

Enhancing Employee Performance through Emotional Intelligence: The Role of Dynamic Capability and Organizational Learning

F. Harianto Wibowo¹, Umar Nimran², Kadarisman Hidayat³, Arik Prasetya⁴
{f.harianto.w@gmail.com¹, umar_n_fia@ub.ac.id², kadaris_fia@ub.ac.id³, arik_p_fia@ub.ac.id⁴}

Universitas Brawijaya, Indonesia^{1,2,3,4}

Abstract. This study investigates the influences of Emotional Intelligence (EI) on Employee Performance, particularly through the mediation of Dynamic Capability (DC) and Organizational Learning (OL) within PT. Pertamina Lubricants' diverse employee population. Employing Structural Equation Modeling with the SmartPLS approach, this explanatory research analyzes data from 156 employees, ranging from staff to directors, across various operational units of the company. Results reveal that Emotional Intelligence positively and significantly impacts Dynamic Capability and Organizational Learning and directly affects Employee Performance. Both Dynamic Capability and Organizational Learning have also been found to influence Employee Performance significantly. The findings suggest that enhancing Emotional Intelligence can facilitate organizational adaptability and learning, improving overall employee performance. These relationships emphasize the strategic importance of nurturing emotional competencies within organizational development frameworks.

Keywords: Emotional Intelligence, Dynamic Capability, Organizational Learning, Employee Performance

1 Introduction

The development of technology has an impact on the development of employees and performance management. In the context of industry trends such as regulatory changes, economic conditions, and industrial innovation, they can significantly affect Human Resources (HR) practices. Adam [1] argues that HR professionalism today faces various trends and challenges reflecting the dynamics of the modern work environment. The role of Human Resources (HR) in modern organizations has undergone significant transformation from merely holding administrative tasks to becoming strategic partners that help achieve organizational goals. According to Harris and Ogbonna [2], the Human Resources needed by an organization are individuals with the enthusiasm and motivation to work hard by utilizing their full potential. This makes performance a crucial factor that can influence organizational development.

Performance is the outcome of an individual's work and work behavior, for example, within one year. Performance can be assessed in terms of productivity, work efficiency and quality, and service delivery. According to Campbell & Wiernik [3], performance is a target that the organization must achieve, and all efforts must be made well. According to Kell [4], employee performance refers to the results of various behaviors that occur over a certain period, which can vary between individuals or behaviors performed by the same individual at different times. These behaviors are measured based on their contribution to organizational effectiveness.

Employee performance reflects the overall financial and non-financial results of employee actions that directly affect organizational performance and success [5]. Various factors can affect employee performance. According to Al Ahmadi [6], emotional intelligence is also considered one of the main elements that shape performance. Some studies suggest that emotional intelligence is more valuable than technical skills or cognitive abilities [7, 8].

Emotional Intelligence encompasses the ability of an individual to identify and regulate their own emotions, along with those of others, while distinguishing between the two. This understanding is utilized to inform their cognitive processes and actions. According to Matthews [10], two primary models of emotional intelligence exist: the ability model and the mixed model. The ability model highlights the capacity to analyze pertinent emotional information and views emotional intelligence as a collection of cognitive skills that are fundamentally associated with the processing of emotional data and the effective management of emotions. Broughton [11] suggests that emotional intelligence arises from the non-cognitive components of general intelligence. The examination of emotional intelligence and its influence on perception and changing behavior started to attract interest in the 1990s.

On the other hand, an organization must adapt to a competitive and dynamic business environment. According to Zhou [12], accelerating technological changes, shorter product life cycles, globalization, and increasingly blurred industry boundaries create a more dynamic business environment. Management is often confronted with challenges in managing complex changes, including predicting and responding to changes in employee behavior and performance, making dynamic capability necessary for organizations [13]. Therefore, organizations need to develop flexibility and resilience to survive and thrive amidst the continuous changes in the rapidly changing business environment.

The implementation of organizational learning can also lead to improvements in employee performance [14]. As Senge [15] suggests, organizational learning plays a critical role in influencing individual performance in the workplace. By fostering a culture of learning that promotes collaboration, reflection, and the exchange of knowledge, organizations create opportunities for employees to continually develop their skills. Thus, organizational learning serves as a key foundation for enhancing both individual and overall organizational performance. Given the points mentioned, it is valuable to explore the impact of Emotional Intelligence, Dynamic Capability, and Organizational Learning on Employee Performance. Moreover, this research examines the relationship between Emotional Intelligence and Employee Performance, with Dynamic Capability and Organizational Learning acting as mediating factors.

2 Literature Review

2.1 Employee Performance

Performance refers to the outcomes generated by an individual's work and behavior over a specific period, such as within a year [16]. It can be evaluated based on factors like productivity, work efficiency, quality, and service delivery. Bernardin & Russell [17] share a similar view, defining performance as the documented results produced by a particular task or activity over a set time frame. An individual's performance reflects their ability to complete assigned tasks in line with their training, experience, and the time available. Companies hire employees to carry out specific responsibilities that contribute to the achievement of the organization's goals.

According to Chakraborty & Biswas [18], employees are crucial factors and precious assets within an organization. Employees achieve goals and elevate the organization to higher levels through improving Employee Performance. Organizations must continually design training activities and pay attention to employee behaviors that can be leveraged to enhance their performance [19].

Employee performance encompasses the financial and non-financial results of employees' actions, directly influencing the organization's overall performance and success [10]. In the current dynamic business landscape characterized by intense competition, enhancing employee performance has emerged as a critical focus for organizations. Motowidlo & Van Scotter [20] categorize employee performance into two main types: task performance and contextual performance. Task performance involves the technical skills and knowledge required to generate goods and services via the organization's core processes, or when employees effectively execute their role responsibilities and achieve the objectives of their designated tasks.

2.2 Emotional Intelligence

Emotional intelligence, first presented by Salovey and Mayer [21], is characterized as an ability-based concept akin to general intelligence. Individuals with a high degree of emotional intelligence exhibit particular skills in assessing and controlling emotions, which allows them to effectively manage their own emotions as well as those of others, leading to favorable results. Mayer [22] articulates emotional intelligence as the ability to reason effectively regarding emotions and to utilize emotional knowledge in manners that improve cognitive functions.

Broughton [11] suggests that emotional intelligence originates from the non-cognitive aspects of general intelligence. Since its exploration began in 1990, the impact of emotional intelligence on perception and its role in behavior has been increasingly studied. Recognized as an important skill for effective organizational leadership, emotional intelligence has been found to contribute significantly to teamwork success among employees with higher EI levels [23]. Tyng [24] further defines emotional intelligence as encompassing self-awareness, emotional regulation, sensitivity to others, and the ability to influence, motivate, and balance internal motivations. This balance leads to improved intuition, sincerity, and ethical behavior.

Individuals who possess knowledge of emotional intelligence tend to display several key traits. Firstly, they demonstrate greater flexibility, creativity, and engagement in social interactions, while also being able to maintain motivation. Secondly, their intelligent application of emotions enables them to make sound decisions, as they have self-awareness of their strengths and limitations, contributing to their higher self-confidence [25]. Both emotional and intellectual aspects of human intelligence should be acknowledged in organizational contexts, as emotional intelligence has been proven to have a significant effect on organizational success [26].

Aqqad [27] conducted a study analyzing the relationship between emotional intelligence and employee performance in Jordanian banks, with conflict management style acting as a mediating variable. The results demonstrated a noteworthy and affirmative correlation between emotional intelligence and employee performance. A study conducted by Miao [28] indicated a positive correlation between emotional intelligence and employee performance within the hospitality sector. This study seeks to investigate the relationship between emotional intelligence and employee performance in the context of PT. Pertamina Lubricants management.

H1: Emotional Intelligence Has a Significant Impact on Employee Performance

2.3 Organizational Learning

Organizational learning refers to the process by which an organization systematically enhances and integrates individual knowledge into a broader organizational knowledge system. This process unfolds through interactions within the organization's community, where knowledge is created and evolves continuously through the interplay between tacit and explicit knowledge, making organizational learning an essential requirement [29]. According to García-Morales [30] and Dibella [31], organizational learning is the ability of an organization to sustain or improve performance based on past experiences. Several factors, both internal and external, influence organizational learning, including structure, culture, leadership, knowledge sharing, internal work environments, external networks, and the experiences of organizational members [32].

Organizational learning can also be understood as the organization's ability or process to maintain or enhance performance through experience. One of its fundamental principles is conceptualization and understanding, which defines organizational learning as the process of evaluating and transforming information. This learning occurs when an organization fosters new and expansive ways of thinking, where employees continuously develop their capacity to achieve desired outcomes and actively engage in the collective learning process [33].

Singh [34] performed an analysis to investigate the impact of emotional intelligence on organizational learning. The results indicated a noteworthy positive correlation between the emotional intelligence of employees and the process of organizational learning. This conclusion is bolstered by research from Pradhan [35], which examined the impact of organizational learning on enhancing adaptive performance among employees, specifically highlighting the moderating influence of emotional intelligence in this relationship. The findings indicated that emotional intelligence plays a significant role as a moderator in the connection between organizational learning and adaptive performance.

Kumar and Singh [36] conducted an analysis of the impact of organizational learning on employee performance in the education sector of Jammu and Kashmir (Northern India). The research demonstrated that organizational learning positively influences employee performance by improving employees' knowledge and comprehension of business through different elements of organizational learning. The results are consistent with earlier studies conducted by Perez Lopez [37]. The degree to which a company engages in organizational learning is deemed crucial for its growth and sustained success. Organizations that emphasize organizational learning generally achieve superior performance outcomes [38].

H2: Emotional Intelligence has a significant impact on Organizational Learning

H4: Organizational Learning has a significant impact on Employee Performance

2.4 Dynamic Capability

Dynamic capability plays a vital role in a company's ability to integrate, build, and reconfigure both internal and external competencies to address challenges in an ever-evolving environment [39]. It can also be defined as a set of collective activities that are continuously developed through learning, where organizations intentionally modify their operational routines to improve efficiency [40]. The dynamic capability framework seeks to explain and understand how companies sustain competitive advantages over time [41]. Oxtoby [42] suggests that

dynamic capabilities reflect the ability to succeed or excel by adapting to varying conditions. These capabilities are inherently tied to the organization and evolve over time [43], making them difficult to observe or replicate, which is why they are critical for maintaining a competitive edge, especially in rapidly changing environments.

Barreto [44] defines dynamic capability as an organization's intrinsic capacity to effectively address challenges by recognizing opportunities and risks, making prompt decisions that align with market needs, and adapting its resource portfolio as necessary. Teece [45] emphasizes three critical dynamic capabilities: (1) the ability to recognize and respond to opportunities and threats, (2) the capacity to capitalize on those opportunities, and (3) sustaining competitiveness through the enhancement, integration, protection, and, when required, reorganization of the company's tangible and intangible resources.

Bienkowska and Tworek [46] undertook a study centered on dynamic capability, with the objective of filling a gap in the literature by formulating the concept of Employees' Dynamic Capabilities (EDC) and investigating its impact on Employee Performance. The results indicate that EDC has the potential to act as a fundamental component for organizational development via its workforce. This is consistent with the findings presented by Tworek [47]. Nonetheless, there is a notable lack of empirical studies investigating the relationship between Emotional Intelligence and Dynamic Capability. This study aims to explore the connection between emotional intelligence and dynamic capability in greater depth.

H3: Emotional Intelligence has a significant impact on Dynamic Capability

H5: Dynamic Capability has a significant impact on Employee Performance

3 Methodology

3.1 Research Type

This research is characterized as explanatory, focusing on elucidating the causal relationships between independent variables (exogenous variables) and dependent variables (the variables examined through hypothesis testing) [48]. Based on the data analysis, this research is classified as quantitative research because it analyzes sample data using inductive and descriptive statistics, which are then generalized [49]. The variables studied include Emotional Intelligence, Dynamic Capability, Organizational Learning, and Employee Performance.

3.2 Population and Sample

The population in this study consists of all staff-level employees up to the directors of PT. Pertamina Lubricants are distributed across the headquarters, sales regions, and production units throughout Indonesia, resulting in a population of 388 individuals. For this study, the sample size is determined to be 197 respondents. The samples are drawn from 11 different zones, including the headquarters, 3 production units, and 7 sales regions spread across Indonesia.

3.3 Research Model

The data collected underwent analysis through the Structural Equation Modeling (SEM) method utilizing the SmartPLS approach. This method facilitates a thorough investigation of the intricate connections among variables, allowing researchers to evaluate both direct and

indirect effects within a single framework. The figure below illustrates the structural model and hypotheses outlined in this study.

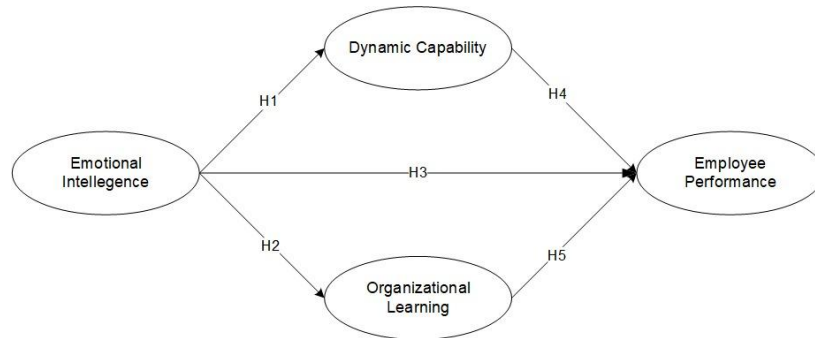


Figure 1. Research Hypothesis Model
Source: Authors Work

4 Result

This study employs first-order Structural Equation Modeling (SEM) analysis to examine the model and evaluate the research hypotheses. This section introduces two analytical models: the Measurement Model (Outer Model) and the Structural Model (Inner Model).

4.1 Measurement Model (Outer Model)

Researchers assess the measurement model by analyzing the connections between latent variables and their corresponding indicators, as detailed by Hair [50]. The evaluation of the Outer Model, utilizing SmartPLS for data analysis, adheres to four essential criteria: Outer Loading, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability. The table below details the results of the Outer Model assessment, emphasizing Convergent Validity, Construct Validity, Cronbach's Alpha, and Composite Reliability. A model is considered valid when the Average Variance Extracted (AVE) is greater than 0.50. It is regarded as reliable if the Composite Reliability surpasses 0.70 and Cronbach's Alpha is above 0.60 [51].

Table 1. Outer Model Results

Variable	Indicator	Outer Loading	AVE	Cronbach's Alpha	Composite Reliability
Emotional Intelligence	Emotional Perception	0.779	0.620	0.846	0.891
	Emotional Understanding	0.803			
	Emotion Regulation	0.790			
	Emotional Use	0.802			
	Relational Understanding	0.761			
	Sensing	0.814	0.671	0.754	0.859

Variable	Indicator	Outer Loading	AVE	Cronbach's Alpha	Composite Reliability
Dynamic Capability	Seizing	0.855			
	Reconfiguration	0.787			
Organizational Learning	Continuous Learning	0.747	0.560	0.868	0.899
	Inquiry/Dialog	0.718			
	Team Learning	0.749			
	Embedded System	0.808			
	Empowerment	0.737			
	System Connection	0.730			
	Strategic Leadership	0.744			
Employee Performance	Task Suitability	0.790	0.675	0.759	0.862
	Responsibility	0.856			
	Productivity	0.818			

Source: Primary data processed by the author (2024)

Table 1 provides a summary indicating that all the measures used to assess the constructs in this study, including Emotional Intelligence, Dynamic Capability, Organizational Learning, and Employee Performance, demonstrate favorable properties. The indicators for these constructs show outer loading values exceeding 0.5, indicating their validity and successful completion of the convergent validity evaluation.

Moreover, the table also demonstrates that each variable has an AVE (Average Variance Extracted) value greater than 0.5, affirming their validity. Thus, it can be deduced that each measure significantly contributes to elucidating the corresponding latent construct, meeting the standards for construct validity.

Further insights from the table reveal that Cronbach's Alpha values for the variables—Emotional Intelligence, Dynamic Capability, Organizational Learning, and Employee Performance—exceed 0.6. These outcomes affirm the reliability of all variables for subsequent stages of data analysis. Moreover, as depicted in the table, all variables attain a composite reliability value exceeding 0.7, signifying their reliability. Therefore, it can be concluded that all the indicators within the latent variables demonstrate robust reliability.

4.2 Structural Model (Inner Model)

In the structural model analysis stage, the research hypotheses are scrutinized. The inner model illustrates the interconnections among latent variables, encompassing recursive and non-recursive relationships. Conversely, the structural model elucidates the relationships between the variables under investigation. The coefficients in the model measure the strength and directions (positive or negative) of the associations between one variable and another. A noteworthy impact exists between two variables if the p-value is below 0.05. The subsequent table (referred to as Table 2) presents the results concerning the direct effects:

Table 2. Hypothesis Testing Results

Hypothesis	Direct Effect			Path Coefficient	P Value	Decision
H1	Emotional Intelligence	→	Dynamic Capability	0.458	<0.001	Supported
H2	Emotional Intelligence	→	Organizational Learning	0.449	<0.001	Supported
H3	Emotional Intelligence	→	Employee Performance	0.231	<0.001	Supported
H4	Dynamic Capability	→	Employee Performance	0.253	<0.001	Supported
H5	Organizational Learning	→	Employee Performance	0.342	<0.001	Supported

Source: Primary data processed by the author (2024)

The SEM analysis results on the 5 research hypotheses indicate that all hypotheses are supported. Hypothesis 1 shows that emotional intelligence has a significant positive effect on dynamic capability with a p-value of <0.001 and a path coefficient of 0.458. Next, in Hypothesis 2, it is found that emotional intelligence has a significant positive effect on organizational learning with a p-value of <0.001 and a path coefficient of 0.449. Hypothesis 3 is also supported, indicating that emotional intelligence significantly and positively affects employee performance with a p-value of <0.001 and a path coefficient of 0.231. In Hypothesis 4, dynamic capability has a significant positive effect on employee performance because the p-value is <0.001 with a path coefficient of 0.253. Meanwhile, Hypothesis 5 shows that organizational learning has a significant positive effect on employee performance with a p-value of <0.001 and a path coefficient of 0.342.

In addition to analyzing direct influences, we also conducted assessments for indirect effects or mediation using SmartPLS software, with the results shown in the subsequent table (see Table 3).

Table 3. Mediating Effect/Indirect Effect Results

Independent	Mediation	Dependent	Path Coefficient	P Value	Description
Emotional Intelligence	Dynamic Capability	Employee Performance	0.116	0.010	Supported
	Organizational Learning		0.154	<0.001	Supported

Source: Primary data processed by the author (2024)

Table 4 above reveals that the indirect impact of emotional intelligence on employee performance, mediated by dynamic capability and organizational learning, shows a p-value lower than 0.05. This suggests that Dynamic Capability and Organizational Learning are intermediaries between Emotional Intelligence and Employee Performance.

5 Discussion

In the research conducted at PT. Several important findings were discovered by Pertamina Lubricants involving employees from staff to company directors. First, these findings indicate that emotional intelligence has a significant positive effect on dynamic capability, highlighting the importance of emotional management in strengthening the organization's ability to adapt to environmental changes. This suggests that individuals who can recognize, understand, and manage emotions well tend to have better abilities to respond to changes occurring around them. In the rapidly changing business context, organizational adaptability and development become vital to maintaining competitive advantage. With high levels of emotional intelligence, employees can be more effective in facing new challenges, innovating, and creating innovative solutions to meet changing market demands. Therefore, developing emotional intelligence within the organizational context not only contributes to individual well-being but also to the long-term sustainability and success of the company.

Secondly, the research findings reveal that Emotional Intelligence also exerts a significant positive impact on organizational learning. This suggests that individuals with higher emotional intelligence levels are more likely to participate in and contribute to organizational learning actively. Emotional intelligence enables employees better to understand their own emotions and those of others, fostering effective communication, collaboration, and knowledge sharing within the organization. By recognizing and managing emotions effectively, employees are more inclined to engage in reflective practices, seek feedback, and adapt to new situations, thereby facilitating the acquisition and dissemination of knowledge throughout the organization. As a result, organizations benefit from a continuous learning and improvement culture, enabling them to better respond to internal and external challenges and opportunities. Thus, nurturing emotional intelligence among employees can significantly enhance the organization's capacity for learning and adaptation, ultimately contributing to its long-term success and competitiveness.

Moreover, the research outcomes underscore emotional intelligence's significant and favorable influence on employee performance. This underscores the critical role of emotional competencies in fostering a conducive work atmosphere and inspiring employees to attain heightened levels of productivity and efficacy. Emotional Intelligence enables individuals to manage stress effectively, collaborate with colleagues, and navigate challenging situations, which are pivotal for enhancing overall job performance. By fostering emotional intelligence among employees, organizations can cultivate a culture of empathy, resilience, and cooperation, ultimately leading to improved job satisfaction, reduced turnover rates, and increased organizational effectiveness.

Furthermore, the research findings underscore that dynamic capability is pivotal in positively shaping employee performance. This suggests that organizations with dynamic capabilities, such as the ability to sense and respond swiftly to market changes, innovate proactively, and reconfigure resources efficiently, are better positioned to facilitate high employee performance. Such organizational agility enables employees to capitalize on emerging opportunities, address evolving customer needs, and navigate complex business environments adeptly. As a result, employees are empowered to demonstrate greater productivity, creativity, and resilience in achieving individual and organizational goals. This underscores the critical role of dynamic capability as a driver of organizational success and competitiveness, emphasizing the need for organizations to continually foster and leverage their adaptive capacity to optimize employee performance and overall business outcomes.

Lastly, the findings reveal that Organizational Learning significantly enhances employee performance. This underscores the importance of fostering a culture of continuous learning and knowledge sharing within the organization. When employees are encouraged to acquire new skills, knowledge, and competencies, they become more proficient and better equipped to handle various tasks and challenges. Organizational learning also facilitates the dissemination of best practices and innovative ideas throughout the company, improving efficiency and effectiveness in operations. Furthermore, a learning-oriented environment promotes employee engagement, motivation, and job satisfaction, which are essential to higher performance levels. Therefore, investing in organizational learning initiatives benefits individual employees and enhances the organization's overall competitiveness and success.

Overall, the results of this research illustrate the importance of Emotional Intelligence, Dynamic Capability, and Organizational Learning in improving Employee Performance at PT. Pertamina Lubricants provides valuable insights for company management in developing more effective strategies and policies for managing human resources and enhancing business outcomes.

6 Conclusions and Recommendations

Based on the findings, it can be concluded that Emotional Intelligence, Dynamic Capability, and Organizational Learning play crucial roles in enhancing employee performance within PT. Pertamina Lubricants. The research demonstrates that Emotional Intelligence significantly influences Dynamic Capability and Organizational Learning, indicating the importance of emotional management skills in fostering organizational adaptability and knowledge acquisition. Furthermore, Dynamic Capability and Organizational Learning were found to have significant positive effects on employee performance, underscoring the importance of continuous learning and organizational agility in driving individual effectiveness. These findings suggest that investing in strategies to develop Emotional Intelligence, foster Dynamic Capability, and promote Organizational Learning can improve employee performance levels across various roles and hierarchical levels within the company. Overall, these results provide valuable insights for PT. Pertamina Lubricants and similar organizations seek to enhance their workforce's performance and competitiveness in dynamic business environments.

Future research should focus on examining the moderating factors that could impact the relationships identified in this study. Elements like organizational culture, leadership style, and industry-specific contexts may influence the impact of Emotional Intelligence, Dynamic Capability, and Organizational Learning on Employee Performance. Furthermore, longitudinal studies may be implemented to examine the enduring effects of these variables on organizational effectiveness and sustainability. Additionally, qualitative research methods like interviews and focus groups may yield more profound insights into how Emotional Intelligence, Dynamic Capability, and Organizational Learning influence Employee Performance within a corporate setting. Ultimately, conducting comparative studies across diverse industries or regions may facilitate the generalization of findings and uncover distinct factors that could affect the relationships among these variables in different organizational contexts.

References

- [1] Adam, A. K., "Modern challenges of human resource management practice in job placement and recruitment within organizations in the African continent," *Journal of Human Resource Management*, vol. 8, no. 2, pp. 69-75, 2020.

- [2] Harris, L. C., & Ogbonna, E., "Strategic human resource management, market orientation, and organizational performance," *Journal of Business Research*, vol. 51, 2001.
- [3] Campbell, J. P., & Wiernik, B. M., "The Modeling and Assessment of Work Performance," *Annual Review of Organizational Psychology and Organizational Behavior*, 2015. <https://doi.org/10.1146/annurev-orgpsych-032414-111427>
- [4] Kell, H. J., "Job performance," Educational Testing Service, January 2013.
- [5] Armstrong, M., *Armstrong's essential human resource management practice: A guide to people management*, Kogan Page Publishers, 2010.
- [6] Al-Ahmadi, H., "Factors affecting performance of hospital nurses in Riyadh Region, Saudi Arabia," *International Journal of Health Care Quality Assurance*, vol. 22, no. 1, pp. 40-54, 2009.
- [7] Lucas, V., Spence Laschinger, H. K., & Wong, C. A., "The impact of emotionally intelligent leadership on staff nurse empowerment: the moderating effect of the span of control," *Journal of Nursing Management*, vol. 16, no. 8, pp. 964-973, 2008.
- [8] Freshman, B., & Rubino, L., "Emotional intelligence skills for maintaining social networks in healthcare organizations," *Hospital Topics*, vol. 82, no. 3, pp. 2-9, 2004.
- [9] Mayer, J. D., & Salovey, P., "Emotional intelligence and the construction and regulation of feelings," *Applied and Preventive Psychology*, vol. 4, no. 3, pp. 197-208, 1995.
- [10] Matthews, G., Roberts, R. D., & Matthews, G., "Emotional Intelligence in the Workplace: A Critical Review," July 2004. <https://doi.org/10.1111/j.1464-0597.2004.00176.x>
- [11] Broughton, N., "The Evolution of Emotional Intelligence," *International Journal of Business and Social Science*, vol. 8, no. 6, pp. 6-15, 2017.
- [12] Zhou, S. S., Zhou, A. J., Feng, J., & Jiang, S., "Dynamic capabilities and organizational performance: The mediating role of innovation," *Journal of Management and Organization*, vol. 25, no. 5, pp. 731-747, 2017.
- [13] Pettigrew, A., & Whipp, R., *Managing for competitive success. Managing Change*, 2nd Ed, Paul Chapman Publishing Ltd, 1991.
- [14] Choi, Y., Kim, J. Y., & Yoo, T., "A study on the effect of learning organization readiness on employees' quality commitment: the moderating effect of leader-member exchange," *Total Quality Management and Business Excellence*, vol. 27, no. 3-4, pp. 325-338, 2016. <https://doi.org/10.1080/14783363.2014.981072>
- [15] Senge, P. M., *The Fifth Discipline - The Art And Practice of The Learning Organization*, 1990.
- [16] Kasmir, *Human Resource Management*, Rajawali Pers, 2016.
- [17] Bernardin, H. J., & Russell, J. E. A., *Human Resource Management: An Experimental Approach*, McGraw-Hill, 1993.
- [18] Chakraborty, D., & Biswas, W., "Evaluating the impact of human resource planning programs in addressing the strategic goal of the firm: An organizational perspective," *Journal of Advances in Management Research*, vol. 16, no. 5, pp. 659-682, 2019. <https://doi.org/10.1108/JAMR-01-2019-0007>
- [19] Stoffers, J. M., Van der Heijden, B. I., & Notelaers, G. L., "Towards a moderated mediation model of innovative work behavior enhancement," *Journal of Organizational Change Management*, vol. 27, no. 4, pp. 642-659, 2014.
- [20] Motowidlo, S. J., & Van Scotter, J. R., "Evidence that task performance should be distinguished from contextual performance," *Journal of Applied Psychology*, vol. 79, no. 4, pp. 475-480, 1994.
- [21] Salovey, P., & Mayer, J. D., "Emotional intelligence," *Imagination, Cognition and Personality*, vol. 9, no. 3, pp. 185-211, 1990.
- [22] Mayer, J. D., Roberts, R. D., & Barsade, S. G., "Human abilities: Emotional intelligence," *Annual Review of Psychology*, vol. 59, pp. 507-536, 2008.
- [23] Farh, C. I. C. C., Seo, M., & Tesluk, P. E., "Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context," *Journal of Applied Psychology*, vol. 97, no. 4, pp. 890-900, 2012.
- [24] Tyng, C. M., Amin, H. U., Saad, M. N., & Malik, A. S., "The influences of emotion on learning and memory," *Frontiers in Psychology*, vol. 8, 235933, 2017.

- [25] Nassar, M. A., "Psychological empowerment and organizational change among hotel employees in Egypt," *Research in Hospitality Management*, vol. 7, no. 2, pp. 91-98, 2017.
- [26] Rahim, S. H., & Malik, M. I., "Emotional intelligence & organizational performance: (A case study of the banking sector in Pakistan)," *International Journal of Business and Management*, vol. 5, no. 10, pp. 191, 2010.
- [27] Aqqad, N., Obeidat, B., Tarhini, A., & Masa'deh, R., "The relationship among emotional intelligence, conflict management styles, and job performance in Jordanian banks," *International Journal of Human Resources Development and Management*, vol. 19, no. 3, pp. 225–265, 2019.
- [28] Miao, C., Humphrey, R. H., & Qian, S., "Emotional Intelligence and Job Performance in the Hospitality Industry: A Cross-Cultural Qualitative and Quantitative Review," 2021.
- [29] Nonaka, I., & Takeuchi, H., *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*, Oxford University Press, London & New York, pp. 598–600, 1995.
- [30] García-Morales, V. J., Jiménez-Barrionuevo, M. M., & Gutiérrez-Gutiérrez, L., "Transformational leadership influence on organizational performance through organizational learning and innovation," *Journal of Business Research*, vol. 65, no. 7, pp. 1040–1050, 2012.
- [31] DiBella, A. J., Nevis, E. C., & Gould, J. M., "Understanding organizational learning capability," *Journal of Management Studies*, vol. 33, no. 3, pp. 361-379, 1996.
- [32] Namada, J., "Organizational Learning and Competitive Advantage," Research Gate, August 2019.
- [33] Senge, P. M., *The Art And Practice Of The Learning Organization*, Bantam Doubleday Dell Publishing Group, Inc., 2004.
- [34] Singh, S., "Role of Emotional Intelligence in Organisational Learning: An Empirical Study," Research Gate, June 2016.
- [35] Pradhan, R. K., Kesari, L., & Jena Singh, S., "Examining the Role of Emotional Intelligence between Organisational Learning and Adaptive Performance in Indian Manufacturing Industries," *Journal of Workplace Learning*, vol. 29, no. 2, 2017.
- [36] Kumar, R., & Singh, V., "Impact Of Organisational Learning On Job Performance: A Study Of Education Sector," *International Journal of Knowledge Management and Practices*, vol. 8, no. 1, pp. 23–32, 2020.
- [37] Perez Lopez, S., Montes Peon, J. M., & Vazquez Ordas, C. J., "Human resource practices, organizational learning, and business performance," *Human Resource Development International*, vol. 8, no. 2, pp. 147-164, 2005.
- [38] Dasgupta, M., & Gupta, R. K., "Innovation in organizations: A review of the role of organizational learning and knowledge management," *Global Business Review*, vol. 10, no. 2, pp. 203-224, 2009.
- [39] Teece, D. J., Pisano, G., & Shuen, A., "Dynamic Capabilities and Strategic Management," *Strategic Management Journal*, vol. 18, no. 7, pp. 509–533, 1997.
- [40] Zollo, M., & Winter, S. G., "Deliberate learning and the evolution of dynamic capabilities," *Organization Science*, vol. 13, no. 3, pp. 339-351, 2002.
- [41] Eisenhardt, K. M., & Martin, J. A., "Dynamic capabilities: what are they?" *Strategic Management Journal*, vol. 21, no. 10-11, pp. 1105-1121, 2000.
- [42] Oxtoby, B., McGuinness, T., & Morgan, R., "Developing organizational change capability," *European Management Journal*, vol. 20, no. 3, pp. 310-320, 2002.
- [43] Ambrosini, V., Bowman, C., & Collier, N., "Dynamic capabilities: An exploration of how firms renew their resource base," *British Journal of Management*, vol. 20, pp. S9-S24, 2009.
- [44] Barreto, I., "Dynamic capabilities: A review of past research and an agenda for the future," *Journal of Management*, vol. 36, no. 1, pp. 256-280, 2010.
- [45] Teece, D. J., "Explicating dynamic capabilities: the nature and micro foundations of (sustainable) enterprise performance," *Strategic Management Journal*, vol. 28, no. 13, pp. 1319-1350, 2007.
- [46] Bienkowska, A., & Tworek, K., "Job Performance Model Based on Employees' Dynamic Capabilities (EDC)," *Sustainability*, vol. 12, 2020.
- [47] Tworek, K., Bienkowska, A., Hawrysz, L., & Maj, J., "The Model of Organizational Performance Based on Employees' Dynamic Capabilities — Verification During Crisis Caused by Black Swan

- Event," IEEE Access, May 2023, pp. 45039–45055.
<https://doi.org/10.1109/ACCESS.2023.3273608>
- [48] Shmueli, G., "To explain or predict," *Statistical Science*, vol. 25, no. 3, pp. 289-310, 2010.
 - [49] Hair, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P., *Advanced Issues in Partial Least Squares Structural Equation Modeling (PLS-SEM)*, Sage, California, 2018.
 - [50] Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C., *Multivariate Data Analysis: A Global Perspective*, Pearson, New Jersey, 2010.
 - [51] Hair, J., & Alamer, A., "Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example," *Research Methods in Applied Linguistics*, vol. 1, no. 3, 100027, 2022.