January 2020

Emotional Intelligence of Library Personnel and Learning Organisation Practices in Selected Academic Libraries in India

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Abstract

The paper is aimed to study the relationship between emotional intelligence and learning organisation practices in academic libraries of select universities of Jammu & Kashmir. The purpose of the study is to analyze the perception of university library staff towards the existing emotional intelligence practices prevailing in the libraries. Moreover, the present study also aims to examine the perception of library staff towards the learning organisation practices. The sample respondents in this study comprise of 169 library staff taken from the nine universities of Jammu & Kashmir. The selection of respondents was based on simple random sampling. The data collected were analyzed using descriptive and inferential statistics. The results revealed that there is a positive and significant relationship between emotional intelligence and learning organisation practices in academic libraries. It is stressed that emotional intelligence and learning organisation practices in academic libraries need to be further strengthened which would lead in creating a competitive and quality work environment. The study suggests that steps aimed at improving emotional intelligence and learning organisation atmosphere must take the relationship between emotional intelligence and learning organisation into perspective for better performance and functioning of academic libraries.

Keywords: emotional intelligence, learning organisation, library, managing relations, empathy

Introduction

Organisational learning has been identified as a significant method for ensuring the success of continual change in organisation (Senge,1992). In recent years, the concept of organisational

learning has enjoyed a renaissance among both academics and practitioners seeking to improve organisations (Robey *et al*., 2000). Hence, numerous studies have investigated theoretical and operational models of organisational learning culture and its relationship to employee performance, such as innovation, job satisfaction, organisational commitment, and turnover intention. Other studies have been related to increased organisational performance (Kontoghiorghes, Awbery, & Feurig, 2005; Kuchinke, 1995; Lien, 2002; Yang, Wang, & Niu, 2007). On the other hand, emotional intelligence plays a significant part in assisting the managers and employees to manage dynamic change in the business environment (Rafiq *et al*., 2011).Therefore expected that organisational learning can be realised successfully when the human resources are able to develop needed emotional competencies. Once this is done then it is quite possible for them to make maximum use of their mental energy to engage into the thinking mode which is more system oriented. In other words, 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 organisational level (Singh, 2007). Emotional intelligence has been a focal theme of researchers in the recent past. Emotions have a tremendous influence on leadership and quality of decisions in institutions of higher learning. Emotional Intelligence is all about teamwork, leadership, partnership and vision. The emotionally intelligent leaders help an organisation to excel consistently in all these areas. An organisation which has emotionally intelligent leaders has motivated, productive, efficient and committed staff. Emotional Intelligence is applicable to every human interaction business: from staff motivation to customer service, from brainstorming to company presentations. An organisation/institution where people are emotionally intelligent can work together to maximum effectiveness. It is expected that academic leaders who are high on emotional intelligence are key to organisational success; therefore academic leader should have the ability to sense employees' feelings about their work environments, to intervene when problems arise and to manage their own emotions.

To survive and compete successfully in today's turbulent environment, organisations like academic libraries require employees to be proactive, show initiative while engaging with their role and remain committed to performing at high standards (Bakker and Leiter, 2010). The work of library personnel is a service delivery one, and on a daily basis; library personnel provide services to different people from different background, culture, feelings/emotions, skills and

characters. Base on this, it is required of library personnel to have knowledge on how to manage emotions and render effective services to the "wonderful" library users.

In the present age of technological and organisational innovations, many researchers emphasised the provision of emotionally intelligent librarians in the library system. Many authors submit that librarians need Emotional Intelligence (EI) to perform the expected information services. For instance, while dealing with the process of change in an organisation, a lot of emotions gets generated this may range from very positive to very negative (Singh, 2005; Singh, 2010). This requires ability on the part of both the employer and the employees to perceive and understand the emotional impact of change on self and others. Emotional Intelligence has wide spread applications and benefits in terms of library work productivity, research is limited on this construct in the context of Indian academic library personnel. Libraries continue to face the challenge of enabling continuous learning to remain competitive and sustainable. The theoretical concept of a learning organisation, as popularized by MIT scholar Peter Senge in 1990, has intrigued organisational leaders tasked with maintaining an organisation's adaptability and resiliency in the workplace.

This study is an attempt to understand importance of emotional intelligence of the human resources and its impact on the movement towards a learning organisation.

Further, this study attempts to answer the following specific research questions:
RQ1: What is the level of emotional intelligence reflected by library personnel?
RQ2: What is the level of learning organisation practices reflected by library personnel?
RQ3: What is the association between emotional intelligence and learning organisation practices?

Review of Literature

Emotional Intelligence

Emotional Intelligence (EI) has its origin in the idea of "Social Intelligence," which was first identified by E.L. Thorndike. Thorndike defined Social Intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Thorndike,

1920). Following Thorndike, Gardner (1983) proposed his theory of multiple intelligence which included interpersonal and intrapersonal intelligences that were closely related to social intelligence concept. Although Gardner did not use the term emotional intelligence, his ideas of interpersonal and intrapersonal intelligences provided the basis for the concept of emotional intelligence. Put simply, intrapersonal intelligence is the ability to manage one's own emotions and interpersonal intelligence is the ability to manage the emotions of others as well as dealing with others. The credit for first usage of the term 'Emotional Intelligence' goes to Wayne Leone Payne. He used it in his doctoral thesis –'*A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire*' in 1985 (Payne, 1985). Bar-On (1988) developed perhaps the first instrument to assess EI in terms of a measure of well-being. In his doctoral dissertation he used the term 'Emotional Quotient' (EQ). Later on he developed the 'Emotional Quotient Inventory' (EQ-I), (Bar-On, 1997). In 1990, psychologists Salovey and Mayer (1990) first formally identified the term emotional intelligence and defined it as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". While many scholars have contributed to this topic, an influential emotional intelligence model developed by Goleman has received prominence. Goleman (1998a) defined emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". Boyatzis *et al.* (2000) refined Goleman's, 1998a emotional intelligence model from five dimensions (self-awareness, self-regulation, motivation, empathy and social skills) down to four (self-awareness, self-management, social-awareness and relationship management), to capture the full scope of emotional competencies.

Goleman (1996) and Bar-On (1997) identified self-awareness as the most important dimension of emotional intelligence. Self-awareness is the keystone of emotional intelligence (Goleman, 1996). If someone knows their internal states of emotion, it allows self-control and leads to empathy in others. Further, according to Goleman (1996), self-control or self-managing of our emotions can keep us away from anger, anxiety and gloom and, in turn, allow us to become active in our work and life. Social awareness is recognising emotions in others, or the ability to know how another feels. Goleman (1996) stated, "empathy, another ability that builds on

emotional self-awareness, is the fundamental people skill". Empathy is important in relationship management, the skill of managing emotions in others (Goleman, 1996).

Based on Goleman's emotional intelligence model, Bradberry and Greaves (2009) defined emotional intelligence based on a connection between what a person sees and does with the self and with others. According to Bradberry and Greaves (2009), there are four emotional intelligence skills that pair up under two primary competencies: personal competence and social competence. Personal competence is made up of self-awareness and self-management skills, which focus more on us individually than on our interactions with other people. Personal competence is our ability to stay aware of our emotions and manage our behaviour and tendencies. Social competence is made up of social awareness and relationship management skills; social competence is the ability to understand other people's moods, behaviour and motives in order to improve the quality of relationships. The four emotional intelligence skills as given by Bradberry and Greaves (2009) are shown in figure 1.
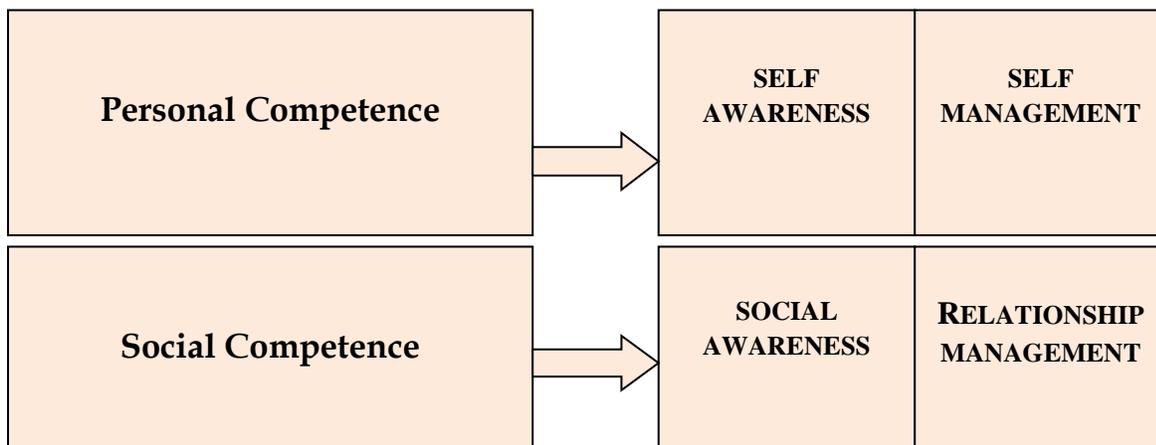
Personal Competence		SELF AWARENESS	SELF MANAGEMENT
Social Competence		SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT

Figure 1: Bradberry and Greaves(2009) model of Emotional Intelligence

Rosete and Ciarrochi (2005) investigated why intelligent and experienced leaders are not always successful in dealing with environmental demands and with life in general, by examining the relationship between emotional intelligence, personality, cognitive intelligence and leadership. Their results revealed that higher emotional intelligence was associated with higher leadership effectiveness, and that emotional intelligence explained the variance not explained by either personality or Intelligence Quotient (IQ). Research shows that IQ alone only explains 4-10 percent of achievement at work (Sternberg, 1996). Emotional Intelligence is twice as important

as technical skills and intellectual intelligence for jobs at all levels; intellectual intelligence only contributes about 20 percent of the factors that determine life success, which leaves 80 percent to other forces (Goleman, 1996). Martinez (1997) even claimed that emotional intelligence likely accounts for the remaining 80 percent. Goleman (1998a) further asserted that 'IQ' and technical skills do matter, but mainly as threshold capabilities.

Learning Organisation

The learning organisation is an organisation, where member of the organisation constantly put efforts to enhance their capacity and capability to generate desired outcomes and new patterns of thinking are fostered, members go together and constantly learn to see the whole together (Senge, 2004). The concept or learning organisation comes under two wide categories, first category treats learning organisation as a variable that can be intended to an organisation and which has a vital impact on outcome of the organisation. In second type of category learning organisation is accounted as metaphor to explain an organisation (Garavan, 1997). Learning organisation is a result of a holistic learning at all level of the organisation; it cannot be brought about simply by providing trainings to the members. It is something beyond the training of the individuals, Pedlar also advocates this point as, LO is an organisation that assists the learning of all its members and continuously transforms itself (Pedlar *et al.,* 1991). Learning organisation is all about collectivism and shared values or principles (Watkins & Marsick, 1993; Jones, 1995).

Peter Senge (1990) (a key proponent of the learning organisation), in particular, posits the radically humanist idea that organisations should become places where people can begin to realise their highest aspirations. He talks of developing worker commitment not compliance; of building shared visions, not imposing a mission statement from above; of effectively reconciling individual and organisational objectives(Hughes, 2000).He believes learning organisation is an organisation where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and were people are continually learning how to learn together(Senge,1990).

Emotional Intelligence and Learning Organisation

From several research areas it has been pointed out that emotion and learning are closely associated with each other (Damasio, 1994; Goleman, 1995). Singh (2007) found emotional

intelligence of the employees is positively and significantly related to the processes of organisational learning. Further he concluded that the employees in the study possessed above average level of emotional intelligence and the processes of organisational learning characterized by innovation, implementation, and sustenance of new ideas, processes, structures and the likes are more than satisfactory. Organisations need to develop employee's EI skills to promote learning environment within the organisation (Kulkarni, Janakiram & Kumar, 2009). Moshabaki & Shojaei (2010) in their study, The Relationship of Emotional Intelligence of Managers and Organisation Climate with Organisational learning Reported that Positive and significant relationship between emotional intelligence of managers and Organisation Climate with Organisational learning exists. Rafiq *et al.* (2011) in their study among 200 employees from several private banks of Islamabad /Rawalpindi detected significant positive relationship among emotional intelligence, organisational learning capability and its dimensions and expressed that emotionally intelligent employees facilitate organisation learning capability. Dissanayaka *et al.*(2011) in their study among 70 managerial level employees of Sri Lankan domestic banks stated that the employees possessed above average level of emotional intelligence and the processes of organizational learning was characterized by innovation, implementation, and sustenance of new ideas, processes structures. Further study results depicted emotional intelligence as being positively and significantly related with organization learning.

Therefore, in view of above discussion following hypothesis has been formulated:

H$_1$: Emotional intelligence positively and significantly influences learning organisation practices.

Research Model

The conceptual model of the study is shown in figure 2. Emotional intelligence variable comprises of managing relations, self-motivation, commitment & altruism, self-awareness, empathy, emotional stability, value orientation & integrity.
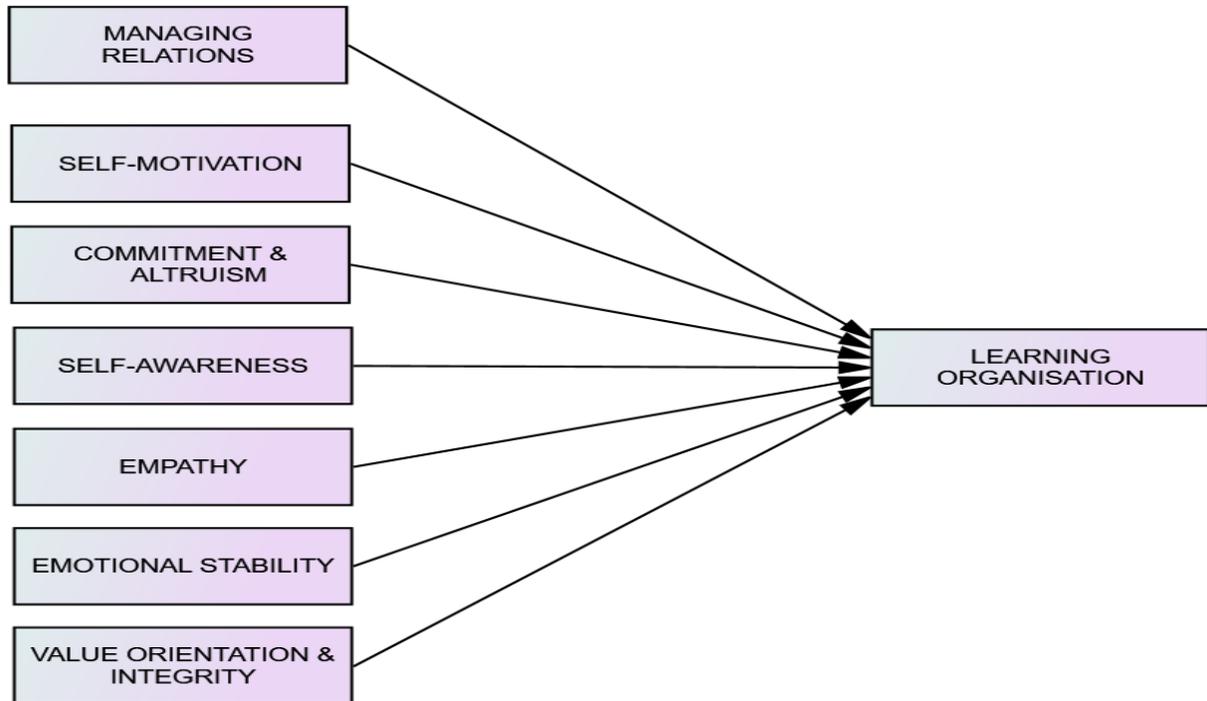
Figure 2: Conceptual framework of the study

Research Methodology

The population of the study consists of employees of academic libraries of seven select universities of Jammu & Kashmir. i.e. *University of Jammu; University of Kashmir; Islamic University of Science and Technology (IUST); Baba Ghulam Shah Badshah University (BGBSU) and Shri Mata Vaishno Devi University (SMVDU)*, *Central University of Kashmir, and Central University of Jammu.* The sample respondents (223) comprised of library assistants and supporting staff. In the present study a questionnaire was used to collect data. The selection of universities was based on convenience sampling. The emotional intelligence scale has been adapted from Hyde, Pethe, and Dhar (2002), and Learning organisation scale Senge (1990). To capture the responses of the sample elements, a five-point Likert scale (ranging from 1: strongly disagree, 2: disagree, 3: undecided; 4: agree to 5: strongly agree) was used throughout the study. The scale was modified keeping in view the context of the study.

Out of the total 223 sample respondents, only 185 respondents returned the questionnaire, with a response rate of 82.95%. Moreover, sixteen questionnaires returned were found outliers and not

suitable for final analysis purpose. Thus, the final analysis was done on only 169 questionnaires. The reliability coefficient of the research instrument variables varied from 0.82 to 0.85. The questionnaire was divided into two sections; Section A, containing information of respondents and Section B comprising of items on emotional intelligence and learning organisation. The data collected were analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to study the employee's perception with respect to emotional intelligence and learning organisation practices and also to explain the profile of respondents of present study. Inferential statistics was employed for hypothesis testing.

Analysis and Interpretation

Sample Characteristics of the Respondents

Descriptive statistics was employed to know the descriptive information across various demographic variables on a total sample of 169. The various demographic variables which were considered for the study were gender, age, and experience. The analysis of the sample revealed the characteristics as indicated in the table 1.

Table 1: Sample Characteristics

Demographic Variable	Overall		
	Particulars	**Frequency**	**%age**
Gender	Male	105	58.4
	Female	64	41.6
Age	25-35 years	40	42.4
	35-45 years	74	34.5
	45 & above	55	23.1
Experience	Less than 10 years	45	48.4
	10-20 years	81	32.3
	20 years and above	43	19.3

Source: Data compilation by the scholar for the present study

Level of Emotional Intelligence

The perception of library personnel towards emotional intelligence and its dimensions in the seven sample universities is provided in table 2. A mean score of 3.79 or percentage score of

75.8 % indicates that an above average level of emotional intelligence is perceived by library personnel. The standard deviation of 0.460 also supports that the results are reasonably trustworthy. The perception of library personnel of the sample universities regarding the dimensions of emotional intelligence also appears to be at an above average level with mean scores of 3.90, 3.57, 3.73, 3.71, 3.85, 3.86, and 3.97 reported for managing relations, self-motivation, commitment and altruism, self-awareness, empathy, emotional stability and 'value orientation and integrity' respectively (table 2).

Table 2: Perception of library personnel towards emotional intelligence

S.No.	Dimension	Mean score	Percentage of Mean score	Standard Deviation	Ranking
1.	MR	3.90	78	.781	2nd
2.	SM	3.57	71.4	.744	7th
3.	CA	3.73	74.6	.767	5th
4.	SA	3.71	74.2	.817	6th
5.	EY	3.85	77	.753	4th
6.	ES	3.86	77.2	.752	3rd
7.	VOI	3.97	79.4	.618	1st
Overall EI		**3.79**	**75.8**	**.460**	**-**

Source: Data compilation by the scholar for the present study
Note: MR = Managing Relations; SM = Self-Motivation; CA = Commitment and Altruism; SA = Self Awareness;
EY = Empathy; ES = Emotional Stability; VOI = Value Orientation and Integrity; and EI = Emotional Intelligence.

Among the seven dimensions of emotional intelligence, the respondents have reported highest for value orientation and integrity followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness and self-motivation respectively.

Level of Learning Organisation Practices

The perception of library personnel towards learning organisation practices and its dimensions in the seven sample universities is provided in table 3. A mean score of 3.71 or percentage score of 74.2 % indicates that an above average level of learning organisation practices is perceived by

library personnel. The standard deviation of 0.660 also supports that the results are reasonably trustworthy. The perception of library personnel of the sample universities regarding the dimensions of learning organisation practices also appears to be at an above average level with mean scores of 3.61, 3.71, 3.67, 3.80, and 3.77 reported for personal mastery, mental models, shared vision, team learning and systems thinking respectively (table 3).

Table 3: Perception of library personnel towards learning organisation practices

S.No.	Dimension	Mean score	Percentage of Mean score	Standard Deviation	Ranking
1.	PM	3.61	72.2	.681	5th
2.	MM	3.71	74.2	.644	3rd
3.	SV	3.67	73.4	.757	4th
4.	TL	3.80	76.0	.617	1st
5.	ST	3.77	75.4	.753	2nd
Overall LO		**3.71**	**74.2**	**.660**	-

Source: Data compilation by the scholar for the present study
Note: PM = Personal Mastery; MM = Mental Models; SV = Shared Vision; TL = Team Learning; ST = Systems Thinking; and LO= Learning Organisation.

Among the five dimensions of learning organisation, the respondents have reported highest for team learning followed by systems thinking, mental models, shared vision and personal mastery respectively.

Relationship between emotional intelligence and learning organisation

There is a positive and significant relationship *(r=.385, p<.01)* between emotional intelligence and learning organisation in academic libraries (table 4). It depicts that the more we exhibit emotional intelligence skills in academic libraries, the more it will result in creating favorable learning organisation.

Table 4: Correlation matrix between Emotional Intelligence and Learning Organisation

Construct	EI	LO
EI	1	
LO	.385**	1

Cause and Effect Relationships

Due to a dearth of research evidence in the literature to establish the causal relationships between emotional intelligence and learning organisation practices, the present study is aimed to examine the nature of causal linkages (if any) that exist among the two variables and also between their constituent elements.

Hypothesised relationships are tested by adopting structural modeling technique using AMOS. The results of structural equation modeling for hypothesised relationship is presented in figure 3.
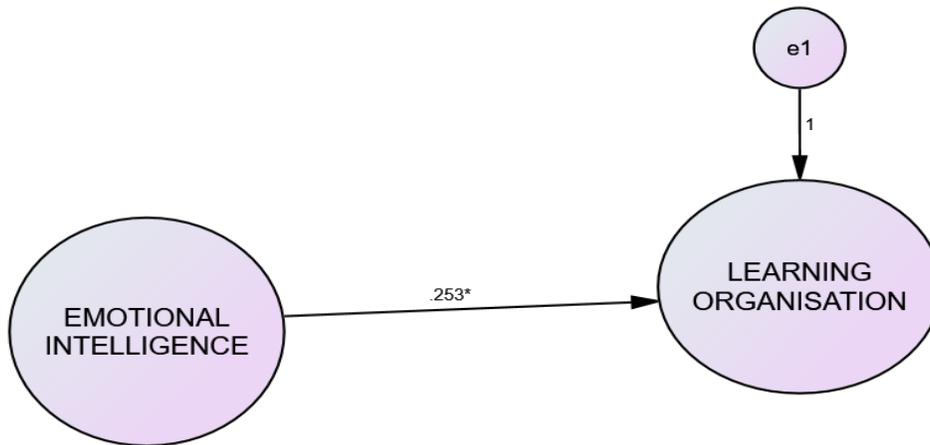

Figure 3. Cause and Effect Relationships Among Variables Under Study
Source: The authors.
Note: *$p<.05$; e1: error term.

The results indicate that the learning organisation is significantly predicted by the emotional intelligence ($\beta = 0.253$; $p< 0.05$) (figure 3). The model fit indices of the model are within the acceptable range (CMIN/DF= 1.234; GFI = 0.927; AGFI = 0.913; CFI = 0.915; RMR = 0.057;

RMSEA = 0.038). Further, the dimensions of the emotional intelligence (managing relations, self-motivation, commitment and altruism, self-awareness, empathy, emotional stability, value orientation and integrity) also have a significant positive influence on leaning organisation. The model fit indices of the model are within the acceptable range (CMIN/DF= 1.447; GFI = 0.943; AGFI = 0.927; CFI = 0.915; RMR = 0.037; RMSEA = 0.058). Of the seven dimensions in the emotional intelligence, value orientation and integrity (β = 0.280; p< .001) is the most influential predictor of leadership organisation followed by managing relations (β = 0.211; p< .01), self-motivation (β = 0.195; p< .01), emotional stability (β = 0.194; p< .01), empathy (β = 0.185; p< .01), commitment and altruism (β = 0.175; p< .05), and self-awareness (β = 0.145; p< .05) (Table 5 and Figure 4).
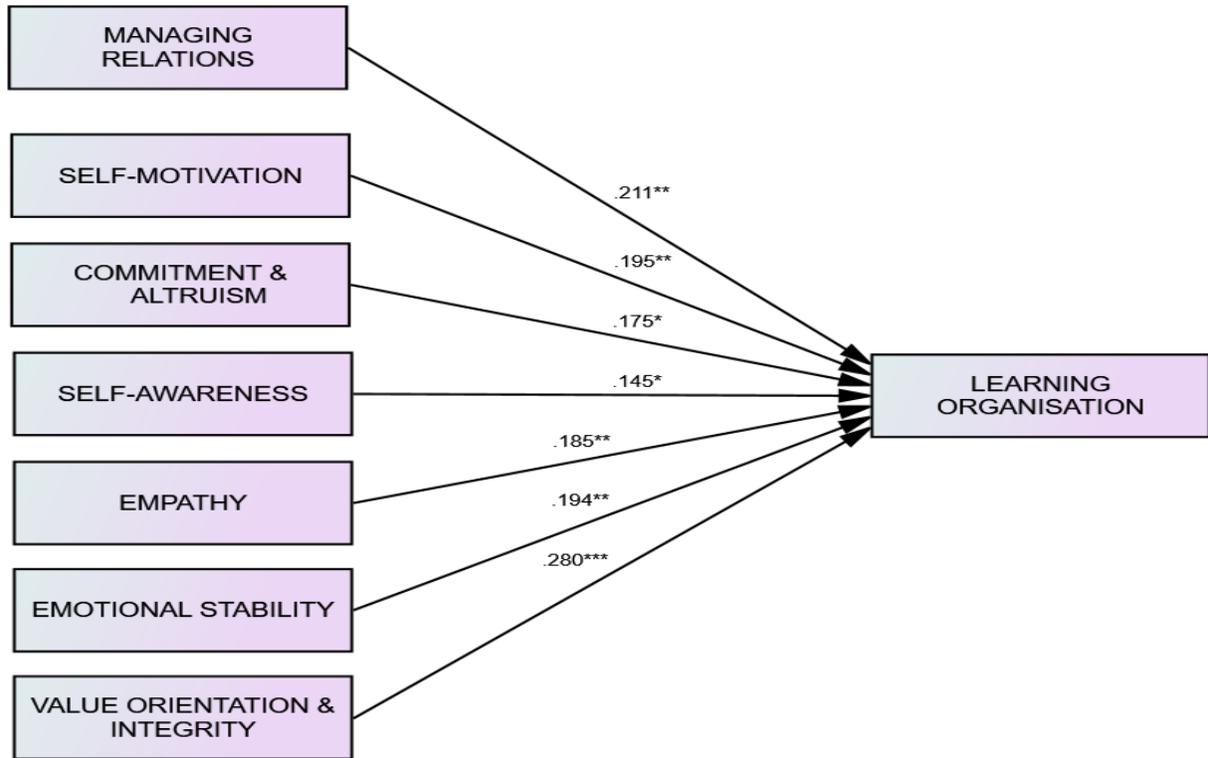

Figure 4: *Impact of Emotional Intelligence on Learning Organisation Practices*
Source: Data compilation by the scholar for the present study
*Note: *p < .05; **p < .01;***p<.001*

It is also clearly evident from Table 5 that the seven components in emotional intelligence (managing relations, self-motivation, commitment and altruism, self-awareness, empathy, emotional stability, value orientation and integrity) collectively explain 42 per cent of the variance in learning organisation practices ($R^2 = 0.42$).

Table 5: Impact of emotional intelligence on learning organisation practices

Independent variable *(Elements of Emotional Intelligence)*	*Dependent variable*
	Learning Organisation
MR	.211**
SM	.194**
CL	.175*
SA	.145*
EY	.185**
ES	.194**
VOI	.280***
R^2	*.42*

Source: Data compilation by the scholar for the present study
*Note: *p < .05; **p < .01; ***p<.001; MR = Managing Relations; SM = Self-Motivation; CA = Commitment and Altruism; SA = Self Awareness; EY = Empathy; ES = Emotional Stability; VOI = Value Orientation and Integrity.*

Thus, it is proved emotional intelligence positively and significantly influences leadership organisation practices. Hence, hypothesis H1 is strongly supported by the statistical evidence and hence accepted.

Conclusion and Suggestions

The current paper examined links between emotional intelligence and the abilities required for successfully implementing dimensions of learning organisation. The findings of this study

support the core proposition of the study; namely, the significant role of emotional intelligence and its impact on dimensions of learning organisation. The results indicate that the learning organisation is significantly predicted by the emotional intelligence. The results show that there exists a favourable perception of library personnel towards emotional intelligence. Also the results that there exists a favourable perception of library personnel towards learning organisation practices. Further, it was also found that the dimensions of the emotional intelligence (managing relations, self-motivation, commitment and altruism, self-awareness, empathy, emotional stability, value orientation and integrity) also have a significant positive influence on leaning organisation practices. Of the seven dimensions in the emotional intelligence, value orientation and integrity is the most influential predictor of leadership organisation practices followed by managing relations, self- motivation, emotional stability, empathy, commitment and altruism, and self-awareness.

It is suggested that organisations aiming to achieve learning organisation consider the findings of the present study and attempt to recognize the importance of emotional intelligence for facilitating organisational learning. Therefore, organisations must focus on developing emotional intelligence of their employees through providing counseling facility and training and development programs.

Limitations and Directions for Future Research

In the present study, the universities of Jammu & Kashmir were included to investigate the influence between the variables under study, including greater number of institutes from other regions as well in the future research could reveal more generalizable results. The study focused on higher education sector only. The scope of the research could be widened by including more levels like primary, middle and undergraduate levels in the future research. Further, the research was limited to single time period.

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