WORKPLACE LEARNING IN EMERGING ECONOMIES

Examining the role of emotional intelligence between organizational learning and adaptive performance in Indian manufacturing industries

Rabindra Kumar Pradhan and Lalatendu Kesari Jena
Indian Institute of Technology Kharagpur, Kharagpur, India, and
Sanjay Kumar Singh
College of Business Administration, Abu Dhabi University, Abu Dhabi, United Arab Emirates

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Abstract

Purpose – The purpose of this study is to examine the relationship between organisational learning and adaptive performance. Furthermore, the study investigates the moderating role of emotional intelligence in the perspective of organisational learning for addressing adaptive performance of executives employed in manufacturing organisations.

Design/methodology/approach – The participants were selected through purposive sampling. The study has used established scales on organisational learning, emotional intelligence and adaptive performance to collect data from the respondents. Data were analysed through structural equation modelling using linear structural model (LISREL 8.72). Moderated regression analysis was carried out through a series of hierarchical models to test the hypotheses. The authors have followed the interaction graphs recommended by Aiken and West (1991) to check the moderating effect of emotional intelligence.

Findings – The result of the study indicates a significant relationship between organisational learning and adaptive performance. The significant moderation effect was observed in the interaction graph, wherein it was found that the relationship between organisational learning and adaptive performance was stronger among the executives with high levels of emotional intelligence and weaker for those having low levels of emotional intelligence.

Originality/value – The present study gains significance through highlighting the role of emotional intelligence in the perspective of organisational learning and, thus, offers insights to practitioners for addressing adaptive performance of employees.

Keywords Emotional intelligence, Organizational learning, Adaptive performance, Indian manufacturing industries

Paper type Research paper

Introduction

Adaptive performance is pretty significant to organisations that are facing uncertainty (Mossholder *et al.*, 2000), volatility and complex business conditions (Skinner *et al.*, 2002). The diverse workforce of the twenty-first century demands organisations for offering a

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sustainable learning environment to adapt and gain advantage over its competitors. For this reason, in recent years, determining organisational variables as a precursor to attitudinal variables of employee performance has become the central topic of investigation. Existing literature have suggested indicating the antecedents of employee performance (Campbell *et al.*, 1996; Viswesvaran and Ones, 2000; Sackett, 2002); however, there is no research as of date exists for examining the association among organisational variables and adaptive performance together.

In the other hand, change in existing system produces a series of emotions as an employee's adjustment to organisational change integrates both cognitive and emotional aspects. Earlier researchers have acknowledged the role of emotions for dealing with organisational change, especially during the transition phase of learning (Antonacopoulou and Gabriel, 2001; Jordan *et al.*, 2002; Trish and Peter, 2003). Weisinger (2000) defined intelligence as "intelligent use of emotions" focusing on the fact that people with high emotional intelligence have an inherent adaptability to changing requirements. There are several claims through such anecdotes citing the role of emotional intelligence (Zeidner *et al.*, 2004) in enhancing adaptability and flexibility, but they have not been justified through a systematic investigation of literature or empirical findings. Zeidner *et al.* (2004) claimed that emotional intelligence may be intensely delicate and, depending on contextual factors (e.g. learning), can have positive and negative associations with performance. Therefore, we propose to substantiate this argument by empirically examining the interactive role of emotional intelligence between organisational learning and adaptive performance in manufacturing industries. The purpose of the paper is to highlight the role of emotions in the perspective of organisational learning and to offer some insights to practitioners for addressing adaptive performance of employees in modern organisations.

This introduction is trailed through reviewing the concept and proposing the hypothesis on organisational learning, emotional intelligence and their direct and interacting role in influencing adaptive performance. Secondly, we define the methodology carried out in this research work, followed by discussing the findings. Finally, suggestions were made through drawing implications for academicians and practitioners.

Organisational learning and adaptive performance

Learning enables an organisation to remain productive and competitive in turbulent business environment. Organisations practicing "continuous learning as a vital element for its survival and growth" are defined as learning organisations. Organisational learning is much broader than learning organisation, as the former is a kind of developmental process that takes place in an organisation (Lundberg, 1995). Organisational learning is a process introduced through learning organisation and connotes activities intended for organisational development, for example, participation in decision-making (Arthur and Aiman-Smith, 2001). The significance of individual learning from organisation learning is apparent and subtle, as organisational learning takes place through the aspirations and corresponding action plan of its employees. Individual learning is grounded on personal development, whereas organisational learning addresses the intra- and interpersonal dynamics among its members to address the changing requirements of the business market. Organisational learning is versatile in nature and is drawn from disciplines of cultural anthropology, psychology, sociology, management strategy and human resource development (Easterby-Smith, 1997).

The vision and values need to proactively emphasise for the facilitation of learning avenues as a part of organisational culture. Continuous learning embraces both individual and organisational learning and is a kind of culture that stimulates learning environment for

enhancing adaptability in changing circumstances and raising productivity (Simon *et al.*, 2013). The concept of organisational learning was acknowledged by researchers in 1960s, and thereafter, it has started gaining momentum as a result of pressures in modern organisations for sustenance and achieving competitive edge over their competitors. Senge (1990) through his book *The Fifth discipline* has promoted the concept of learning organisation. He has proposed five key characteristics of individual–organisation learning while encouraging organisations to create an interconnected way of living together:

(1) *Systems thinking*: Allowing employees to study business as a bounded object with whole information systems in one place for measuring the performance of the organisation.

(2) *Personal mastery*: An individual's commitment in the process of learning the nuances of the job/

(3) *Mental models*: The traditional assumptions that an individual tends to espouse need to be challenged and similar is the case for organisations to substitute their confrontational attitudes with an open culture.

(4) *Shared vision*: An organisation and its employees need to create a common identity, providing a greater focus for caring, sharing and learning.

(5) *Team learning*: Creating an engaging forum for dialogue and discussion, facilitating shared learning among employees.

In the past 10 years, learning organisation stands as a key component for differentiating organisations from its close rivals and to grow as a customer-responsive culture (Van Grinsven and Visser, 2011; Dahanayake and Gamlath, 2013; Park *et al.*, 2014). Earlier findings have shown that organisational learning has a significant role in promoting employee commitment (Wahyuningsih *et al.*, 2013), work engagements (Park *et al.*, 2014) and raising job satisfaction (Egan *et al.*, 2004) among employees.

Modern-day organisations are constantly seeking employees who are able to learn and adapt with the demands of changing business environment (Smith *et al.*, 1997; Ilgen and Pulakos, 1999). The change of technology and consequent restructuring of an organisation demands that employees learn new skills and enhance their adaptability (Ilgen and Pulakos, 1999). The idea that urge and satisfaction of need for learning are related to identification of employees with their respective organisation was also explored (Kumar and Jauhari, 2016). However, psychological literature perceives adaptability as an elusive term, as quantifying and envisaging it is difficult in organisational settings. Allworth and Hesketh (1999) have empirically reinforced adaptive performance as a distinct dimension citing it as a differential predictor than the measurable task performance. Later, researchers have discussed adaptability with a wide range of behaviours (e.g. challenging working conditions, assimilation with new team members, cross-cultural set-ups, new task and technology, solving problems creatively, etc.) influencing organisational productivity (London and Mone, 1999; Murphy and Jackson, 1999). Pulakos *et al.* (2000) proposed a global model of adaptive performance by observing 1,000 critical incidents involved in 24 jobs in army. The model comprises eight dimensions of adaptive performance which include: dealing with unpredictable work, handling emergencies or crisis situations, creative solving of problems, handling work stress, learning new tasks, demonstrating interpersonal adaptability, demonstrating cultural adaptability and demonstrating physically oriented adaptability.

Adaptive performance got strengthened as a kind of ability to face the change and adjust one's behaviour with the changes in the environment (Johnson, 2001). Krischer and Witt (2010) defined adaptive performance as an improvement of knowledge and required

competence in response to anticipated changes happening in a workplace. However, most studies till date have been involved in exploring the personal factors as predictors of adaptive performance, for example, self-efficacy, openness, etc., but the relationship between organisational variables like organisational learning and adaptive performance has scarcely been explored.

Adaptive performance deals with modifying employee's attitude to address the organisational change, and it happens primarily through acclimatizing with the new work requirements. Today's organisations are emphasizing on adaptive performance to promote diversity and openness and, more importantly, improve employees' efficiency (Motowidlo and Schmit, 1999; Charlene, 2008). There are two important agenda involved in it:

(1) *individual factors* in the form of capability, personality, interest, versatility, etc., and

(2) *organisational factors* like coping with the challenges of work environment, cross-cultural setups, new task and technology, assimilation with organisational norms, etc.

Majority of the studies till date were focusing on understanding the personal factors (e.g. achievement motivation, interpersonal relations, cognitive ability, etc.) as predictors of adaptive performance; however, the association among organisational variables, for example, organisational learning and adaptive performance is sparsely explored. Hence, the current study attempts to examine the relationship between the two variables proposing the following hypothesis:

H1. Organisational learning positively affects adaptive performance.

Emotional intelligence, learning organisation and adaptive performance

Researchers and practitioners have accorded the importance of intelligence (cognitive and emotional perspectives) and its contribution for organisational development (Besharat, 2005; Pradhan and Jena, 2016). They have emphasised while equating emotions from cognition that emotional intelligence has a wider significance to ascertain productivity. For the first time, Salovey and Mayer (1990) brought the concept of emotional intelligence, stating it as "a kind of information processing which includes proper evaluation of emotions and adaptive regulation of emotions". Goleman (1995) popularised the construct while dissecting it into internal and external elements. Internal elements are in the form of awareness, objective assessment, decisiveness and capacity of self-actualisation, whereas external element embraces compassion, interpersonal affiliation and owning responsibility for self and others. Emotional intelligence harnesses coping ability and is an important set of behavioural traits for succeeding in uncertain environmental pressures (Bar-On, 1997). Emotionally intelligent people are positive and optimistic, enabling them to concentrate on solutions rather than cribbing with the cause of failures (Besharat, 2005). Emotional intelligence strengthens mental health, coping ability and adaptability to situations while reducing interpersonal hitches (Jahanian, 2010). Emotional intelligence is positively related with self-efficacy, which is a component of psychological capital. One such study carried out in Indian manufacturing sector indicates that psychological capital enhances organisational commitment (Sahoo and Sia, 2015). Committed employees would have a higher adaptive performance. Thus, we can assume that emotional intelligence would enhance the level of adaptive performance.

Emotional intelligent employees' extends support to modern organisation to secure competitive advantage through a positive response to change, flexible in accepting the revised norms and being adaptable with new circumstances. Huy (1999) has investigated the role of emotional intelligence during the learning phase of organisational change. His model has confirmed that emotional intelligence helps for adaptability while facilitating change in

receptivity. Scott-Ladd and Chan (2004) claimed that a higher emotional intelligence breeds effective organisational learning, especially, a congenial participation among employees and management in decision-making process. There was similar theoretical support to expound the link between emotional intelligence and organisational learning (Vince *et al.*, 2002; Fineman, 2003; Nahid, 2012), but no research has been carried out to understand whether emotional intelligence influences the composite dimensions of organisational learning. Envisaging a positive interaction of emotional intelligence between organisational learning and adaptive performance, the following hypothesis is set-forth for investigation:

H2. Organisational learning being constant, higher the level of emotional intelligence, higher is the level of adaptive performance and vice-versa.

Methods

Participants and procedures

We have examined our hypothesis through purposive sampling within the context of large manufacturing organisations that are labour-intensive and are creating a high volume-differentiated commodity to market. The sample respondents of this study were primarily composed of executives employed in such manufacturing set-ups. Necessary permissions were obtained from concerned human resource departments to conduct the questionnaire survey in person at their respective work units. After obtaining administrative approval from their competent authorities, an internal memo was circulated by HR departments for the voluntary participation of executives at their HRD centre. They have also been informed that the interactions with the researcher during the survey work will enrich them for better workplace performance.

A total of 284 executive functionaries from different technical shop floor departments, research and development, finance and payroll, customer service, human resource, etc., participated in the survey exercise. During the interaction, authors have assured the executives that the data/interaction during the survey will be kept confidential. A pre-assigned identification was made through coding the scale questionnaire with the initial sets of questions that elicit the demographic profile of the participant. The administration of the survey was carried out in pencil and paper mode. After deleting the cases with substantial missing information, 228 (80.2 per cent) valid responses were considered for further analysis. The final sample executive is composed of 32.2 per cent (73) female executives, having an average age of 32.34 years (SD = 8.41). The average number of years of work experience in their present organisation was 8.72 years (SD = 5.24). In all, 23 per cent (52) executive respondents had a professional-level master's education and 27 per cent (62) of the executives belong to senior level of management in their respective organisation.

Measures

The survey was carried out keeping the demographic details and the three questionnaires together. To measure our proposed hypothesis, established scales were considered for the survey and analysis. The standardised instruments were measured on a 5-point Likert type scale, ranging from 1 = strongly disagree to 5 = strongly agree.

Organisational learning

We have adopted the measurement instrument on organisational learning developed by Chiva *et al.* (2006). The scale is based on the factors that enable organisational propensity towards creating a better learning avenue among its executives. The developers of the scale have carried out the confirmatory factor analysis with eight Spanish firms, and they have found less variance between the responses among different firms. While concluding their

findings, the developers of the scale have been invited for cross-cultural studies, and hence, this present paper extends the conformity of the scale items among Indian executives. The instrument consists of 14 items with 2 items under the dimension of experimentation, two items under the dimension of risk taking, three items under interaction with external environment, four items under the sub-scale dialogue and final three items under participation in decision-making. Some of the sample items are: "Initiative often receives a favourable response here so people feel encouraged to generate new ideas" (experimentation dimension), "People are encouraged to take risks in this organisation" (risk-taking dimension), "There are systems and procedures for receiving, collating and sharing information from outside the company" (interaction with external environment dimension), "Cross-functional teamwork is a common practice here" (Dialogue dimension) and "Managers in this organisation frequently involve employees in important decisions" (participation in decision-making dimension). Cronbach alpha (α) for the present study is found to be 0.78.

Emotional intelligence

To assess emotional intelligence, we have considered the widely used 16 items WLEI scale proposed by Wong and Law (2002). The instrument consists of four dimensions with its respective sample items are: "I really understand what I feel" (self-emotions appraisal dimension), "I always know my friends' emotions from their behaviour" (others emotions appraisal dimension), "I always tell myself I am a competent person" (use of emotions) and "I have good control of my own emotions" (regulations of emotions). Earlier researchers have found a decent reliability along with convergent and discriminant validity among its identified four-factor structure, having the internal consistency varying in the range of r = 0.78 to 0.89 (Law *et al.*, 2004; Shi and Wang, 2007; Law *et al.*, 2008). Cronbach alpha (α) of the scale in this study is found to be 0.82.

Adaptive performance

We have used a 19-item diagnostic instrument devised by Voirin and Roussel (2012) to measure the adaptive performance of executives employed in manufacturing industries. The analysis carried out by them has resulted in retaining all the 19 items with a reliability value of 0.70 (Nunnally and Bernstein, 1994). The sample items of the scales are: "Within my department, people rely on me to suggest new solutions" (creativity dimension), "I analyse possible solutions and their ramifications quickly to select the most appropriate one" (reactivity in the face of emergencies dimension), "Developing good relationships with all my counterparts is an important factor of my effectiveness" (interpersonal adaptability dimension), "I am on the lookout for the latest innovations in my job to improve the way I work" (training effort dimension) and "My colleagues ask for my advice regularly when situations are difficult because of my self-control" (handling work stress dimension). The alpha coefficient (α) for the present study is found to be 0.77.

Results

Before testing our proposed hypothesis, we have examined two important aspects of the data: whether all the items of the three scales are measuring the latent construct and did the items have construct and discriminant validity among them. Therefore, keeping the 49 items representing three measures (organisational learning, emotional intelligence and adaptive performance), we have carried out through structural equation modelling using linear structural model (LISREL 8.72) software (Joreskog and Sorbom, 2008). The initial full model with 49 items have revealed a marginal fit basing on the pre-determined fit index (χ^2 = 1,481.32, df = 406, RMSEA = 0.07, CFI = 0.82, GFI = 0.84, TLI = 0.85, NFI = 0.85).

Regardless of sample size, Stevens (1992) has recommended with a cut-off value of 0.4, whereas Tabachnick and Fidell (2007) suggested for exercising cut-offs with 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) and 0.71 (excellent). Because of low factor loading (LFL) in our present study (below 0.32), the factor analysis suggested for removing four items (one from organisational learning: interaction with external environment dimension and three from adaptive performance: two from reactivity in the face of emergency dimension and one from training effort dimension of adaptive performance).

While examining the relative low loading of such established scales, we have found that the items like "There are systems and procedures for receiving, collating and sharing information from outside the company (0.21)" (organisational learning scale), "I am able to achieve total focus on the situation to act quickly (0.19)", "I quickly decide on the actions to take to resolve problems (0.23)" and "I prepare for change by participating in every project or assignment that enables me to do so (0.23)" (adaptive performance scale) are having a kind of unintended contextual differences, as there are major perceptual differences among executives in different manufacturing organisational set-ups though witnessing the same policies and practice. This has resulted in an inability to tap the said dimensions to an expected degree, and hence, they were removed for further analysis. After removing the four items, we have attained an improved fit of the model (χ^2 = 1,171.32, df = 397, RMSEA = 0.06, CFI = 0.88, GFI = 0.91, TLI = 0.92, NFI = 0.91). The findings have revealed the normed fit index (NFI) devised by Bentler and Bonnet (1980) and Jöreskog and Sörbom (1989) prescribed goodness-of-fit index (GFI), comparative fit index (CFI) and Tucker–Lewis index (TLI) scoring greater than 0.80. This has indicated necessary acceptance of our proposed framework. The goodness of fit (χ^2/df) was found to be within the threshold, whereas the root mean square error of approximation (RMSEA) used as parsimony fit indices of model fit found out the value of 0.06, indicating a close fit to the model.

After confirming the results from measurement model, the descriptive statistics (mean, SD), bivariate correlation and scale reliabilities are reported in Table I. Organisational learning was positively related to emotional intelligence (r = 0.49), whereas adaptive performance was positively related to both organisational learning (r = 0.58) and emotional intelligence (r = 0.63). These correlations suggest initial support for our predicted hypothesis.

We have used moderated regression analysis to carry out a series of hierarchical models to test the hypotheses. The scores for organisational learning, emotional intelligence and adaptive performance were centred after subtracting each score from its corresponding mean value. The mean centred values, on the one hand, control multicollinearity among the dimensions, whereas, on the other hand, these support for a meaningful interpretation of values for further analysis (Aiken and West, 1991). Table II reports the age and tenure of employment as Model I with the predictor variable (adaptive performance); moderator variable (emotional intelligence) was reported as Model II for moderated regression analysis. The interaction term (organisational learning × emotional intelligence) was entered in

Variables	M	SD	1	2	3
1. Organisational learning	4.39	0.61	*(0.78)*		
2. Emotional intelligence	3.97	0.52	0.49*	*(0.82)*	
3. Adaptive performance	4.17	0.47	0.58**	0.63**	*(0.77)*

Notes: Values in parenthesis are the Cronbach's alpha coefficients for respective scales; $^{**}p < 0.01$; $^{*}p < 0.05$
Source: Author's findings

Table I.
Descriptive statistics, correlation and reliability indices among variables (N = 228)

Variables	Adaptive performance Model-I B	SE	β	Model-II B	SE	β	Model-III B	SE	β
Age	0.07	0.04	0.12	0.09	0.05	0.14	0.09	0.05	0.07
Tenure of employment	0.04	0.03	0.09	0.10	0.03	0.08	0.09	0.02	0.14
Organisational learning				0.18	0.06	0.15*	0.14	0.06	0.11
Emotional intelligence				0.19	0.06	0.26**	0.12	0.08	0.11
Organisational learning × Emotional intelligence							0.21	0.06	0.41**
R^2		0.08			0.19			0.35	
ΔR^2					0.12			0.27	

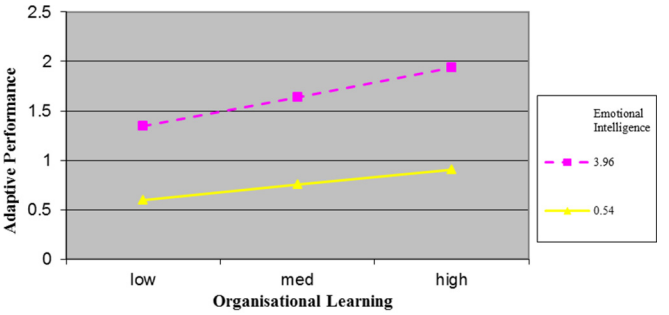
Table II.
Moderated regression analysis with adaptive performance as dependent variable

Notes: $^{**}p < 0.01$; $^{*}p < 0.05$
Source: Author's findings

Model III with the analysis of the effects through ΔR^2 and β. For inspecting the moderating effect, we have followed the interaction graphs recommended by Aiken and West (1991). Findings in Model II (Table II) indicate a significant relationship of organisational learning with adaptive performance ($\beta = 0.26$, $p < 0.01$, $\Delta R^2 = 0.12$), thus supporting *H1* of our study. *H2* argues for the moderating effect of emotional intelligence on the relationship between organisational learning and adaptive performance. When emotional intelligence was entered in addition to the predictors of Model II, the results represented a significant moderating impact on the relations between predictor and criterion variable ($\beta = 0.41$, $p < 0.01$, $\Delta R^2 = 0.27$). The significant interaction effect was further plotted in Figure 1, wherein the relationship between organisational learning and adaptive performance was stronger among executives with high levels of emotional intelligence and weaker for those having low levels of emotional intelligence. The slopes for higher and lower emotional intelligence in the case of adaptive performance are 3.96 and 0.54 that explain the moderating role of emotional intelligence on the relationship between organisational learning and adaptive performance.

Discussion

The first objective of the study was to examine the role of organisational learning on promoting adaptive performance among employees. Based on theoretical foundations of earlier studies, it was argued that the perception of organisational learning has a role in



Source: Author's findings

Figure 1.
Emotional intelligence as a moderator between organisational learning and adaptive performance

enhancing adaptive performance. The results of the present study showed a positive and significant correlation (Table I) between organisational learning and adaptive performance, and hence, it can be inferred that an increase in organisational learning leads to promotion of employee adaptability in changing business circumstances. The unpredictable working environment compels the organisations to focus on suitable learning mechanisms for deriving employees' confidence (Hashim, 2013). The present findings have confirmed that organisational learning is a remarkable mechanism to improvise the attitude of employees. Finally, the findings of the first hypothesis of the study is in line with the earlier research in providing suitable learning opportunities and participation during change interventions for facilitating better adaptation (Dunphy and Stace, 1990; Korunka *et al.*, 1995).

Another aim of the study was to determine the moderating role of emotional intelligence between organisational learning and adaptive performance. The increase in explained variance (R^2) from the relationship between organisational learning and adaptive performance (Table II) confirms the contribution of emotional intelligence as a significant moderator between organisational learning and adaptive performance (from $R^2 = 0.19$ to $R^2 = 0.35$). The findings are in line with those of the study by Rode *et al.* (2007), suggesting that the onus is on HR departments to devise suitable interventions for improving emotional intelligence of employees. Emotional intelligence is perceived as an enabler to identify and appreciate other's ideas, beliefs and emotions. Self-awareness provides the premise to learn from the changing environment while setting the logic for reacting to the needs. The social awareness and regulations of emotions promote cooperation, interpersonal sensitivity and assisting fellow colleagues for accomplishing organisational goals. Organisational learning plays as a harbinger to accelerate employees for managing their connection with others while helping each other to learn from the changing needs of the organisation (Singh, 2007). The present findings are in line with former studies (Moshabaki and Shojaei, 2010; Dissanayaka *et al.*, 2011) indicating that emotional intelligence promotes team work, problem solving, effective knowledge transfer and adaptability to changing circumstances. Organisational learning mechanisms stimulate the working environment, and thus, emotionally intelligent people are able to hone their competencies for adaptation and achieving satisfaction. The significant interaction effect plotted in Figure 1 of the study has proved that the relationship between organisational learning and adaptive performance was stronger amongst executives with high levels of emotional intelligence and weaker for those having low levels of emotional intelligence.

Managerial implications and scope for future research

The present study throws light on the significance of organisational learning assisted with emotional intelligence for promoting adaptive performance among executives of manufacturing industries. The findings revealed that managerial-level employees of manufacturing industries possess above-average level of emotional intelligence. Apparently, manufacturing industries are process based, and group dynamics plays an important role to adapt and handle day-to-day work assignments. While interacting with middle and senior management functionaries during our survey, we have found that majority of them are good in understanding and managing emotions of self and others. The positive and significant correlation with emotional intelligence and organisational learning states that emotional intelligent employees have a positive attitude to explore new ways to handle issues, actively participate in decision-making, create a dialogue with cross-functional team members and interact with external environment in continuous basis.

It is urged that organisations should promote a shared vision through their leaders to promote organisational learning. Leaders facilitating emotional involvement for realizing organisational mission will drive the adaptable attitude of employees on continuous basis.

Coaching and counselling on regulating one's emotion on case-to-case basis by the leader will promote the effectiveness of low-emotional intelligent members, especially, during the time of major organisational change. Organisations are recommended to invest adequate resources through need-based training, as the competitive edge of an organisation is wholly dependent on having emotional intelligent employees in its portfolio. HR professionals should review their policies for recognizing emotional intelligence as a key element for the selection of new entrants and succession planning of on-roll executives.

The sample size of the study is limited to process-based manufacturing industries, and therefore, to assess the generalisability of our findings, future research may test our hypothesis with service organisations that have higher levels of organisational learning. The findings can be compared with the results of the present study to understand the level of adaptive performance of their employees. We suggest that future study in this area can investigate the role of gender, age and experience of professionals for a meaningful interpretation and comprehensive understanding of the relationships among the variables of the present study.

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Corresponding author

Rabindra Kumar Pradhan can be contacted at: rabi2020@gmail.com