can begin to realize their highest aspirations. The transformation process towards learning organizations should commence with re-thinking of the overall goals and developing shared goals through shared commitment. Senge talks of developing worker commitment not compliance; of building shared visions, not imposing a mission statement from above; of effectively reconciling individual and organizational objectives (Hughes, 2000). Senge(1990) proposes five dimensions that make up learning organizations, Systems thinking, personal mastery, mental models, shared vision and team learning.

The importance of the factors that facilitate organizational learning has traditionally been dealt with in the learning organization literature, which mainly focuses on the development of the five normative models for the creation of a learning organization. This literature proposes a variety of facilitating factors of organizational learning (Easterby-Smith and Araujo, 1999). However, research from both organizational learning and the learning organization literatures has suggested factors that facilitate learning (Chiva, 2004). Chiva et al. (2007) identified five essential facilitating factors of organizational learning: experimentation, risk taking, interaction with the external environment, dialogue and participative decision making.

The psychometric view of emotional intelligence can be seen to have originated from the concept of social intelligence proposed by E.L. Thorndike. According to Thorndike (1920) social intelligence is a division of intelligence having three facets, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both *interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* (1985).

The emotional intelligence (EI) phrase has become popular since the 1990s when John Mayer and Peter Salovey first coined the phrase 'emotional intelligence'. Salovey & Mayer (1990) considered EI a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions. It is used to distinguish them and to use this information to guide one's thinking and actions. According to Anzieu & Martin (1994), emotions were first associated with organizations when early group dynamics theorists including Mayo and Lewin introduced the concepts of human relations and social change in the workplace and declared their impacts on organizational performance. Goleman (1995) believes that IQ contributes around 20 percent to the factors that govern success, while EI accounts for the remaining 80 percent. Therefore, many recommended that EI, alongside the socio-cultural cues that influence emotional display, should be learned and understood within the context of the workplace.

The term became widely-known with the publication of Goleman's '*Emotional Intelligence - Why it can matter more than IQ*' (1995). The mixed model of EI proposed by Daniel Goleman (1998), focuses on EI as a wide array of competencies and skills that drive leadership performance. According to Goleman, EI includes five main constructs like- self-awareness, self regulation, internal motivation, empathy and social skills. "Working with Emotional Intelligence" revealed how stellar career performance also depends on EI. Goleman has teamed with renowned EI researchers Richard Boyatzis and Annie McKee to explore the role of emotional intelligence in leadership. Unveiling neuro-scientific links between organizational success or failure and "primal leadership," the authors argue that a leader's emotions are contagious. If a leader resonates energy and enthusiasm, an organization thrives; if a leader spreads negativity and dissonance, it flounders. This breakthrough concept based on analysis of world-class organization, charges leaders with driving emotions in the right direction to have a positive impact on earnings or strategy. Robbins and Judge (2009) defined EI as the ability to detect and manage emotional cues and information. Goleman (1995) and Robbins (2007) listed five dimensions of emotional intelligence including self-awareness, self-regulation (management), self motivation, empathy, and social skills. Judge (2009) argue that people who know their own emotions might be more effective in doing their jobs. Consequently, this increases the importance of understanding EI and its influence on the different aspects of organizational practices such as organizational learning and technology learning in particular.

Tran (1998) argues that the emotional climate deeply affects organizational dynamics such as idea generation and creativity, readiness and adaptability to change, and facilitation of learning processes. Hence it influences performance, both individual and organizational. There are strong signs that suggest the future of all corporate life: a tomorrow where the basic skills of emotional intelligence will be ever more important, in teamwork, in co-operation, in helping people to learn together how to work more effectively. As knowledge based services and intellectual capital become more central to corporations, improving the way people work together will be a major way to leverage intellectual capital, making a critical competitive difference. To thrive, if not survive, corporations would do well to boost their collective emotional intelligence (Tran 1998). Emotionally intelligent employees tend to expect outcomes that benefit others as well as themselves (Schutte et al, 2001). Hence, organizational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries (Scott-Ladd and Chan, 2004).

Jordan *et al.* (2002) reported that lower emotional intelligence levels contributed to reactions being more negative in the form of job insecurity and lower coping strategies. Conversely, higher levels have been found to generate positive

interpersonal relations with others (George, 2000), with emotionally intelligent leaders displaying higher levels of self-awareness, persistence, self-motivation and social skills to motivate and empower others (Cherniss, 1998). Such leaders use charisma to inspire others, generating cooperation, enthusiasm and trust (George, 2000) and report stronger goal focus and job satisfaction (Martinez-Pons, 1997). Gardner and Stough (2002) studied 110 senior managers and claim strong correlations exist between emotional intelligence and transformational attributes, whereas *laissez faire* managers demonstrated lower levels of emotional intelligence. In seven studies undertaken in various settings, Schutte *et al.* (2001) found high correlations between emotional intelligence and self-monitoring: being empathetic, social adeptness, inter-personal cooperation, plus higher scores for closeness and affection in interpersonal relations. All these attributes of shared vision, transformational leadership etc directly correlated with Learning Organization's dimensions. Brenda Scott-Ladd and Christopher C.A. Chan (2004) in their paper attempted to synthesize how emotional intelligence, organizational learning and Participative Decision Making can combine to facilitate an organization's response to change. Involving employees closest to the decision source can provide organizations with the flexibility to continuously change and improve in dynamic environments. Higher levels of emotional intelligence is reputed to contribute substantially to higher performance outcomes and inter-group relations, and is a prerequisite for organizational learning (Dissanayaka *et al.*, 2011).

Singh (2007) concluded that the employees in the study possessed above average level of emotional intelligence and the processes of organizational learning characterized by innovation, implementation, and sustenance of new ideas, processes, structures and the likes are more than satisfactory. Rafiq *et al.* (2011) in their study detected significant positive relationship among emotional intelligence, organizational learning capability and its dimensions and expressed that emotionally intelligent employees facilitate organization learning capability to an impressive extent. Hassan Labbaf *et al.* (2011) in his study using standard Goleman's EI model and Goh's Model concluded that EI had significant positive impact on dimensions of Learning Organization, clarity of mission and vision, effective transfer of knowledge, teamwork and group problem solving. Svetlana Lazovic (2012) outlined new dimensions of leadership practice, which incorporate elements of emotional intelligence in order to strengthen mutual relations and employee loyalty. The analysis provided evidence that this creates an organizational culture, which is based on knowledge and trust and which allows and encourages knowledge sharing among employees.

The review of literature indicates a gap in research with respect to area as well as time period. This lacunae has provided the scope to conduct further studies in order to find out a conceptual model depicting the relationship between emotional Intelligence and the various dimensions of a Learning Organizations, specially when we consider both EI as well as LO to be dependant variables, interdependent on each other.

### 3. Research Methodology

#### 3.1 Research Method

The research method adopted in this study is descriptive in nature. It is a conceptual study involving a review of and reflection on the pertinent literature on learning organizations and the role of emotional intelligence in Learning organizations. With the lacunae in research identified as the relation between EI and the various LO dimensions, an attempt is made to provide a conceptual model of Emotional Intelligence as a critical dimension of Learning Organizations. The main aim of this study is to find a relation between the various EI dimensions like self awareness, self control, social awareness, empathy and motivation with the Learning Organization dimensions like- shared vision, team learning, empowerment, goal commitment and group problem solving. A survey has been conducted to assess the EI dimensions of 200 employees of five Learning Organizations in Bangalore, using an EI Scale based on Goleman's five constructs.

#### 3.2 Method of Data Collection

To collect the literature for this research Library method was used. Various authors and researchers were interviewed to have an in-depth understanding of the research problem. This understanding and the data collected through a survey of learning organizations' employees helped in constructing a conceptual model by identifying the dependant, independent and intervening variables of the study. The sampling technique adopted for the survey was convenient sampling and a standard questionnaire was used, ie; a EI scale based on Goleman's five constructs. The statistical data was analyzed based on the data gathered through the survey. The internal consistency of the questionnaire was tested using Cronbach's Alpha Co-efficient reliability Assessment technique. The value of Cronbach Alpha was found to be 91.4. Hence it can be concluded that the questionnaire was acceptably reliable. To test the validity of the questionnaire, care has been taken to keep content validity and construct validity relatively high by designing the primary variables and questions strictly on the basis of a theoretical framework and re-verifying them through expert opinion.

### 4. Conceptualizing the Relationship Between Emotional Intelligence and Learning Organizations

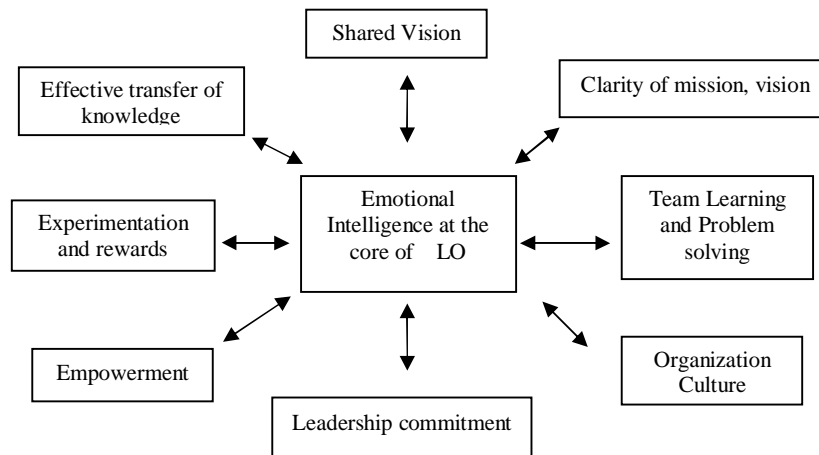
#### 4.1 Conceptual Framework of the Study

This research makes an attempt to investigate the effect of emotional intelligence on dimensions of learning organization. The dimensions of Learning Organizations are assumed to be –

1. clarity of mission and vision among organizational members
2. leadership commitment and employee empowerment
3. team learning and group problem solving
4. shared vision

5. experimentation and rewards
6. effective transfer of knowledge
7. Organization Culture

The conceptual framework of this study is shown in figure 1 to illustrate relationship between variables and conceptual framework.



**Figure1** Conceptual Framework of the Study

Analyzing the various definitions of learning organizations, and categorizing the various dimensions into three major categories, we can distinguish three core dimensions of the learning organizations; viz:

#### **Individual Dimension**

At the individual level first of all, learning organizations have both an environment and leadership that facilitate continuous learning among employees. The workplace is in this respect almost a kind of school: employees pursue learning; managers support their learning; and the organization supports managers in supporting employee learning. The learning organization is a place of continuous learning. Learning becomes a conditioned reflex, a habit.

#### **Group Dimension**

At the group level, learning organizations look to create a fluid movement of knowledge and experience across the organization. Its not only explicit knowledge but also tacit knowledge, ie; the stock of work-related experience and judgment that each of us carries around in our heads that creates a conducive learning environment in the organization. Team discussion is based on a form of open dialogue characterized by a firm respect for diversity of opinion. Ideas are viewed as an opportunity to explore, and mistakes as an opportunity to learn. Teams are encouraged to reflect on how they work, not only to celebrate their accomplishments but to administer the much needed improvements too.

#### **Organizational Dimension**

At the level of the organization, learning organizations connect learning to organizational transformation; that is to say, learning is about developing the organization itself. The learning organization is thus also an instrument of change, possibly profound change. Learning organizations see learning as a driver of productivity and invest in it accordingly. It is not something that happens at the margin of organizational life – in a classroom somewhere for a few days.

Under most definitions, the learning organization is a self-reflective organization. It not only seeks to achieve results, but also seeks to understand how it achieves results. It actively seeks to learn from its successes and failures. It asks itself difficult questions, can discuss its weaknesses openly, and has the courage to correct itself. It regularly challenges its basic assumptions about how things are done. In sum, it seeks to overcome what Argyris calls their organizational defence patterns – routine excuses, knee-jerk reflexes and “skilled incompetence.”

The learning organization is an ideal, a prescriptive model. If we run out and try to find one somewhere, chances are we will come back empty-handed. A suite of tools, a website, and a series of workshops by themselves will not do. Four or five training days a year, a learning plan, and training budget will not do either. There is no “cook-book” recipe for creating one. At the heart of the learning organization, in the words of Steven Appelbaum, there is “*a shift of mind.*” “*There is also a change of heart.*” The learning organization seeks not just to build its IQ but its Emotional Quotient as well, as the ‘heart’ and ‘mind’ of a Learning Organization lies in the affective domain of its human component. This affective domain makes up the emotional intelligence of its human resources. And it must build this not only at the level of individuals and groups but

also within the entire organization. Bringing this type of radical change takes years, sustained effort, executive support, and a well-developed plan.

Among the various variables analyzed in the Individual dimension, Group Dimension and Organizational Dimension of a Learning Organization, Organizational Culture is the Intervening or Moderating variable. Emotional Intelligence and its components like self awareness, self control, social awareness, motivation, empathy and relationship management is considered to be dependant on individual dimension, group dimension and organizational dimension as well as organizational culture (which of course is a part of organizational dimension). Hence here EI is a dependant variable which increases or decreases with the favorableness or unfavorableness in the individual, group or organizational dimension. The Learning Organization (LO) Dimensions are also dependant variables as the efficiency of all those aspects like shared vision, team learning, group problem solving, leadership commitment, empowerment, clarity of vision and mission etc depend upon the EI of the organizational members.

Hence in the proposed conceptual model EI is dependant on Organizational Culture and LO dimensions and LO dimensions are in turn dependant on the organizational culture. The conceptual model of the research is supported by certain hypothesis formulation and testing.

#### 4.2 Hypothesis Formulation and Testing

According to the conceptual framework of the study mentioned above, various hypotheses of the research have been set out as follows;

- H1: emotional intelligence influences dimensions of learning organization .
- H1-1:** emotional intelligence influences clarity of mission and vision.
- H1-2:** emotional intelligence influences leadership commitment and empowerment.
- H1-4:** emotional intelligence influences effective transfer of knowledge.
- H1-5:** emotional intelligence influences teamwork and group problem solving.
- H2-:** emotional intelligence influences organization culture

#### 4.3 Hypothesis Testing

**H1:** Emotional Intelligence influences dimensions of Learning Organization

Probability t-test from the regression analysis table results justifies the positive relationship between EI and LO dimensions of Learning Organization in Bangalore that have been surveyed. The test gives the p- value of 0.043. Since the p-value is less than 50%, hence the above hypothesis can be accepted at 95% significant level, ie; EI significantly influences the Learning Organisation dimensions.

**H1-1:** Emotional intelligence influences clarity of mission and vision

Probability t-test from the regression analysis table clearly signifies that there exists a relationship between EI and clarity of mission and vision of employees of Learning Organisations as the test gives a p-value of 0.001. Since p-value is less than 5%, hence the hypothesis can be accepted at 95% confidence level. This infers that higher the EI of employees, the better is the clarity of vision, mission and goals of the organization to them, which is an important feature of all Los.

**H1-2.** Emotional Intelligence influence leadership commitment and empowerment

The test gives a p-value of 0.471. Since the value is higher than 5% we cannot accept the hypothesis. Hence it has to be rejected at 0.05 level of significance. This infers that emotional intelligence doesn't influence leadership commitment and employee empowerment. It is infact the top management policies and organization culture that determines the degree of empowerment and leadership commitment towards learning organization.

**H1-3.** Emotional Intelligence influences effective transfer of knowledge

The t-test value from the regression analysis table is 0.000, which justifies that Emotional intelligence positively and significantly influences effective transfer of knowledge. Since the p-value is less than 5% significance , hence the hypothesis is accepted with 95% significance.

**H1-4.** Emotional Intelligence influences team learning and group problem solving

The t-test value from the regression analysis table is 0.000, which justifies that Emotional intelligence positively and significantly influences team learning and group problem solving. Since the p-value is less than 5% significance, hence the hypothesis is accepted with 95% significance. This implies that higher the EI of employees, higher would be the learning among team members and better would be the group dynamics leading to collective problem solving which are all the salient features of a Learning Organization.

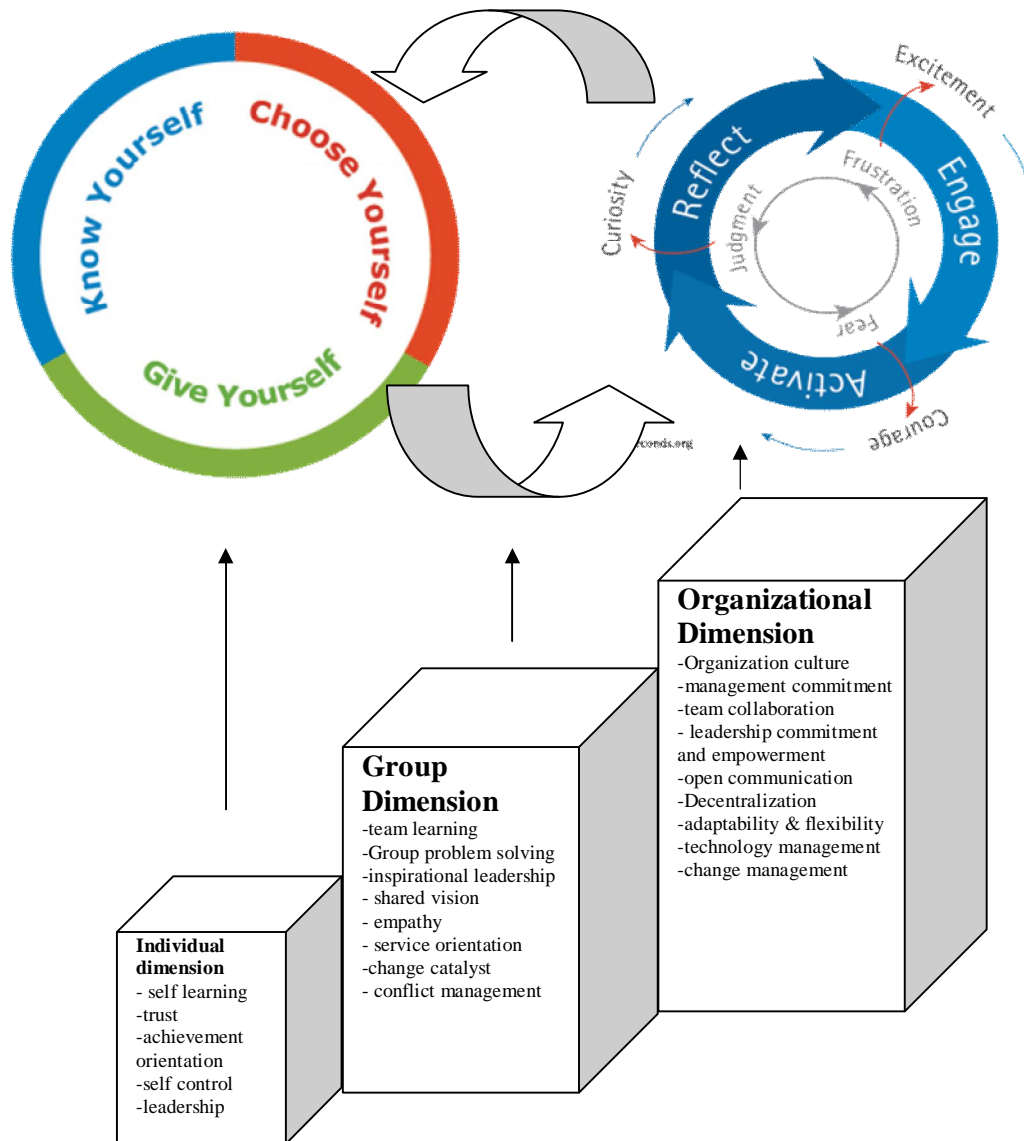
**H2 .** Emotional Intelligence influences organization culture

The t-test value from the regression analysis table is 0.003, which justifies that Emotional intelligence positively and significantly influences organization culture. Since the p-value is less than 5% significance, hence the hypothesis is accepted with 95% significance. This implies that higher the EI of employees, more conducive would be the organization culture to implement and imbibe the LO philosophy of continuous learning and change. This clearly signifies that emotional maturity ie

the emotional health of the organization influences its organization culture which in turn determines whether it is a learning organization or not.

On the basis of the relationships proven between Emotional Intelligence and the various dimensions of Learning Organizations, the research proposes a simple conceptual model taking into consideration the three core dimensions of Learning Organizations ie Individual Dimension, Group Dimension and Organizational Dimension and its inter-relationship with emotional Intelligence and Organization culture as the Intervening or mediating variable.

**Emotional Intelligence Organization Change Culture**



**Figure 2** Conceptual Model of Emotional Intelligence as a Critical Dimension Of Emotional Intelligence

**Learning Organization**

The Conceptual Framework of this research shown in Figure-2, represents how Emotional Intelligence is a critical dimension in the Learning Organizations. Emotional Intelligence is considered to be a dependant variable, depending upon organization culture which is a mediating as well as a dynamic variable here. The model shows organization culture as a change process depicting three stages-Activate, Reflect and Engage. In a Learning Organization, all the elements of the organization whether it is people, competencies and capabilities, processes, structure, technology, systems etc should always remain in a state of dynamism ie, ever-changing. This is what is the essence of a Learning Organization, ie a ever-changing organization. Hence a organization that is never in a status-quo, also requires its human resources to always remain agile and learning. Agility is an important characteristic of Learning Organizations. This is where Emotional Intelligence exists as a

dependant variable, since where there is human, there are emotions, and EI is inevitably present in such organizations. In the proposed model, the elements of a Learning Organization exists in three levels ie- individual level, group level and Organizational Level. At the individual level, self-awareness and self-control are the EI dimensions that impact the learning organization. At the second and third level, social awareness, empathy and motivation influence the other important dimensions of Learning Organization, ie, team learning, shared vision, clarity of goals, group dynamics, leadership commitment and empowerment.

## 5. Conclusion

Although the concept of EI is based on extensive research evidence, the organizational applications of EI “tend to be based on derivative arguments and largely anecdotal descriptions” (Dulewicz and Higgs 2000; p. 231). Consequently, more validated empirical research is needed as a scope for further studies in this arena. EI is becoming one of the most important individual competencies for organizations, and has been theoretically related to organizational performance and to individual variables that leads to higher performance, learning and growth.

The paper aims to analyze the relationship between Emotional Intelligence and the various dimensions of Learning Organizations. Theoretically, it has been able to prove that EI is a crucial dimension in organizational learning and learning organizations. EI plays a major role in mediating as well as controlling the organizational culture. The conceptual framework of this research illustrated a unique relationship between three important dimensions – Emotional Intelligence (know, manipulate, control, direct), Organization change culture ( ie a culture that speaks of ongoing change and flexibility) and learning Organizations ( Individual dimension, Group dimension and Organizational Dimension). EI invariably is that dependant variable that directly or indirectly controls and influences the other two dimensions ie, Organization Change Culture and Learning Organizations. Hence all efforts should be taken to focus on and enhance the EI capabilities of the human resources of a Learning Organization.

The presented evidence indicates a positive effect of emotional intelligence on clarity of mission and vision, effective transfer of knowledge, teamwork and group problem solving, leadership commitment and empowerment.. The results were consistent with previous research studies (Singh,2007 ; Sanjay,2007 ; Moshabaki & Shojaei,(2010) ; Rafiq et al,201 ; Dissanayaka etal, 2011). Hence, it is suggested that organizations aiming to achieve learning organization stature consider the findings of the present study and attempt to recognize the importance of EI for facilitating organizational Learning and creation of effective Learning Organizations. Organizations must focus on developing EI of their employees through providing counseling facility, reward and motivation approaches, stress management strategies and ongoing learning through training and development programs.

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