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Emotional Intelligence and Organizational Learning: Cultivating a Culture of Continuous Improvement

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Abstract

Improving the learning of an organization and the ongoing refinement through emotional intelligence is a key part of creating a good place to work that encourages advancement and growth. This document looks at the complex link between emotional intelligence and learning in organizations, stressing how parts of emotional intelligence like being aware of oneself, controlling oneself, being motivated, understanding others feelings, and having good social abilities are very important in leading processes for continuous improvement. By encouraging psychological safety, trust, and good communication, emotional intelligence nurtures a culture of learning that helps both single-loop and double-loop learning mechanisms. Through feedback systems, dialogic inquiry, and iterative testing of ideas, organizations can capitalize on EI to enhance individual and collective performance. However, challenges such as resistance to change and capacity bleeding must be addressed through mitigation strategies to ensure successful implementation of EI initiatives. Ultimately creating an Emotional Intelligence-friendly climate that values reflection experimentation knowledge sharing is essential for nurturing a culture within organizations.

Keywords: Emotional Intelligence, Organizational Learning, Continuous Improvement

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1. Introduction

Emotional Intelligence (EI) refers to a subtle and complex capacity to identify, regulate, and utilize emotion in oneself and others: a competence that enables the construction of a favorable social environment. Various definitions emphasize its role in acquiring information from emotion and in mobilizing that information to direct thought and behavior. EI has been categorized as a distribution of abilities (Saklofske et al., 2003), a mix of abilities and traits (Mayer et al., 2008), or as a constellation of stable dispositions (Petrides et al., 2016). Maturity in EI manifests from the recognition of one's own emotion to the capability to recognize the emotion in others—a progress that is often described as a passage from self-awareness to the common good (Levitats, Ivcevic, &

Brackett, 2022). Scholars have differentiated five core EI components: self-awareness—the awareness of one's own feelings; self-regulation—the ability to manage one's own inner states; motivation—the eagerness to pursue goals; empathy—the capability to sense others' feelings and take an active interest in them; and social skill—the ability to manage interaction smoothly, build rapport, and foster correct responses from others.

Organizational learning (OL) encompasses a wealth of conceptualizations. Two popular categories are single-loop and double-loop learning as well as knowledge creation (Nonaka, 1994) and community of practice . Single-loop and double-loop learning do not contradict one another in practice. Single-loop learning strives to discover the right way to reach predetermined objectives. Double-loop learning reflects further to define, review, or even discard those objectives: goals become subjects of inquiry. Community of practice both closely relates to and complements double-loop learning. The community of practice concept accentuates the social dimension of double-loop learning and highlights the broad significance of knowledge sharing for continuous improvement. Achieving the abovementioned double-loop learning is a substantial challenge for any organization, a challenge that effectively "extends the self",,.

2. Theoretical Foundations

Emerging research links emotional intelligence (EI) to organizational learning, suggesting that EI enhances learning processes, increases knowledge sharing, and drives continuous improvement (Levitats, Ivcevic, & Brackett, 2022). Increased attention to EI in the workplace parallels enduring interest in organizational learning, prompting inquiries into their interrelations.

Table No.1 Conceptual Linkages Between Emotional Intelligence, Organizational Learning, and Continuous Improvement

No.	Construct	Definition	Key Components / Dimensions	Functional Role in the Model	Expected Organizational Outcome
1	Emotional Intelligence (EI)	The ability to monitor and manage one's own and others' emotions to guide behavior	(1.1) Self-awareness (1.2) Self-regulation (1.3) Motivation (1.4) Empathy (1.5) Social skills	Enhances interpersonal understanding and emotional regulation in organizational settings	Improved collaboration and knowledge-sharing climate
2	Organizational Learning (OL)	The process through which organizations acquire, create, enhance, and	(2.1) Single-loop learning (2.2) Double-loop learning (2.3)	Converts individual and collective knowledge into organizational	Strengthened learning capacity and adaptive capability

No.	Construct	Definition	Key Components / Dimensions	Functional Role in the Model	Expected Organizational Outcome
		transfer knowledge	Knowledge creation (2.4) Communities of practice	capability	
3	Knowledge Sharing Mechanisms	Processes enabling knowledge exchange among members	(3.1) Formal knowledge transfer (3.2) Informal interaction (3.3) Collaborative learning	Mediating mechanism between EI and OL	Increased knowledge diffusion and expertise transfer
4	Continuous Improvement (CI)	Ongoing systematic efforts to enhance products, services, or processes	(4.1) Defect elimination (4.2) Waste reduction (4.3) Efficiency enhancement (4.4) Cost savings (4.5) Innovation	Outcome of effective EI-enabled organizational learning	Sustainable performance improvement
5	High-Performance Work Systems (HPWS)	Organizational systems promoting participation and development	(5.1) Employee engagement (5.2) Skill development (5.3) Participation mechanisms	Strengthens the EI–OL–CI relationship	Enhanced learning transfer and innovation

Organizational learning promotes continuous improvement by enabling the acquisition and application of knowledge to achieve broader organizational goals. To date, empirical investigation of EI–organizational learning connections remains scarce, particularly in relation to continuous improvement. A systematic examination of theoretical foundations and processes that link EI to organizational learning and, in turn, continuous improvement is thus warranted.

Emotional intelligence emerged in the early 1990s, defining EI as the ability to monitor one's own and others' feelings and emotions to guide behavior. Emotional intelligence comprises five components: self-awareness (the capacity to be aware of one's emotional state), self-regulation (the ability to manage or channel one's feelings), motivation (the

drive to achieve for the sake of achievement), empathy (the ability to discern the feelings of others), and social skills (an ability to manage relationships). (Antonopoulou, 2024).

Organizational learning—the process by which organizations develop, enhance, and transfer knowledge and expertise—encompasses diverse concepts such as single- and double-loop learning, knowledge creation, and communities of practice. Continuous improvement denotes a systematic ongoing effort to enhance products, services, or processes. Organizations employ continuous improvement to realize goals such as defect elimination, waste reduction, increased efficiency, cost savings, and innovation. Continuous improvement aligns with high-performance work systems promoting employee participation and development; such systems boost knowledge acquisition and sharing while enhancing learning capacity and transfer. (Auqui-Caceres & Furlan, 2023).

2.1. Emotional Intelligence: Concepts and Models

The construct of emotional intelligence (EI) has gained prominence in organizational research, owing to its potential influence on workplace outcomes. Since its advent, numerous conceptualizations and measurement techniques have emerged, leading to an extensive body of research examining its significance for a wide array of jobs. Although early studies focused on the effectiveness of salespeople or managerial roles requiring individual contribution, further investigations have illuminated the importance of EI at the collective level and its impact on organizational climates. Consequently, EI has been found to be positively associated with variables such as team performance and creativity. According to one leading theorist, "conceptualization of emotional intelligence at the workgroup level offers intriguing and fertile directions for future research" (Levitats, Ivcevic, & Brackett, 2022).

As continuous improvement remains a pivotal objective for organizations across industries, a comprehensive understanding of EI becomes essential. Employees' ability to scrutinize and reflect upon work practices, share knowledge, and devise new, more efficient work practices is paramount for facilitating radical or incremental innovation. Therefore, research establishing the link between EI and organizational learning—which encompasses the acquisition of knowledge from experience, reflection, trial-and-error experimentation, and the establishment of dialogues to safeguard knowledge sharing—is particularly relevant. The present work includes the development of a theoretical framework that delineates the association between the distinct constructs of EI, identified through a classification of underlying models and corresponding measurement tools, and designated learning outcomes. (Daud, Novrianto, & Kurniawan, 2023).

Despite the growing importance of EI, few researchers have sought to acquire in-depth knowledge of a wide range of EI definitions, models, or measures. Furthermore, moderation mechanisms that could clarify the connection between explicit EI indicators

and involvement in learning processes have yet to be sufficiently examined. Hence, consideration of the specific organizational context, such as EI-sustaining employer practices and climate attributes, assumes critical significance—a necessity that remains unaddressed in the literature. (Kukah, Akomea-Frimpong, Jin, & Osei-Kyei, 2022).

2.2. Organizational Learning: Theory and Practice

Organizational learning—how individuals and organizations improve through experience—has emerged as a crucial aspect of effective knowledge management (Serrat, 2009): organizations must learn faster and better to remain sustainable and competitive. By capitalizing on direct experience through reflection and dialogue, individuals avoid recreating past mistakes and increase their capability to meet external demands. Similarly, organizations learn more readily when they can tap into the individual learning needed for effective collective learning at a higher level.

The term "organizational learning" refers to the process of detecting and correcting errors and does not necessarily imply accumulation and storage of learning. Key concepts include single-loop and double-loop learning, knowledge creation, and communities of practice. Another vital term is a learning organization, which refers not merely to a collection of learners but to a system designed to provide for the broader learning needs needed to ensure overall organizational effectiveness. Because organizations already possess much of the expertise they need to address and resolve their urgent challenges, a learning organization is one structured to facilitate effective processes of continuous improvement rather than knowledge creation. (Evenseth, Sydnes, & Gausdal, 2022) Theoretical perspectives on learning shed light on organizational learning. Three prominent—Kolb's experiential learning engages learners in dialectical sequences of experience, reflection, conceptualization, and experimentation; Argyris and Schön differentiate single-loop learning, focused on correcting errors within established objectives, from double-loop learning, which adjusts the objectives; and Senge articulates a theory of systems thinking that enables looking beyond immediate services and products to major innovations, and of the learning organization that fosters systemic understanding—creative tension that links current and desired levels-of-the organization's bridging capabilities—active inquiry that questions the organization's direction and priorities, and rapid measurement and feedback to assess the efficacy of processes enabling change. Concurrently, learning-for-doing models, such as those built around experiential learning, specify conditions for successful transfer of learning from individuals to organizational routines, and have stimulated the growth of practice-based approaches to organizational learning. Learning is thus not confined to structured programs but encompasses everyday activities carried out in informal or semi-structured ways by individuals and teams. (Giannakos, Mikalef, & Pappas, 2022).

3. Intersections Between EI and Organizational Learning

Emotional intelligence (EI) fosters organizational learning by enhancing psychological safety, trust, and communication—elements that support social involvement essential for learning. Although organizational learning theory acknowledges human factors, examining EI's role in reciprocal and community relationships remains limited. Four formal aspects characterize sustained learning necessitating social engagement: collaborative risk-taking, systematic reflection on one's own routines, sharing of emerging knowledge with others, and awareness of social dynamics underpinning these practices. A learning-oriented climate that prioritizes these dimensions strengthens individual and collective learning. Organizational learning encompasses both individual and collective dimensions. Individual learning enhances knowledge that may or may not contribute to team or organizational knowledge. Transfer of individual learning involves concurrent team learning and institutionalization, ensuring wider organizational dissemination and utilization. Models segregating individual from organizational dimensions overlook multi-level interconnectedness, thus coining "collective learning" to reflect shared reality construction and co-development of organizational frameworks through multiple reciprocal relationships (Levitats, Ivcevic, & Brackett, 2022). Community of practice theory aligns with such perspectives, positing knowledge exists collectively and learning occurs through participation in (or refraining from) a community. Leadership significantly influences organizational learning. Leaders' EI drives learning-oriented reflection, psychological safety, interpersonal facilitation, and engagement with wider organizational and extra-organizational communities. Different leadership roles shape images and opportunities for engagement. Formal managerial leaders, designated leaders during specific gatherings, and non-leader influencers in informal settings direct participation towards various learning environments (Dong, Peng, & Jiang, 2022).

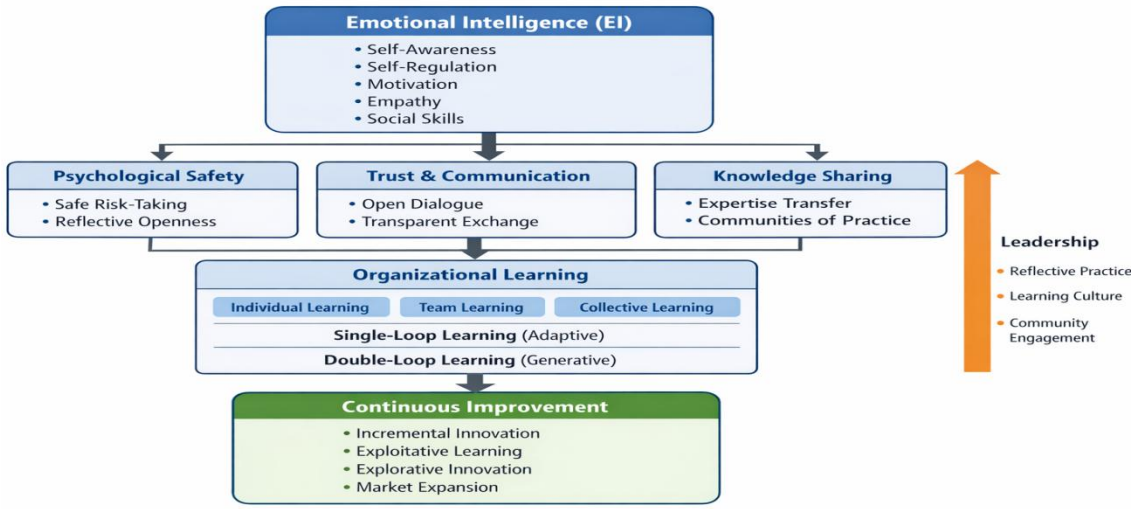

Figure No.1 Shows A Multi-Level Conceptual Model of Emotional Intelligence and Organizational Learning Driving Continuous Improvement

3.1. Psychological Safety and Learning Climate

Organizational learning is a mechanism through which organizations adapt to changes and generate new knowledge to maintain their competitive advantage (Klem & F Schlechter, 2016). Accordingly, organizational learning involves both single-loop and double-loop learning. Single-loop learning, or adaptive learning, aims to improve efficiency over existing activities without questioning the governing variables underlying these activities.

This type of learning enhances market and production orientation, is associated with reactive and incremental innovation, and remains within current market and technological boundaries. In contrast, double-loop learning, or generative learning, questions not only the ways of accomplishing tasks but also the governing variables that determine those ways; the modification of those variables leads to broadening of the search for alternative activities, beyond present products and processes. Double-loop learning thus widens the frame of reference, develops new market positions, creates new product and service opportunities, and prepares for opportunities to enter new industries.

A learning culture is thus critical for instilling and sustaining organizational learning. Grasping the appropriate levers for embedding a culture of continuous learning can be vital for organizations striving to support and maximise their single-loop and double-loop learning efforts. Creating a culture of continuous learning that seeks to foster awareness, understanding, and commitment around the why and how of organizational learning, helps build a common understanding of the organization's learning approach, and clarifying the pathways through which the organization strives to deliver on its learning objectives therefore represents a key priority. (Ahsan, 2025).

Continuous improvement has been equated with words such as "incremental, progressive or evolutionary" in the literature and is generally defined as an approach to improvement focused on small and frequent improvements. Continuos improvement is both a performance objective and a learning objective and can be pursued through a variety of means ranging from the optimization of existing processes and offerings to the expansion into adjacent markets or development of adjacent technologies. A learning culture that nurtures and develops continuous improvement fits within organizations that are in the process or transiting towards an ambition to deliver on principles that can incorporate explorative and exploitative innovation. Seconds What Is Continuous Improvement? | Continuous Improvement Principles Continous Improvement is" A Learning Culture that Drives Risk-Taking, Reflection, and Knowledge Sharing, Organizational psychological safety describes an individual's perception that taking interpersonal risks in a given context will not lead to embarrassing or damaging consequences (Shantz, 2015) and learning climate can represent an organization level adaptation of the same concept.

3.2. Trust, Communication, and Knowledge Sharing

Trust, communication, and knowledge sharing are vital for organizational performance and decision making. Effective knowledge sharing contributes to better decision processes and organizational success. Organizational culture and internal control impact knowledge-sharing behaviors and communication patterns. The adoption of management innovations and systems for knowledge sharing plays a significant role. Barriers such as interpersonal network structures and culture can influence the effectiveness of knowledge exchange. Promoting trust and open communication enhances knowledge sharing, supporting better organizational outcomes (Oyemomi, Liu, Neaga, Chen, & Nakpodia, 2019).

Communities and enterprises must process, evaluate, and internalize information more than in the past to adapt to continuous change. A positive relationship exists between organizational learning and factors like team learning, knowledge sharing, empowered workers, supportive leadership, and open communication. Organizational learning involves individual, team, and collective knowledge acquisition necessary for effective action. Knowledge sharing is key for competitiveness, defined as transferring knowledge between individuals, making knowledge usable, and sharing thoughts and experiences within the organization (Kemal, 2012).

3.3. Leadership and Encouraging Reflective Practice

Leaders can cultivate a culture of continuous improvement by creating a reflective practice space where organizational members can analyze their experiences and extract actionable lessons. Reflection is a key aspect of learning, allowing individuals to think critically about their actions and seek opportunities for improvement (Shantz, 2015). However, reflecting on practice is often challenging, as individuals may feel inadequate or discouraged (E Caillouet, 2018). An emotionally intelligent leader mitigates these barriers by reinforcing the importance of reflection and modeling the practice, encouraging openness and feedback-seeking among team members.

4. Mechanisms for Fostering Continuous Improvement

Continuous improvement denotes wide-ranging, proactive activities that enhance individual and organizational performance. Specific continuous improvement actions include creating feedback systems to solicit commentary on initiatives and promoting dialogic inquiry, enabling iterative testing of ideas and collection of insights to refine subsequent efforts. Indicators of progress include the percentage of completed improvement initiatives where feedback has been actively solicited, the number of concept pilots undertaken during a defined period, and the extent of substantial alterations made to initiatives based on gathered feedback. Such actions encourage experimentation, reflection, and knowledge exchange by establishing safety nets and mechanisms for timely, constructive commentary. (Dağgöl, 2024).

Concrete steps and accompanying signals indicating movement towards these improvement-oriented actions have been identified. Initial activities focus on

establishing systematic mechanisms for collecting and acting on feedback, deploying learning metrics to monitor organizational development, and creating a supportive environment conducive to autonomy, empowerment, and innovation. Indicators demonstrating progress in this direction comprise the establishment of formal feedback systems, the presence of additional learning metrics beyond individual performance scores, and the degree to which an atmosphere of empowerment and innovation is encouraged (Abbot Maginnis, 2012); (Almaiman & McLaughlin, 2017).

4.1. Feedback Systems and Dialogic Inquiry

Achieving continuous improvement requires organizations to have effective feedback systems and engage in dialogic inquiry to consider the data's implications and stimulate new ideas. A continuous cycle of data collection, interpretation, insights, and experimentation fosters individual and collective learning. Feedback systems that supply timely, constructive feedback on what has been tried, what has been learned, and what steps to take next improve the likelihood of successfully meeting organizational and personal goals. Feedback can originate from formal evaluations of products or processes or arise from less structured interactions, observations, and conversations with other people. When the time between providing feedback and taking further action is short, feedback is especially likely to influence the direction of subsequent efforts and to motivate repeat experimentation. (Cunha, Dinis-Carvalho, & Sousa, 2023).

Feedback systems generate actionable insights that can be put into practice. Collecting data prompts careful study of its meaning, stimulating discussions about implications and avenues for further exploration. Aggregating what has been incorporated strengthens the broader learning that occurs. Yet feedback, however systematic or candid, will not lead to significant change unless a capacity for interpreting it and drawing implications has been developed. An organization that already possesses such a capacity is twice as likely to demonstrate material improvements in customer satisfaction, employee engagement, and profitability.

Dialogic inquiry is the process of gathering evidence about something in order to open up discussion and generate further insights. The goal is to elicit information that will provide multiple perspectives on the current state of something that matters and to do so in a manner that encourages individuals to share what they see, think, believe, feel, and desire. Emphasizing probes and questions rather than interpretation and assertion points in the direction of the next step without enforcing a single point of view about what that step should be. An effective dialogic inquiry must incorporate a range of data collection mechanisms, such as observations, structured conversations, surveys, interviews, focus groups, and direct conversations with customers. (Vass, 2024).

Systematic data collection on the undertaking helps individuals and teams make the thinking and experiences behind their work visible to themselves and others. When people share their interpretations, motivations, emotions, and aspirations along with the data on their efforts, an opportunity arises to transfer knowledge and codevelop new

ways of seeing and doing. Aggregating both feedback and insights into the collection angles broadens and deepens the potential learning, prompting consideration of further actions that can be taken. (Marie Yoder, 2003).

4.2. Learning Metrics and Data-Informed Change

Educational institutions that aspire to become learning organizations must systematically assess the extent to which they are achieving that objective. Data-informed change drives continuous improvement, enabling organizations to direct attention and resources toward the factors that most influence the desired outcomes. Routinely gathering, analysing, and utilizing data reflects a data-informed culture (Q. Bruno, 2009); when feedback loops are part of a continuous cycle, this process becomes a foundation of continuous improvement. Data-informed cultures require concrete metrics that serve as indicators of progress. Level-of-learning metrics can determine the degree to which organizations are achieving the learning outcomes of interest.

Organizational members can share and advance knowledge in multiple ways. Among various learning channels are informal discussions, group meetings, presentations, print or electronic documents, and other media. Measures of these activities can indicate the extent and depth of knowledge sharing across the institution or among specific communities of practice. The inclusion of metrics related to organizational learning ensures a high level of data-informed change. Continuous improvement of educational practice relies on activities that advance organizational learning; therefore, measuring formal and informal opportunities for knowledge sharing across multiple channels helps to determine how well both individuals and the organization are learning and progressing (Shantz, 2015).

4.3. Psychological Empowerment and Innovation

Psychological empowerment promotes a cultivation of autonomy that fosters innovation. Empirical research shows that one of the results of psychological empowerment is innovation (Prabowo, Dwi Mustika, & Sjabadhyni, 2018). Establishing a workplace environment that promotes people's freedom to determine their own work arrangements will facilitate individual autonomy, therefore improves the level of psychological empowerment. Factors supporting psychological empowerment include encouraging expression of thoughts, providing them with the ability to participate, considering their ideas in the decision making process, encouragement to become involved in making decision, providing sufficient information to empower the employees, providing leaders who demonstrate high personal integrity, and the presence of an organizational culture that promotes giving and receiving feedback so that employees can improve themselves and grow (Reza Shojaei & Emadi Siuki, 2014).

5. Contextual Factors and Implementation Considerations

Significant contextual factors, while not directly linked to EI or OL, profoundly influence the practical deployment of the EI-OL framework. Consideration of such variables helps organizations gauge potential difficulty and scalability of

implementation initiatives. Key areas meriting attention include organizational culture, team dynamics, available technology, and broader contextual conditions.

Organizational culture represents an overriding factor whether implementation occurs at the organizational or team level. An EI and OL culture values reflection and inquiry, promotes experimentation, encourages feedback-seeking, supports open communication, and fosters proactive individual and collective knowledge sharing (Levitats, Ivcevic, & Brackett, 2022). During a transition to greater EI and OL orientation, such cultural attributes help clarify desired changes and provide a normative reference point for self-assessment (Shantz, 2015).

Team dynamics can also enhance or attenuate broader EI and OL initiatives. Cohesion and psychological safety within teams further support OL-related activities. Equally, dissemination of learning beyond the originating group—particularly at organizational boundaries—ensures that OL continues in wider project and departmental contexts.

The technology available also shapes the deployment and uptake of EI and OL initiatives. Any defined specification of EI and OL interventions should identify desired tools and platforms; checking subsequent adoption, integration, and regular usage of those resources constitutes an essential monitoring mechanism. Assessment of the extent to which proposed initiatives align with existing tools and surroundings further signals practical match and fit.

5.1. Organizational Culture and Change Readiness

Organizational culture, defined as the normative behavior of an organization, significantly influences an organization's readiness for change (Hoong Wong, 2015). Change is likely to be easier in a culture that promotes open and honest communication, employee commitment, and a shared belief that employees are valued. Cultivating such a culture develops organizational capability for continual improvement and engages not just top management, but also those who can contribute to the transmission of knowledge and learning within the firm (A. Calkins, 2013). To promote an environment that develops readiness for change, organizations may communicate a vision that articulates the change process and expected outcomes, allocate time towards training, build a coalition of supporters who can introduce new processes or practices, and provide feedback and coaching.

5.2. Team Dynamics and Boundary-Spanning Collaboration

Robust learning demand interdepartmental cooperation between practice and pedagogical science, drawing not only from existing knowledge in respective field but also from quasi-experiments, seminars, and training on relevant topics, all of which involves interaction with various stakeholders in academia and industry (Aggarwal, Williams Woolley, F. Chabris, & W Malone, 2019). These extra-academic projects typically come under the heading of Boundary spanning, in which an employee from one department interacts with another department in support of ongoing initiatives or projects (Jordan, 2000). To support learning across boundaries, individuals must address

the complexities surrounding readiness, capacity, and alignment that potentially inhibit interdepartmental cooperation.

5.3. Technology, Tools, and Learning Platforms

Meaningful adoption of technology to support organizational learning hinges critically on adequate adoption and sociotechnical integration in the daily rhythm of work. Specific characteristics of the technology also affect sustainability and scalability of learning practices by enhancing accessibility, usability, and perceived utility. (Serrat, O., 2009)

6. Challenges, Risks, and Mitigation Strategies

As a preventive and restorative mechanism, organization-wide initiatives can lead to unintended consequences. When organizational members perceive leaders as aware of challenges but deliberately avoiding actions or limits, they feel a corresponding lack of trust in the organization. Potential risks include bleeding capacity (due to disengagement and fatigue from implementing EI initiatives), loss of credibility (if the absence of clear alignment with organizational readiness undermines engagement and action), untenable expectations (leading constituents to overestimate attainable levels of EI change), and misalignment with the organization's EI baseline (if dialogue generates enthusiasm that exceeds the organization's current EI competency and maturity).

Shantz (Shantz, 2015) proposes engaging organizational-change activities as a way to build energy and dialogue around the intent of EI initiatives while aligning them with change-management activities. Building explicit links among selected change initiatives captures the rationale and anticipated effects of each and illuminates their interdependence so organization members do not misconstrue additional initiatives as stalled, just because attention has shifted. Incorporating relevant EI dimensions into existing change initiatives also sustains momentum without encouraging simultaneous, highly disparate, uncoordinated, or overly challenging objectives.

6.1. EI Misalignment and Resistance to Change

Change initiatives frequently encounter resistance, particularly in organizations where members are not engaged in EI development. Change demands energy, focus, and ongoing attention. Organizations led by change-oriented leaders but lacking EI-development support may see individuals maintain a narrow focus on task completion and other priorities, leading to a shift from original change commitments. Top leaders expect organizations to engage employees in behavioral EI development, including such topics as awareness of individuals' emotional triggers and mode of emotional expression evident to others. To avoid frustration, disengagement, and attrition among change-committed individuals, it is critical to clarify that leaders are also responsible for identifying corresponding organizational supports that enable continuous EI-development engagement (Levitats, Ivcevic, & Brackett, 2022).

6.2. Measurement Complexities in Learning

Learning within organizations can be a challenging construct to measure. Complexities arise in examining and assessing the influence of different types of learning, such as adaptive or generative learning (see §4.3). Serrat (Serrat, 2009) discusses specific aspects of learning measurement that organizations can find difficult to quantify, such as capturing the extent to which a learning climate is present, the nature and effectiveness of executive leadership practices, and the nature of organizational structures and work processes that facilitate or inhibit learning.

Moreover, the degree to which organizational members access internal experience, maintain contact with external learning sources, and integrate learning into the organization's strategy can be hard to determine. The establishment of an organizational memory, the extent to which learning is applied to daily work, and the existence of a supportive learning culture are also frequently based on subjective judgments and, thus, are not easily measured. While social capital—defined as mutual understanding and trust among organizational members—affects cooperation and organizational effectiveness, the extent to which social capital contributes to enhanced learning remains difficult to quantify. (Morrison, 2022).

Organization members also need to understand the patterns of decision making that typically arise, which may be deliberate or emergent. The measuring of such patterns is often similarly elusive. Lastly, even when the presence of a learning perspective is recognized, there is still complexity around what constitutes the prevalent approach within a given organization. The answers to related inquiries, such as how a learning view is articulated, whether it is positively acknowledged, and what is done to further its integration, often depend on the configuration of individual organizations and their respective activities or contexts. (Evenseth, Sydnes, & Gausdal, 2022).

7. Conclusion

In a turbulent business environment, the importance of organizational learning is increasing, with the promotion of continuous improvement being one of the boundaries set on the competing demands that organizations face. Emotional intelligence (EI) is assumed to play a significant role in such continuous improvement activities. First, feedback is essential to point out deviations systematically and is vital to continuous improvement. An EI-supportive culture encourages the gathering of feedback through subsequent channels, such as upward feedback and peer feedback. Second, a certain degree of risk-taking is necessary to improve systems, processes, and people continuously. An EI-supportive organizational climate reduces the fear of failure and enhances experimentation with ideas and the safety of open dialogue.

Third, learning through reflection is crucial for continuous improvement. An EI-friendly climate fosters a reflective culture. Fourth, knowledge sharing with colleagues is important. An EI culture improves the precondition for knowledge sharing, such as mutual trust, so that knowledge is shared actively and openly. Finally, using the new

knowledge gained externally is vital to a continuous improvement system. An organization must be open to receiving knowledge. Thus, from the above explanations, EI is hypothesized to facilitate organizational learning through specific processes that are further articulated.

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