



Walden University
ScholarWorks

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies
Collection

2019

Relation between Employee Learning, Emotional Intelligence, and Organizational Performance

Jose A. Lopez-Martinez
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Business Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

José A. López-Martínez

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Steven Tippins, Committee Chairperson, Management Faculty

Dr. David Cavazos, Committee Member, Management Faculty

Dr. Anton Camarota, University Reviewer, Management Faculty

The Office of the Provost

Walden University

2019

Abstract

Relation between Employee Learning, Emotional Intelligence, and Organizational
Performance

by

José A. López-Martínez

MBA, Turabo University, 2003

BBA, Columbia University, 2001

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Management

Walden University

November 2019

Abstract

Many managers of Puerto Rican corporations have not been able to assist employees in their recovery from the devastation left by Hurricane Maria. This lack of assistance has resulted in high employee attrition rates, low productivity, anxiety, isolation, anguish, despair, panic attacks, and depression. Scholarly literature lacks research on emotional intelligence and learning in corporate, postdisaster contexts; both capacities may mitigate employee stress due to the uncertainty inherent in postdisaster conditions and motivate employees to persevere in the face of adversity. The purpose of this quantitative study was to assess the relationship between employee learning, emotional intelligence, and organizational performance. The theoretical framework applied was human capital theory. The research questions focused on how employee learning and emotional intelligence are related to organizational performance. The sample was 90 full-time employees of multinational corporations in Puerto Rico. Data were collected through SurveyMonkey using the Workplace Learning Scale, the Trait Meta-Mood Scale, and the Organizational Performance Scale. Regression analysis was used to analyze the data, and both employee learning and emotional intelligence were found to have a statistically significant positive relationship with organizational performance ($\beta = .563, p = .000$; $\beta = .348, p = .000$). To more fully capture participants' thoughts and feelings, a mixed methodology is recommended for future research. The results of this study could assist human resources managers in their selection of training that enables employees to gain the skills needed to support business continuity and personal welfare in postdisaster environments.

Relation between Employee Learning, Emotional Intelligence, and Organizational
Performance

by

José A. López-Martínez

MBA, Turabo University, 2003

BBA, Columbia University, 2001

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Management

Walden University

October 2019

Dedication

This dissertation is first dedicated to God. He has always been my motor. In addition, I dedicate this dissertation to my two wonderful sons, Jonathan and Denzel, who are my inspiration; they give me the motivation to keep going and make this happen. Finally, but not least, to my family, friends, and colleagues for their support and understanding throughout my PhD journey, and I look forward to celebrating and sharing this achievement with them.

Acknowledgments

I would like to acknowledge and thank my committee members, Dr. Steven Tippins (committee chair), Dr. David Cavazos (committee member), and Dr. Anton Camarota (university research reviewer), for their guidance and support throughout this process. My deepest appreciation and gratitude to my committee chair, Dr. Steven Tippins, for his support and encouragement throughout this dissertation process and for letting me work at my pace; I also thank him for his belief in my capacity to successfully complete this PhD program. I appreciate the committee's patience and the feedback that each committee member provided. Their valuable contribution helped ensure the precision of my research and excellence in my writing. Thank you all for your guidance and support.

Table of Contents

List of Tables	v
List of Figures	vi
Chapter 1: Introduction to the Study.....	1
Background of the Study	2
Problem Statement	5
Purpose of the Study	6
Research Questions and Hypotheses	7
Theoretical Foundation	8
Nature of the Study	9
Definitions.....	11
Assumptions.....	15
Scope and Delimitations	16
Limitations	17
Significance of the Study	18
Significance to Theory	18
Significance to Practice.....	18
Significance to Social Change	18
Summary and Transition.....	19
Chapter 2: Literature Review	21
Literature Search Strategy.....	21
Theoretical Foundation	23

The Concept of Human Capital	24
Four Key Attributes of Human Capital.....	24
Measurement of Human Capital	25
Applications for Human Capital Theory.....	26
Conceptual Framework.....	27
Employee Learning.....	27
Learning Models	28
Learning at Work	32
Emotional Intelligence	35
Literature Review.....	39
Employee Learning.....	39
Emotional Intelligence	46
Disaster Recovery Strategies	58
Summary and Conclusions	62
Chapter 3: Research Method.....	64
Research Design and Rationale	64
Methodology	66
Population	66
Sampling and Sampling Procedures	66
Procedures for Recruitment, Participation, and Data Collection (Primary Data).....	67
Instrumentation and Operationalization of Constructs	68

Data Analysis Plan	70
Threats to Validity	72
External Validity	72
Internal Validity	72
Construct Validity	73
Ethical Procedures	73
Summary	74
Chapter 4: Results	76
Data Collection	77
Study Results	78
Research Questions and Hypotheses	85
^a Dependent variable: Organizational performance	88
Summary	88
Chapter 5: Discussion, Conclusions, and Recommendations	90
Limitations of the Study	99
Recommendations	99
Implications	102
Conclusions	104
References	106
Appendix A: Participant Cover Letter	114
Appendix B: Demographic Information	115
Appendix C: Workplace Learning Scale	116

Appendix D: Trait Meta-Mood Scale (TMMS-24)	117
Appendix E: Organizational Performance Scale	118
Appendix F: Permission to Use the Workplace Learning Scale From Dr. Rosa Pia Fontana.....	119
Appendix H: Permission to Use the Organizational Performance Scale From Dr. Saïd Elbanna	123

List of Tables

Table 1. Participant Demographic Information	79
Table 2. Psychometric Characteristics of Summated Scale Scores	82
Table 3. ANOVA	85
Table 4. Correlations for Employee Learning, Emotional Intelligence with Organizational Performance	86
Table 5. Multiple Regression Analysis: Model Summary	87
Table 6. Multiple Regression Coefficients	88

List of Figures

Figure 1. Bar graph of the participants' age	80
Figure 2. Bar graph of the participants' gender	80
Figure 3. Bar graph of the participants' profession	81
Figure 4. Bar graph of the participants' position.....	81
Figure 5. Regression plot graph of organizational performance by employee learning in the model summary.....	84
Figure 6. Regression plot graph of organizational performance by emotional intelligence in the model summary	84

Chapter 1: Introduction to the Study

Both employee learning and emotional intelligence have been classified as crucial elements for personal professional growth and achievement of effective organizational performance (Kumar & Jauhari, 2016; Sony & Mekoth, 2016). Lack of appropriate employee learning can cause high turnover of employees, ineffective management, low production levels, and loss of customers (Margolis, 2008). Emotional intelligence, on the other hand, plays an essential role in identifying learning needs and understanding of employee behavior (Rathore, Chadha, & Rana, 2017).

The relationship between employee learning, emotional intelligence, and organizational performance in the aftermath of a natural disaster, however, is unknown, according to my review of the literature. After the mental health crisis left by Hurricane Maria, the multinational corporations established in Puerto Rico needed to re-establish their training programs and heal the uncertainty and stress of their personnel (Zorrilla, 2017). In the absence of empirical studies on employee learning, emotional intelligence, and organizational performance after that natural disaster, it is necessary that studies such as this be conducted to support the economic and mental health recovery of Puerto Ricans.

In Chapter 1, I summarize the relevant employee learning and emotional intelligence literature and discuss the research problem and the purpose and significance of the current study. The chapter also includes the theoretical framework; the research questions and hypotheses; the nature of the study; definitions of key terms; and

discussion of the assumptions, scope and delimitations, and limitations of the research. The chapter concludes with a summary of key points and a transition to Chapter 2.

Background of the Study

Employee learning is a set of changing cognitive abilities and skills that are a product of life experiences and the information received through formal and informal training (Harman, 2108). In a job, employee learning is reflected in the quantity and quality of the functions performed. Pangarkar and Kirkwood (2009) pointed out that employee learning is one of the four components of the *balanced scorecard*, which is increasingly the strategic business tool of choice for many organizations. There is a direct link between employee learning and performance necessary to reach organizational objectives and communicate to management results in a common language (Pangarkar & Kirkwood, 2009; Singh, 2016).

Beusaert, Segers, and Gijsselaers (2011) found in their research that in the government organization studied, employee learning played a mediating and key role for the personal development plan (PDP) and, consequently, led to better organizational performance. Inanc, Zhou, Gallie, Felstead, and Green (2015) stated that direct participation, or involving employees in decision-making, significantly improved employee learning in terms of training and informal learning and a high performance was obtained. On a similar note, Byström and Isah (2015) pointed out that sharing information, as a method of employee learning, produced better results in performance in their interpretative case study. These research findings illustrate the positive relationship between employment involvement and organizational performance.

The capacity of emotional intelligence is also associated with organizational performance. McKenna and Webb (2013) defined emotional intelligence as the ability to identify, discern, and understand one's own feelings and those of others and use them to create an optimal organizational climate that allows for the solving of problems, understanding of points of view, and prioritizing of needs in order to be effective. Howard Gardner originated the term *emotional intelligence* in his book *Frames of Mind: The Theory of Multiple Intelligences* (Lynn & Lynn, 2015; McKenna & Webb, 2013). It has been recognized worldwide that emotional intelligence is an element of human behavior that helps people to be more efficient and achieve their personal, professional and work goals (Lynn & Lynn, 2015). In the field of human resources management, emotional intelligence is highly valued and considered necessary to achieve departmental objectives (Lynn & Lynn, 2015).

Researchers have conducted many studies on the use of emotional intelligence and its impact on organizational performance. Altındağ and Köseadağı (2015) found that there is a significant positive relationship between emotional intelligence and the performance of employees. In analyzing the results of several studies, Rathore et al. (2017) concluded that emotional intelligence has a relationship with positive performances, such as transformational leadership, job performance, better conflict management, group work effectiveness, organizational commitment, and lower levels of stress.

Current knowledge about these important contributors to organizational performance is focused on normal operations. On September 20, 2017, Hurricane Maria

hit Puerto Rico and caused extensive emotional and material damage and death. All the inhabitants of the Island and the business sector were harmed in different ways (Zorrilla, 2017). Maria, a Category 4 storm, is considered the worst natural disaster in Puerto Rico's history. Electricity has taken almost a year to recover, water is scarce, and much is contaminated (Lybarger, 2018). The media failed to provide necessary news for the Island's population, many companies have disappeared, and the uncertainty of Puerto Ricans is evident (Lybarger, 2018). Although the United States and other countries have provided much help, the material damage is so great that Puerto Rico still has not been able to recover fully (Zorrilla, 2017).

The deaths in Puerto Rico following Maria already amount to thousands, and many of them have been suicides. As Lybarger (2018) noted, the damage from Hurricane Maria has caused emotional effects so negative that many have opted for suicide. Managers do not know how to handle disasters of this type, and many employees suffer from anxiety, isolation, desolation, anguish, despair, panic attack, uncertainty, and depression, according to Zorrilla (2017). In addition, a considerable number of workers have lost their jobs (Zorrilla, 2017). As a consequence, more Puerto Ricans have immigrated to the United States than ever before (Lybarger, 2018).

Puerto Rico is in the midst of a tremendous mental health breakdown, and many companies have partially or totally closed operations. Although most of the multinational corporations operating in Puerto Rico have suffered losses and are facing problems, some of them have already made donations for the recovery of the island (Lopez-Candales, Hernandez-Suarez, Osterman-Pla, & Conde-Santiago, 2018). Yet, many managers in

these corporations have been unable to emotionally help employees in their recovery after the devastation left by Hurricane Maria (Zorrilla, 2017). Appropriate emotional intelligence is necessary to heal the staff's emotional wounds and return to normalcy in these organizations (Lopez-Candales et al., 2018). According to my review of the literature, studies on this topic have not been carried out in multinational corporations in Puerto Rico after Hurricane Maria. These studies are necessary, I believe, to provide guidance that managers can use to help restore emotional intelligence and regain employees' willingness to learn.

Problem Statement

According to Lynn and Lynn (2015), lack of emotional intelligence could be one of the causes of poor performance at work, even if the employee has great cognitive capacity. Salovey, Stroud, Woolery, and Epel (2002) showed that emotional intelligence with greater attention to mood was related to more lowered physiological responses to acute stress. Effective management of human capital can significantly influence the success of a company through the learning of its employees (Kumar & Jauhari, 2016). Although it is generally accepted that emotional intelligence and learning are an intrinsic part of the workplace, these skills remain an underdeveloped area of study (Sony & Mekoth, 2016).

Both the bankruptcy of the government of Puerto Rico and Hurricane Maria have negatively affected the stability and performance of multinational corporations on the Island (Kim & Samples, 2017; Merling, Cashman, Johnston, & Weisbrot, 2017). Employees have suffered the consequences in many ways. Under these conditions,

emotional intelligence is needed to mitigate uncertainty and stress (Altındağ & Köseadağı, 2015; MacCann, Fogarty, Zeidner, & Roberts, 2011). In this way, employees could be able to motivate themselves to persevere and to reawaken their interest in learning. Studies on the relationship between employee learning and organizational performance in multinational corporations in Puerto Rico after Hurricane Maria have not been done, according to my research. In addition, although there is extensive research on the relationship between emotional intelligence and organizational performance (e.g., Altındağ & Köseadağı, 2015; Lynn & Lynn, 2015; Rathore et al., 2017; Sony & Mekoth, 2016), there is a gap in empirical research that is centered on Puerto Rican multinational corporations. The specific problem is that the lack of employee learning in disaster management on the Island and the limited application of emotional intelligence has not helped staff with problems of uncertainty and stress. Job performance without appropriate employee learning and emotional intelligence has resulted in high job turnover and low productivity.

Purpose of the Study

The purpose of this quantitative study was to assess the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position, for employees at multinational corporations in Puerto Rico. Employee learning is generally defined in the literature by five key dimensions: workplace learning activity, forethought, performance, self-reflection, and workplace learning context (Pangarkar & Kirkwood, 2009). Emotional intelligence is generally defined in the literature by three subscales: attention, clarity, and repair (Sony

& Mekoth, 2016). Organizational performance is generally defined in the literature by four perspectives, which are financial, customer, internal business, and learning (Elbanna, 2012). The controlling and intervening variables (age, gender, profession, and position) were statistically controlled in the study.

For employees to be efficient and effective, they need to have an environment that is appropriate for their needs (Sony & Mekoth, 2016). Valuable intangibles such as employee learning and support affect some organizations (Pangarkar & Kirkwood, 2009). Understanding, problem solving, recognition, fair performance evaluation, and other functions that are part of emotional intelligence are key to achieving the objectives of the department and the company (Rathore et al., 2017).

Research Questions and Hypotheses

RQ1. What is the relationship between employee learning and organizational performance in multinational corporations established in Puerto Rico?

H_01 . There is no statistically significant relationship between employee learning and organizational performance.

H_{a1} . There is a statistically significant relationship between employee learning and organizational performance.

RQ2. What is the relationship between emotional intelligence and organizational performance in multinational corporations established in Puerto Rico?

H_02 . There is no statistically significant relationship between emotional intelligence and organizational performance.

H_{a2}. There is a statistically significant relationship between emotional intelligence and organizational performance.

Theoretical Foundation

I used human capital theory as the theoretical foundation for this research. In the 18th century, Adam Smith identified the theory of human capital as the acquired and useful skills of individuals that act as a source of income or profit (Russ, 2014). On the other hand, human capital theory has also been associated with the resource-oriented perspective of the company (Buta, 2015). Human capital has certain characteristics that applied directly to this study: learning, education and professional training, workplace training, informal education at work, the state of mental health, cultural environments, and teamwork (Buta, 2015). All those characteristics are considered in this theory regarding investments in human capital to provide benefits to individuals, organizations, and societies.

Kucharčíková, Tokarčíková, and Blašková (2015) pointed out that human capital theory is essential for managers because it leads them to make decisions related to investments in employee training and growth. Human capital theory explains the importance of the field of human resource management, in particular strategic and talent management (Russ, 2014). Colbert (2004) stated that the intention of the administration of human resources is to improve the productive contributions of the personnel to the organization, so that they are responsible from a strategic, ethical, and social point of view. The statements mentioned above made human capital theory appropriate for the study.

Nature of the Study

I used a quantitative approach in this study. Bacon-Shown (2015) argued that most quantitative research often involves the use of deductive logic in which researchers start with hypotheses or research questions and then collect data that can be used to determine whether empirical evidence supports those hypotheses. The quantitative approach is especially useful for addressing specific questions about relatively well-defined phenomena. Curtis, Comiskey, and Dempsey (2016) pointed out that quantitative studies generally involve large samples. The purpose of using large samples is to produce statistically representative data that allows the findings to be generalized to the target population. Puerto Rico Industrial Development Company (2017) revealed that there are 321 multinational corporations in Puerto Rico. The sample for this study included 90 employees of multinational corporations on the Island. I generated the sample size using Power Analysis and Sample Size Software (PASS) version 11.0 with power = 80%, alpha = 0.05, $R_0 = 0$, and $R_1 = 0.3$ (Bujang & Baharum, 2016).

To measure employee learning, I used the survey instrument developed by Fontana, Milligan, Littlejohn, and Margaryan (2015). This instrument focuses on five key dimensions: workplace learning activity, forethought, performance, self-reflection, and workplace learning context (Fontana et al., 2015). To measure emotional intelligence, a modified version of the Trait Meta-Mood Scale (TMMS) created by Fernández-Berrocal and Extremera (2008) was used. The TMMS is composed of three subscales: attention to feelings (perceived ability to attend to moods and emotions), emotional clarity (perceived ability to discriminate clearly among feelings), and emotional repair (perceived ability to

regulate moods; Fernández-Berrocal & Extremera, 2008). To measure organizational performance, I used the survey developed by Elbanna (2012). This survey is based on four perspectives: financial, customer, internal business, and learning (Elbanna, 2012).

The types and sources of data that were used in this study to address the research questions were employee surveys. To use these surveys, I obtained permissions from the authors. A survey is an instrument that is used to collect information in a broad, structured, and flexible way; it is relatively inexpensive considered to be effective in quantitative studies (Elbanna, 2012). In this study, I administered surveys to employees to measure the degree to which employee learning and emotional intelligence had an impact on organizational performance in Puerto Rican multinational corporations. The three employee surveys measured employee learning, emotional intelligence, and organizational performance.

For the purpose of calculating the reliability of the variables, I used Cronbach's alpha coefficient. Kiliç (2016) explained that, "In statistics, Cronbach's alpha coefficient is used as an estimate of the reliability of a psychometric test. It might be calculated either for each item in the scale or an average value for all items in the scale" (p. 47). If the coefficient is found equal or greater than 0.70, the reliability of the scale is accepted as good (Kiliç, 2016). I worked with three variables (employee learning, emotional intelligence, and organizational performance) in this study. I used ANOVA, regression, and correlation because they are method of analysis to determine the relationship between more than two variables (see Singleton & Straits, 2010).

Definitions

For a better understanding of the study, the following terms are defined: attention to feelings, customer perspective, emotional clarity, emotional intelligence, emotional repair, employee learning, financial perspective, forethought, human capital, internal business perspective, learning perspective, multinational corporation, organizational performance, performance, self-reflection, workplace learning activity, and workplace learning context.

Attention to feelings: This is a concept referring to how much attention individuals pay to their inner feelings and emotional states in order to understand their own behavior (Fernández-Berrocal & Extremera, 2008). Attention to feelings is measured as a basic ability in meta-mood experience referred to the tendency to take notice of and value mood (Fernández-Berrocal & Extremera, 2008). In the Trait Meta-Mood Scale (TMMS), this factor has eight items.

Customer perspective: Customer service relates to customer attraction, satisfaction, and retention. Examples include the number of new customers and the percentage of repeat customers (Elbanna, 2012). Using the instrument developed by Elbanna (2012), customer perspective is measured through customer satisfaction.

Emotional clarity: Emotional clarity refers to the ability to understand and discriminate among feelings. Emotional clarity measures the extent to which people experience their feelings clearly or understand how they feel (Fernández-Berrocal & Extremera, 2008). In the Trait Meta-Mood Scale (TMMS), this factor has eight items.

Emotional intelligence: According to Sony and Mekoth (2016), scholars tend to see emotional intelligence as a factor, competence, ability, or personality trait, which has a potential to contribute to more positive attitudes, behaviors, and outcomes. In this study, emotional intelligence is considered as an ability that is expected to augment positive attitudes toward employees and to achieve a better job performance. It is measured in terms of attention to feelings, emotional clarity, and emotional repair.

Emotional repair: Emotional repair refers to the ability to regulate moods and repair negative emotional experiences and to extend positive ones (Fernández-Berrocal & Extremera, 2008). Emotional repair is measured as a set of strategies to diminish negative moods, restructuring the situation, thinking about pleasant situations, calming down, and using distractions strategies. In the Trait Meta-Mood Scale (TMMS), this factor has eight items.

Employee learning: According to Pangarkar and Kirkwood (2009), employee learning includes human knowledge, technological capabilities, and organizational capacity that allow them to solve problems within the organization. In this research, employee learning is the acquisition of knowledge, skills, and experiences for the personal and professional growth of employees and organizational improvement. It is measured in terms of workplace learning activity, forethought, performance, self-reflection, and workplace learning context.

Financial perspective: Financial measures of performance relate to organizational effectiveness and profits (Elbanna, 2012). Ratios such as return on assets, return on equity, and return on investment, are some examples. In the instrument developed by

Elbanna (2012), financial perspective is measured through growth rate of revenues, financial soundness, and efficiency of operations.

Forethought: This is a scale designed to provide a measure of an individual's ability to regulate his/her own learning. In the context of the instrument developed by Fontana et al. (2015) to measure employee learning, forethought is seen as goal setting, strategic planning, self-efficacy, and task interest/value. I used this instrument in this study.

Human capital: Kucharčíková, Tokarčíková, and Blašková (2015) conceived the concept of human capital as the added value that employees give to companies. For the purpose of this study, human capital is the knowledge, information, ideas, skills, emotions, attitudes, and mental health of employees of multinational corporations aimed at improving organizational performance.

Internal business perspective: Internal business process measures of performance relate to organizational efficiency. Some examples include the time it takes to manufacture the organization's good or delivers a service, and the time it takes to create a new product or bring it to market (Elbanna, 2012). Internal business perspective is measured through use of organization assets, quality of products and services, and new products/services development.

Learning perspective: Learning perspective focuses on innovation and to proceed with an understanding that strategies change over time (Elbanna, 2012). The number of new skills learned by employees every year is an example of learning perspective. Using the survey developed by Elbanna (2012), it is measured through employee satisfaction,

employee development, employee talent, quality of management, and social responsibilities.

Multinational corporations: “An enterprise operating in several countries but managed from one (home) country. Generally, any company or group that derives a quarter of its revenue from operations outside of its home country is considered a multinational corporation” (Definition, para. 1) (“Multinational corporation,” n.d.). An international or transnational enterprise, whether centralized or decentralized operating in more than one country, is the definition considered in this study. The selected population was the employees of the multinational corporations operating in Puerto Rico.

Organizational performance: Elbanna (2012) concluded that organizational performance comprises the success as well as the failure of a company through the analysis of its financial performance, market performance, production capacity, and shareholder value performance. For this study, organizational performance is the fulfillment of the goals and objectives established by strategic planning and deeply impacted by the improvement of the employees. It is measured in terms of financial perspective, customer perspective, internal business perspective, and learning perspective.

Performance: This is a scale designed to provide a measure of an individual’s ability to regulate his/her own learning. In the context of the instrument developed by Fontana et al. (2015) to measure employee learning, performance includes sub-processes such as task strategies, elaboration, critical thinking, help seeking, and interest enhancement. I used this instrument in this study.

Self-reflection: This is a scale designed to provide a measure of an individual's ability to regulate his/her own learning. In the context of the instrument developed by Fontana et al. (2015) to measure employee learning, self-reflection is seen as self-evaluation and self-satisfaction/affect.

Workplace learning activity: This is a scale that includes a set of informal learning activities such as acquiring new information, following new development in his/her field, asking colleagues for advice, performing new tasks, and attending a training course. This scale is included in the instrument developed by Fontana et al. (2015) to measure employee learning.

Workplace learning context: Informal learning activities are also influenced by the context in which they occur. Learning may be affected by role characteristics, such as whether there are opportunities to interact with different people, to be creative, or to solve problems. This scale is measured in the instrument developed by Fontana et al. (2015) to measure employee learning.

Assumptions

I assumed in this study that the number of participants in the proposed sample would be met despite knowing that some people refuse to answer surveys. To achieve this goal, sending the surveys up to three times in case they were not received in a prudential time already established was proposed. The participants had no restrictions of position, sex, profession, ethnic background, and industry, thereby the possibility of reaching the desired sample increased.

I assumed in this study that the participants might answer the survey questions honestly and factually. This assumption could meet because the participants received a consent form stating that their responses are confidential and kept secure. Because the identities of the participants were concealed through SurveyMonkey, they could feel more confident to express themselves honestly. SurveyMonkey is an online survey development cloud-based software that does not collect identifying information. I also assumed that the surveys would be answered completely and in a timely fashion. To assure the previous assumption, in the consent form was explained how fill out the survey and gave an estimate of the amount of time to complete the process.

Scope and Delimitations

To determine the relationship between employee learning and organizational performance and the relationship between emotional intelligence and organizational performance, participants of this study were managerial and non-managerial employees of any department of multinational corporations operating in Puerto Rico. Participants were adult men and women, who had full time jobs and a minimum of two years of experience at their current organization. The multinational corporations of the industrial, commerce, and service sectors of the Puerto Rico's economy were considered in this study. The results may only be generalized to employees of this type of companies with a similar profile in Puerto Rico. I excluded privately held and locally owned businesses because a population is a group of individual units with some commonality and multinational corporations have not the same organizational culture of privately held and locally owned businesses. These subsidiaries are embedded in local national cultures

wherein the underlying basic assumptions about people and the world may differ from that of the national and corporate culture of the multinational.

Limitations

Many multinational corporations in Puerto Rico suffered damages and losses caused by Hurricane Maria. This fact caused some companies to partial or totally close operations. To some extent these events could affect the number of employees to answer the surveys. This study did not address the specific cultural values of Puerto Rico such as recognizing the lack of assistance and motivation of employees to mitigate stress in times of adversity. As expressed by Zorrilla (2017), managers and employees did not have the necessary training to deal with the emotional crisis caused by Hurricane Maria despite knowing that Puerto Rico is a territory vulnerable to storms. Since this study found that employee learning and emotional intelligence had a direct positive impact on organizational performance, training employees in those fields was recommended. This quantitative study established the relationships between variables only. Other confounding variables could intervene in the results without being any causal relationship between the variables established in this study. According to Compañía de Fomento Industrial (2019), there are 241 multinational corporations and 704 local businesses in Puerto Rico. Multinational corporations represent 24.7% within the overall Puerto Rican economy.

Significance of the Study

Significance to Theory

This study obtained empirical evidence of the degree of relationship of those variables on organizational performance. This research also provides human resource management with a very useful tool for more rational decision-making. Also, this study may be of managerial interest for human resources executives, since it provides a framework to be considered in the strategic management of human resources, especially in Puerto Rican companies.

Significance to Practice

Results of this study may help the directors of Puerto Rican multinational corporations set up a better management system and, consequently, improve organizational performance since a positive relationship between the variables was determined. Given that multinational corporations represent 24.7% within the overall Puerto Rican economy, the scope of the results of this study could be considerable and very important for them.

Significance to Social Change

Results of this research enrich and lend support to the emotional intelligence literature, which cites multiple benefits for workplace performance. This research could make managers reflect on the need to support employee learning and determine if there is a return on this investment. Organizational leaders, managers, or directors could contribute to a better work environment and organizational culture, that promote

cooperation, respect, loyalty, and dignity for all individuals, regardless of position or level, is a potential positive social change.

Summary and Transition

In this study, the specific problem was that the lack of employee learning in disaster management in the Island and the limited application of emotional intelligence has not helped staff with problems of uncertainty and stress. Job performance without an appropriate employee learning and emotional intelligence has resulted in high job turnover and low productivity. Hurricane Maria devastated Puerto Rico in material and psychological terms and created a mental health crisis of great magnitude. Although many studies have determined the importance of emotional intelligence and employee learning in organizational performance, studies on the relationship between these variables are needed in multinational corporations in Puerto Rico.

The purpose for this quantitative study was to assess the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position for employees at multinational corporations in Puerto Rico. This research provides human resource management with a very useful tool for more rational decision-making and a framework to be considered in the strategic management of human resources, especially in Puerto Rican companies. Results of this research also enrich and lend support to the emotional intelligence and learning employee literature, which cites multiple benefits for workplace performance.

Chapter 2 provides the relevant literature related to the research problem and the variables of the research questions stated in Chapter 1. The sections that are discussed in

this chapter are the following: literature search strategy, theoretical foundation, conceptual framework, literature review, and summary and conclusions. Chapter 2 helps a deeper understanding of the nature of the research problem of this study.

Chapter 2: Literature Review

Employees have suffered many consequences in the aftermath of Hurricane Maria, which struck Puerto Rico in 2017. According to medical experts, emotional intelligence is needed to mitigate uncertainty and stress under these conditions (Zorrilla, 2017). Studies on the relationship between employee learning and emotional intelligence to organizational performance in multinational corporations in Puerto Rico after Hurricane Maria have not been done, according to my review of the literature. The specific problem was that the lack of employee learning in disaster management in the Island and the limited application of emotional intelligence has not helped staff with problems of uncertainty and stress. Job performance without appropriate employee learning and emotional intelligence has resulted in high job turnover and low productivity (see Lopez-Candales et al., 2018).

The purpose of this quantitative study was to assess the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position, for employees at multinational corporations in Puerto Rico. The literature review of this chapter about human capital theory, employee learning, and emotional intelligence was crucial to fulfill this purpose. The major sections of Chapter 2 are literature search strategy, theoretical foundation, literature review, and summary and conclusions.

Literature Search Strategy

The key search terms and combinations of search terms used in the literature review included the following: *learning*, *employee learning*, *emotional intelligence*,

organizational performance, human capital, human capital theories, multinational corporations in Puerto Rico, and Hurricane Maria aftermath. The data presented in this chapter comes from 1970 to 2018, but emphasis was on literature published within the previous 5 years, specifically from 2013 to 2018. The oldest information is from important seminal references, specifically those that relate to employee learning and emotional intelligence.

This literature review includes information derived mainly from seminal literature and the following scholarly, peer-reviewed journals: *Procedia – Social and Behavioral Sciences, Human Resource Development International, Ecoforum, Journal of the Association for Information Science and Technology, Academy of Management Review, European Management Review, International Journal of Psychology Research, Studies in Continuing Education, Work and Occupations, American Business Law Journal, International Journal of Productivity and Performance Management, Sustainability, American Psychological Association, Cureus, Employment Relation Today, British Journal of Occupational Therapy, Indian Journal of Positive Psychology, Psychology & Health, The National Medical Journal of India, Journal of Retailing and Consumer Services, International Journal of Contemporary Hospitality Management, and The New England Journal of Medicine.* I accessed the following Walden University library databases and search engines used to identify journal articles and seminal literature included ABI/INFORM, Academic Search, PsycINFO, Sage Journals Online, Taylor & Francis Online, ScienceDirect, and Emerald Insight. I also searched for literature using these online literature resources: PMC (U.S. National Library of Medicine, National

Institutes of Health), Research Gate, Scholar, IDEAS, Wiley Online Library, and MDPI.

In addition, I used the search engines Google (the broader search engine as well as Google Scholar) and Yahoo.

Theoretical Foundation

I selected the theory of human capital because of its fit with the purpose of the study. In the 18th century, Adam Smith identified the theory of human capital as the acquired and useful skills of individuals that act as a source of income or profit (Russ, 2014). The concept of human capital spread worldwide through Smith's seminal book, *The Wealth of Nations*, and it has evolved to offer a more valuable sense of appreciation for the contribution of workers in organizations. According to Russ (2014), today human capital is conceived as the knowledge, information, ideas, skills, and health of individuals, which are some of the basic factors of production. Meanwhile, Kucharčíková et al. (2015) conceived the concept of human capital as the added value that employees give to companies. When a worker receives education and training, that knowledge generates a certain inventory of productive capital, Kucharčíková et al. explained. Because of changing conceptions of human capital, employers sometimes worry about offering their staff adequate education and training, participation in decision-making, an environment of trust and safety, and salaries according to position and performance (Kucharčíková et al., 2015). The study variables employee learning, emotional intelligence, and organizational performance are illustrated in this discussion.

The Concept of Human Capital

Although several economists have interpreted human capital as simply investing in education and training to obtain good economic and social results, others advocate including the characteristics and attitudes of individuals reflected in their behavior (Russ, 2014). In this way, there are three essential components in the concept of human capital. The first one is a traditional component that considers the cognitive aspect (knowledge, experience, aptitude, ideas, intelligence, critical thinking, analysis, evaluation; [Russ, 2014]). The second one includes certain physical abilities, such as strength and general health status of the individual (Russ, 2014). The third component recognizes attitudes, such as good will, recognition of others, motivation, control of emotions, need for achievement, scrupulosity, and fairness, among others (Russ, 2014). These variables can be classified as stable, intermediate, and changing. Stable may include intelligence, personality, and physical attributes, while attitudes or behavior are considered changing (Baron & Armstrong, 2007; Russ, 2014). Examples of intermediates are knowledge, skills, and abilities that can change but remain stable once acquired (Baron & Armstrong, 2007; Russ, 2014).

Four Key Attributes of Human Capital

Given that the assets that employees provide to organizations are intangible, it is worth recognizing which are the key attributes that generate motivated individuals and good organizational performance. These attributes are: flexibility and adaptability, enhancement of individual competencies, the development of organizational competencies, and individual employability (Russ, 2014). To the extent that human

resources become familiar and comply with the rules and policies established by the firm, they become irreplaceable and inimitable by others and, thus, valuable to companies.

Likewise, it has been seen that organizations consider investing in human capital very important. They are constantly looking for effective strategies to improve the individual skills of their employees that enable them to effectively meet the needs of the markets (Russ, 2014). Becker (1962) pointed out that investment in human capital is a prevalent phenomenon and a valuable concept. Gary Becker took up the general theory of human capital to develop a more specific one that he called "investment theory in human capital" with an emphasis on empirical implications. He found that earnings, for both companies and employees, vary based on age and the amount invested to improve individual and organizational competencies.

Measurement of Human Capital

According to Russ (2014), who presented a multidisciplinary and multilevel theory of human capital, strategic human resources management has used three measurements for collective human capital: 1) subjective measures using one or more respondents; 2) proxies in macro-level studies; 3) direct measures, such as years of education, emotional stability, and scrupulosity. At the individual level, standard measures of human capital include the level and type of education, quality, and prestige. At this level, other variables such as experience, hours worked, seniority, international experience, disposition for transfers, career planning, cultural knowledge, mastery of several languages, inventions, speed, goal achievement, and emotional intelligence can also be considered. Measurement of human capital at the unit level has been practiced

through the use of variables at the individual level that assume a linear relationship between individual and organizational levels (Ciccone & Peri, 2004; Russ, 2014).

Applications for Human Capital Theory

Although the focus of the theory of human capital is mainly directed to the results in the production and profits of the organizations that are produced by the human resources that work for them, there are extensions that are wisely considered in the application of this theory. Human capital theory can be applied in all areas where individuals act to produce changes. The following are the most encompassing areas that are usually mentioned: economic, political, social, and cultural. Managers and owners make decisions about the inherent cost of current investment in human resources weighed against the future return of that investment. This theory is useful when applied in functions of planning, direction, and assessment (Aziz, 2015; Ciccone & Peri, 2004; Tan, 2014).

Within the human resources department, decisions regarding the education and training of employees are extremely important. It is imperative to point out, and it was a direct implication for the present study, that this theory also includes the improvement of personnel in terms of skills, such as emotional intelligence and employee learning related to the performance of the functions assigned to the position. On the other hand, the authors pointed out that companies do not always obtain the planned positive results after training a worker. That is, the linear relationship between these two variables is not always met. In contrast to the previous statements, some firms completely ignore this theory; instead, they take advantage of the cheap labor of third world countries to obtain

considerable profits without caring about the development and growth of employees (Aziz, 2015; Ciccone & Peri, 2004; Tan, 2014).

Conceptual Framework

Employee Learning

Learning is defined as an active process of acquiring knowledge and skills that builds on previous experiences and occurs in a complex social environment that requires motivation and cognitive involvement of the learner (Harman, 2108; Hofer & Pintrich, 1997; Singh, 2016). There are a great variety of theories, models, and learning styles that have been modified as contexts and technology change. The learning theory of Happenstance agrees with the purpose of this study, and a brief summary is presented. In terms of learning models, the following are described: Perry's scheme of intellectual and ethical development, epistemological reflection model, reflective judgment model, argumentative reasoning, epistemological beliefs, and acquisition and change. Visual, auditory, reading, writing, and kinesthetic are traditional learning styles and all occur in the workplace (Singh, 2016).

The learning theory of John Krumboltz's Happenstance focuses on the fact that an individual cannot predict in advance what his career will be; rather, his/her future employment will depend on programmed or unscheduled learning experiences that begin at birth and continue throughout life. Organizations play an essential role as counselors when they contribute to the learning process by involving employees in positive events that give them the opportunity to remain alert to new opportunities. Managers can also contribute by providing their team with activities that train them cognitively, emotionally,

and physically. The goal of this theory is to create a learning path that allows individuals/employees to have a more satisfying lifestyle to fulfill their personal and work goals (Krumboltz, 2009).

The learning theory of Happenstance has four propositions. The first one is that counselors or teachers help employees take actions to achieve careers, jobs, and personal lives that are more satisfying. The second proposition states that evaluations are used to stimulate learning and not to match personal characteristics with occupational characteristics. The third one exposes that employees learn to become involved in exploratory tasks and innovative projects to generate more beneficial jobs. Finally, the success of a career development program is evaluated through personal, departmental, and organizational achievements in the real world (Krumboltz, 2009).

On the other hand, there is learning theory of Zhou, Wu, and Ying (2014) called "Machine Learning." It consists of automatic methods of design that are able to make intelligent predictions or useful decisions based on historical data. This type of learning has very important applications in the field of natural language processing, speech recognition, computer vision, and biomedical research. Learning in the field of mathematics is evident here (Zhou et al., 2014).

Learning Models

After doing a thorough examination of many learning models known until then, Hofer and Pintrich (1997) presented some learning models that compile the basic principles of the old models, but added others to update them according to the time. Model Perry's scheme of intellectual and ethical development proposes a continuous

qualitative reorganization for the way of creating meaning. The levels in this model are classified as positions instead of stages. Here, a formal process of development for learning is not postulated. It is very similar to that proposed by Jean Piaget, declared Hofer and Pintrich (1997). According to this model, new knowledge comes through a cognitive imbalance; learners interact with the environment and respond to incoming information either by assimilating within existing cognitive frameworks or by accommodating the framework itself (Hofer & Pintrich, 1997). An example is when an employee learns to operate a new machine.

The epistemological reflection model has four categories to learn: absolute, independent, transitional, and contextual. Each of these leads the learner/employee and the instructor to acquire particular expectations in the learning scenarios and to an understanding of how learning should be evaluated and how educational decisions are made. According to these categories, the definition of epistemology is more focused on the nature of classroom learning and less on the constructs of knowledge itself (Hofer & Pintrich, 1997). A company paying for a university study of employees falls into this model.

The reflective judgment model presents seven different qualitative stages that indicate how individuals perceive and reason to solve structured problems. This model was the product of longitudinal and cross-sectional studies. In stage 1, in the case of children, knowledge is simple, concrete, absolute, and does not need justification. Stage 2 is positioned in a reality known and dominated by the authorities (parents and teachers). In stage 3, there is an acknowledgment of temporary uncertainty; the authorities may not

be masters of the truth. The reasoning of stages 4 and 5 is characterized by quasi-reflective thinking, which is identified by a growing realization that one does not know with certainty. This belief predominates the point of view of each person in stage 4. Stage 5 is characterized by the belief that knowledge is contextual and relative. In stages 6 and 7, reflective thinking predominates. Knowledge is constructed through practice, and judgments are open to re-evaluation. Learners move from being spectators to constructors of meaning through critical inquiry and probabilistic justification (Hofer & Pintrich, 1997). Employees learn by writing proposals, conducting projects and research, creating new products and services, or reinventing processes.

In the model of argumentative reasoning three categories of epistemological points of view are defined: absolutist, multiplist, and evaluative. Absolutists recognize knowledge as an absolute truth, stress that their beliefs, facts, and expertise are the basis of knowledge. Multiplists do not believe in the results of experts. Hofer and Pintrich (1997) stated that experts disagree and are not consistent over time. Multiplists give more weight to emotions, to ideas, and to subjectivity in general.

On the other hand, evaluative epistemologists recognize the value of experience, but they see themselves as less secure than experts. Their approach is that they understand that points of view can be compared and evaluated to assert relative merits. They see the possibility of exchanging ideas and making modifications to obtain a successful final product. The evaluative ones place the argument as the heart of each process, as it offers the means to influence the critical thinking that leads to the solution of the problems (Hofer & Pintrich, 1997). In recent decades, many firms have opted for

the creation of work groups composed of employees of various professions and backgrounds for the creation and completion of projects. These companies ensure that everyone learns from one another in that diversity.

The epistemological beliefs model presents a set of beliefs of various types on what intelligence and learning are. The concept of fixed ability exposes that some individuals believe that intelligence is a fixed entity, that people are born with it and do not undergo major changes over time. Others, meanwhile, see it as an incremental process that can be improved depending on the social exposure to learning. According to Hofer and Pintrich (1997), there are studies that support the two beliefs. In favor of fixed ability, one of them points out that the disposition to learn is innate. Another study proposes that success is not related to hard work and that learning is rapid and not gradual (Hofer & Pintrich, 1997). Another belief is what is entitled: The simple knowledge factor. It suggests that knowledge occurs in isolated and unambiguous parts. The other belief is that knowledge occurs in parts that are interrelated as in a system (Hofer & Pintrich, 1997). The emotional intelligence of employees and particularly of managers allows them to listen as people learn. Supporting learning and taking into account the particular needs of each employee could be what common sense dictates.

According to Hofer and Pintrich (1997), there is little empirical evidence to support the acquisition and change model. In the same way as they argued that although there is a positive relationship between age, education, and epistemological development, there are few studies under the university level to establish differences. Within evolutionary approaches, it is assumed that knowledge becomes part of the cognitive

structure of human beings in an interactionist or operational way. Hofer and Pintrich (1997) pointed out that from Piaget's perspective, the shift towards learning would be some form of cognitive imbalance that leads to memorization, assimilation, analysis, evaluation, and adaptation. Motivation or willingness to learn, play a crucial role in the process. Likewise, the social exposure of the apprentice produces very different changes depending on the type of environment that surrounds it (Hofer & Pintrich, 1997).

According to this model, an employee, regardless of the hierarchical level to which he/she belongs, learns more and better if he/she is motivated and supported by his/her peers and management.

Learning at Work

Employee learning is a continuous, changing, planned, and unplanned process of acquiring knowledge and skills that occurs every day inside the workplace (Barth & Michelsen, 2013; Harman, 2018; Teare & Rayner, 2002). Harman (2018) stated that the understanding that employee learning is learning from experience is still valid, but many learning theorists do not share this approach at all. At the beginning of this century, employee learning was understood as identity work. That is, the socialization of workers in particular occupational standards and practices that progressed from partial to total participation in practice. This allowed a change from seeing learning as a reflection on experience to a perception of learning in and through the practice associated with the activity. At that time, employee learning was understood as the acquisition of full command in the performance of functions in the position, as when a newbie becomes an

expert. As a result, workers acquired that domain by remaining faithful to pre-established norms without moving from their workplace (Harman, 2018).

Employee learning at work should go beyond what experience and identity is (Harman, 2018). It requires recognition, freedom of expression, participation, equity, justice, transformation, and change, among other values. These needs can be discovered with the help of emotional intelligence that comes not only from the immediate supervisors, but from the entire labor community including the board of directors (Harman, 2018). In recent years, a theory known as "sociomaterial accounts of learning" has emerged. Here, learning and knowledge are understood as integrated into action and material interaction instead of focusing on concepts, meanings, and hunches. Communities of practice are also mentioned as positive mechanisms for learning at work, but it is necessary to listen to the opinion of the staff as to how they feel, what they perceive, what they need, and how they see the future (Harman, 2018).

According to Teare and Rayner (2002), organizations that see the learning and development of their employees directly related to the effective implementation of the strategy are in a better position to achieve stability and growth in the short, medium, and long terms. This fact creates loyal employees, a sense of belonging, and a desire for permanent collaboration. Enthusiasm is also awakened in people, and they want to see the fruits of their efforts reflected in the success of the organization. To achieve these purposes, employees learn at work and evaluate their results in an open and collaborative culture. In this direction, it is being contemplated that employees are directly responsible for implementing the strategy and for capturing and evaluating the results. Adversely,

companies that refuse to recognize the direct relationship between strategy and learning become more vulnerable or weak to face the challenges, and this creates instability (Teare & Rayner, 2002).

The concept of action learning was supported by Teare, Ingram, Prestoungrange, and Sandelands (2002). They stated that action learning is the most appropriate approach in the business field because it leads to high performance. This approach is presented in terms of managerial learning, although it also applies to all organizational levels. Teare et al. (2002) suggested that to add value to firms, they should invest in learning within their own accredited facilities instead of sending senior managers to study abroad. The following characteristics define action learning for managerial work:

- It focuses on the essential components that help achieve corporate objectives, and its impact is to save costs and increase profits.
- Employees follow the decision-making process: they raise the problem, analyze the options, take action, and evaluate the results of that action.
- The acceptance and support of executives is crucial to the success of decisions made.
- Participants learn from their peers and in their work groups.
- Assistive elements for learning should always be available: tutors, experts, bookstores, technology, Internet, and other mechanisms that are relevant.
- Good results should be rewarded with professional or academic awards or others that motivate the participants (Teare et al., 2002).

Emotional Intelligence

Lynn and Lynn (2015) and Belzung (2014), postulated that since 1983 it has been recognized that there are several types of intelligence when Howard Gardner published “Frames of Mind: The Theory of Multiple Intelligences,” and emotional intelligence is one of them. The term "emotional intelligence" is described as the cognitive ability to handle one's interactions with others and oneself (Lynn & Lynn, 2015). A simple statement widely accepted after many years of debate is that emotional intelligence is helping people to be more effective in their roles (Lynn & Lynn, 2015). In more detail, McKenna and Webb (2013) defined it as the ability to identify, discern, and understand one's own feelings and those of others and use them to create an optimal organizational climate that allows solving problems, understanding points of view, and prioritizing needs in order to be effective. Emotional intelligence is one of the most widespread and impressive in the performance of human resources in the workplace (McKenna & Webb, 2013).

In order to better understand the components of emotional intelligence, how they relate, and how they work, Lynn and Lynn (2015) proposed a model that consists of five areas and within them arise several specific competencies. Those five areas include: self-awareness and control, empathy, social expertise, personal influence, and mastery of purpose and vision.

- **Self-Awareness and Control:** the cognitive capacity to understand ourselves and use that knowledge to handle emotions positively. Competencies in this area involve the exact understanding of our emotions and how these emotions impact

our performance; an accurate assessment of our strengths and weaknesses; a real perception of how we impact others; and control of anger, fear, failure, and other emotions, negative or positive.

- **Empathy:** the ability to understand the emotions of others when we put ourselves in their place. This area includes skills such as listening, understanding other points of view, understanding how our actions affect the feelings of others, and wanting to help others.
- **Social Expertness:** the ability to establish and maintain healthy relationships with others to express kindness, nobility, generosity, and concern as well as discussion in a positive and healthy manner for both parties. The competencies that are included in this area are collaboration, conflict resolution, organizational wisdom, and building healthy relationships.
- **Personal Influence:** providing positive inspiration for others and guiding them on the right path while staying on it ourselves. The competencies here include creating a pleasant climate that stimulates work to obtain good results, awakening self-confidence, motivation, enthusiasm, initiative, optimism, willingness, and flexibility.
- **Mastery of Purpose and Vision:** The ability to live our lives with authenticity, clear goals, and values accepted by society. This area includes the ability to understand our purposes and the honest and authentic work to achieve them (Lynn & Lynn, 2015).

All the areas in the previous model follow an order in which they happen because one leads to the next. It can also be noted that there are three areas that are related to our internal world (self-awareness and control, empathy, and mastery of purpose and vision). While social expertness and personal influence relate to our external world (Lynn & Lynn, 2015), the first rational event that occurs throughout the process of emotional intelligence begins with the knowledge and control of the individual himself. For example, a production supervisor would not be emotionally intelligent to understand and help his subordinates if he does not know himself and if he cannot control his emotions. A finance manager could not be the inspiration for his employees if they see their boss get angry easily in the face of any kind of problem. A member of the board of directors would not succeed in motivating a plant manager if he/she does not listen to the manager's opinions to solve a problem. In the same way, a co-worker could not help another if he/she does not have compassion, kindness, or appreciation for the coworker and his/her contributions. In other words, feelings are present and at play all the time instead of just seeing structures, processes, and products coldly (Lynn & Lynn, 2015).

While it is important and necessary to know and control our emotions, it is also imperative to have empathy to be able to help others. As stated by Belzung (2014), Frenchman Jean Decety defined empathy as "the capacity to mentally simulate the subjectivity of the other, to put ourselves in the shoes of another: it lies on biological systems" (p. 177). If a co-worker missed two working days because of the death of a close relative, the partner feels some of the coworker's sadness and distress and tries to help him/her in some way. The partner could complete part of the coworker's functions

in those two days and accompany him/her at the wake of the relative. Belzung (2014) also explained that two American philosophers, Robert Gordon and Alvin Goldman, proposed the theory of simulation. This theory consists of understanding and simulating the point of view or thoughts of the other to understand their actions and forecast their behavior. From this statement, it can be deduced that empathy is the key piece of the theory of simulation. An individual cannot live isolated; rather, he needs to understand and be understood to develop conflict resolution skills and skills to tackle more complex problems (Belzung, 2014).

In the last area of the model, mastery of purpose and vision, the individual should be aware of his feelings and attitudes, what he is capable of doing for himself and for others, his desires, and his vision of the future. This understanding allows him to know his interior to draw clear goals and feasible strategies to reach them. Being accepted and respected by society is a benefit that derives from this ability to live in harmony. This awareness is conducive for an employee to recognize his strengths and weaknesses in the work and, at the same time, correct any action that is wrong or outside the rules. Continuous improvement is present at all times under this understanding of the individual's interior (Belzung, 2014).

Both employee learning and emotional intelligence have been positively related to organizational performance in most studies as described in the literature review that follows. Despite these results, there are still some managers who do not recognize the benefits that these variables produce to the improvement of employees and the success of

companies. The results of this study supported these statements in Puerto Rican multinationals to find possible solutions to the problem stated in Chapter 1.

In summary, employee learning requires recognition, freedom of expression, participation, equity, justice, transformation, and change. These experiences and skills are acquired when employees participate in communities of practice and action learning. This framework was applied in this study through the five key dimensions of the Workplace Learning Scale: workplace learning activity, forethought, performance, self-reflection, and workplace learning context. Emotional intelligence implies that, in addition to knowledge and technical skills, individuals should also have the ability to work well across functions and disciplines when they work collaboratively in an affective and efficient manner. This framework was applied in this study through the three subscales of the Trait Meta-Mood Scale: attention to feelings (perceived ability to attend to moods and emotions), emotional clarity (perceived ability to discriminate clearly among feelings), and emotional repair (perceived ability to regulate moods).

Literature Review

Employee Learning

Nesbit (2003); Barth and Michelsen (2013); and Teare and Monk (2002) explained what represents employee learning from and for change in organizations from different perspectives. Nesbit (2003) presented the results of a study in corporations from Canada, Great Britain, and the United States visualized within the unions on how to provide education and training to employees. Although he acknowledged that the benefits of educating and training the workforce are accepted worldwide, his results did not show

sufficient recognition of these benefits in practice in these countries. Nesbit (2003) concluded that the power of the role played by education, as a tool for transformation and innovation, and the investment in personnel training to foster organizational change, has little support in the unions.

Barth and Michelsen (2013) introduced within this approach to learning for change that diversity is a precondition or a crucial factor for reflective employee learning that can cause change. The more heterogeneous a working group is, the greater the variety of solutions that can appear. Inter- and transdisciplinary groups favor the learning process when there are many disciplines and actors making unusual combinations. This diverse scenario drives a deeper learning. Another point that is discussed in learning for change is to learn from the failures or mistakes that are made. When faults are accepted, discussed, and resolved, a new learning appears (Barth & Michelsen, 2013).

The focus of Teare and Monk (2002) was learning from change. They explained that it is learned during all stages of the process including the inquiry of needs and the resistance to change. This learning takes place via an internal business school structure to look at challenges and organizational realities. Teare and Monk (2002) presented five progressive steps of learning in the workplace. In step 1, "fire fighting" or reactive change, there is not much that can be learned because it occurs only when a problem appears. In step 2, the benefits that could be obtained from organizational learning are considered. In step 3, how to learn from change is analyzed. In step 4, the foundations are laid to learn from change and, in step 5, various efforts are directed towards desired results (Teare & Monk, 2002).

In support of the benefits and evaluation of employee learning, Beusaert et al. (2011) found in their research that in the government organization studied, learning activities played a mediating and key role for the PDP and, consequently, better performance. A PDP is “an evaluation tool used by the employee to reflect upon, document the competencies in which he/she has been working, and present his/her plans for further development” (Beusaert et al., 2011, p. 527). This tool is centralized in three conditions of support: learning and reflection, information and feedback, and the motivating supervisor. These characteristics served to determine which of them improves the growth of experience, flexibility in the face of changing circumstances, work performance, and learning activities. The researchers concluded that only when a supervisor motivates and encourages employees to use the PDP, can they receive and undertake more learning activities and, consequently, show a better job performance.

Inanc, Zhou, Gallie, Felstead, and Green (2015) carried out a study with 9,564 employees in England, Scotland, and Wales. Their approach was to measure the direct participation of employees and its effect on employee learning. Direct participation means the involvement of employees, at any organizational level, in decision-making. The results showed that direct participation significantly improves employee learning in terms of training and informal learning. Those results also indicated that it is necessary to have different forms of direct participation, since tasks discretion is different as well as learning styles (Inanc et al., 2015).

An interpretive case study explored access to information from a team of physicians in a university hospital through an analysis of sources and strategies as part of

on-the-job learning. Byström and Isah (2015) revealed that the learning of physicians through medical conventions, communities of practice, and daily access to information is enacted, integrated, and sustained as part of the work activity itself. They also noted that sharing information in the community produced better results in performance. That is, the sources and strategies alone make little difference if compared to the positive effect of allowing their timely access to everyone equally in a learning and work setting (Byström & Isah, 2015).

Adelzadeh et al. (2014) stated that a quantitative study examined the relationship between employee learning and organizational performance in the State University of Tabriz, Islamic Azad Universities and Higher Education Institutes. The sample was of 341 participants that were selected randomly by Morgan table. The data were collected by interview, observation, and Marsik and Witkines questionnaire. The validity of the questionnaire was confirmed by nominal validity. Its reliability was measured 0.89 by Cronbach's alpha coefficient. Multiple regression and Spearman correlation coefficient were used to test the hypotheses (Adelzadeh et al., 2014).

According to Adelzadeh et al. (2014), the results showed that group learning level is not affected by individual level components except continuous learning. All components impact learning levels except individual components. Personal, group, and organizational learning levels affect organizational performance. There is a positive and significant relationship between individual learning dimensions and learning level. There is a significant relationship between components and learning levels except separated

systems components and personal learning level. There is no relationship between learning levels and organizational performance (Adelzadeh et al., 2014).

The results showed that continuous learning, interaction, and team learning have considerable effects on learning levels. There is a significant relationship between learning leadership and learning levels in organizations, and there is a significant relationship between organization relations with environment and learning levels. There is no relationship between separated systems components and personal learning levels, and there is a significant relationship between separated systems components and team and organizational learning. It was recommended in this study that the individuals should be encouraged for risk taking, creativity, and innovation, and that creative educational plans should be supported (Adelzadeh et al., 2014).

A descriptive and quantitative study was conducted to determine the relationship between organizational learning culture and organizational performance from the perspective of the Ministry of Sports and Youth of the Islamic Republic of Iran (Bai & Fallah, 2012). The population of that study consisted of all sports experts of the Ministry of Sports and Youth, and the sample size was equal to the population ($N = 280$). The data was collected using Learning Organization Questionnaire and Organizational Performance Questionnaire. The content validity of these questionnaires was approved through ten professors of sports management. A pilot study was conducted to calculate the reliability of the questionnaires. Learning Organizational Questionnaire showed a reliability coefficient of 0.84, and Organizational Performance Questionnaire showed a reliability coefficient of 0.82 (Bai & Fallah, 2012).

In order to analyze data, descriptive and inferential statistics methods were used. Inferential statistics including Spearman correlation formula were used to test the hypotheses. The results showed that there is a significant positive correlation between organizational learning culture and organizational performance in the sports experts of the Ministry of Sports and Youth. It was recommended supporting a learning culture to improve organizational performance (Bai & Fallah, 2012).

According to Azizi (2017), a descriptive quantitative study was carried out to investigate the relationship between organizational learning and organizational performance in the insurance industry of Tehran in Iran. The sample for this study was 120 insurance companies. The Gomez questionnaire was used to measure organizational learning, and the Yang questionnaire was used to measure organizational performance. The organizational learning questionnaire showed a Cronbach's alpha of 0.91 and the organizational performance questionnaire showed a Cronbach's alpha of 0.85. For data analysis, Pearson correlation coefficient and multiple regressions were used (Azizi, 2017).

The results showed that there is a positive relationship between organizational learning and organizational performance of Tehran insurance companies. The results also showed that there is a positive relationship between the transfer and integration of knowledge and organizational performance. In addition, a positive relationship between the vision system and organizational performance was found. The researcher recommended that the organization should provide the necessary infrastructure for the

realization of the organizational learning process in order to improve its organizational performance (Azizi, 2017).

A correlational study was conducted to examine the organizational learning in the Greek banking sector based on learning capability, organizational factors, and financial and non-financial performance measures (Theriou, Theriou, & Chatzoglou, 2007). Three public banks and seven private banks participated in the research. The questionnaires were delivered to the manager of each bank. Surveys already tested for reliability and validity were used in this study (Theriou et al., 2007).

The results showed that learning capability is positively related to job satisfaction. While all other relationships are statistically insignificant, learning capability is statistically significant. However, when the two control variables, formalization and size, are taken into consideration, this positive relationship becomes stronger. This means that the two control variables have a negative indirect impact on the relationship between learning capability and a firm's performance. Theriou et al. (2007) stated that what also must be addressed is the fact that this research identified negative relationships of learning capability with size and formalization. In the case of big organizations, it is logical that knowledge would be transferred less rapidly than in smaller organizations. Likewise, in organizations that share strict rules and regulations, the open culture that learning organizations need to develop is restricted and influenced by this formalized system (Theriou et al., 2007).

Another study had the purpose of presenting a meta-analysis of a subset of published empirical research papers that measure learning capability and link it to

organizational performance (Goh, Elliot, & Quon, 2012). This study also sought to examine both financial and non-financial performance. To identify a potential list of articles, the researchers carried out a literature search using the on-line ABI/Inform Global database, without limiting the results. The authors identified 33 articles that met criteria for inclusion in the meta-analysis. To be acceptable, both objective and perceptual measures of organizational performance were considered (Goh et al., 2012).

Following statistical procedures using the Hunter and Schmidt meta-analysis software, the researchers calculated: a) the sample-size weighted mean observed correlations, b) the sample-size weighted standard deviations of the observed correlations, c) the standard deviations of the correlations after removing sampling variance, d) the percentage of the variance of the observed correlations due to sampling error variance, and e) the 10th percentile of the estimated correlations, which is called the lower bound of the 80 percent credibility interval. In addition, other statistical tests were used with the 95 percent confidence interval. The findings support a positive relationship between learning capability and organizational performance, with stronger results for non-financial than financial performance. This has significant implications for justifying the investment in building a learning capability in organizations, said Goh et al. (2012).

Emotional Intelligence

According to Lynn and Lynn (2015) the lack of emotional intelligence could be one of the causes of poor performance at work, even if the employee has a great cognitive capacity. It is not difficult to find studies that demonstrate the link between emotional intelligence and superior organizational performance. On the contrary, they are many.

These studies also present emotional intelligence as a distinctive factor in managerial and non-directive functions and in all departments of any type of company. It is almost a matter of the past that employers, departmental managers, and supervisors would not be aware or would not recognize that emotional intelligence helps employees to be more effective in achieving personal and organizational goals. It should also be recognized that this type of intelligence influences top-down, bottom-up, and lateral organizational structures.

There are numerous publications on studies that show the importance of emotional intelligence and its impact on organizational performance. In a study with 305 employees, Altındağ and Köseadağı (2015) found that there is a significant relationship between emotional intelligence, the innovative culture of the institution, and the performance of employees. They recommended that to improve the performance of employees, it is necessary to create an innovative culture that has managers with high levels of emotional intelligence. Salovey et al. (2002) used a Trait Meta-Mood Scale (TMMS) to measure the relationship between perceived emotional intelligence and stress. The results stated that employees with a high level of emotional intelligence showed lower levels of stress at work. These findings infer that stress is a determinant for emotional control and health.

Rathore et al. (2017) gave an account of many studies that proved the usefulness of emotional intelligence within the work scenario. They concluded that according to the results of several studies, emotional intelligence has a relationship with positive performances, such as transformational leadership, job performance, better conflict

management, group work effectiveness, organizational commitment, and lower levels of stress. In a study conducted by MacCann et al. (2011), the relationship between emotion management and academic achievement was measured. The results indicated that better academic achievement was possible when adequate management of emotions and survival strategies that focused on the problem were exercised. That is, the survival variables significantly mediated the relationship between emotional intelligence in academic performance (MacCann et al., 2011).

Another study in the educational setting was conducted by Han and Johnson (2012) to investigate the relationship among the emotional intelligence of students in an online master's program, the social link, and their interactions in the online learning environment. Statistically significant relationships were found among the three variables. "The results indicated that the ability of students to perceive emotions through facial expressions was negatively related to the number of text and audio messages sent during synchronous interaction" (p.78). Another result indicated that the ability of students to perceive emotions to peer bonding was positively related. An association was also found between the students' links to this program with the way they interact in the synchronous discussion sessions (Han & Johnson, 2012).

On the other hand, Sony and Mekoth (2016) examined the relationships among emotional intelligence, the adaptability of front-line employees, and the results of work, measured by satisfaction and performance. In this cross-sectional study with 517 employees, a positive relationship was found between emotional intelligence and the adaptability of first-line employees. These results also showed that the adaptability of the

workforce positively impacts the achievement of the department's objectives. A positive relationship between job satisfaction and emotional intelligence was also demonstrated. The importance of having emotionally intelligent employees was evidenced in this study (Sony & Mekoth, 2016).

A study was conducted to determine the influence of emotional intelligence on job performance with a sample of 55 managerial level people in cycle manufacturing industry in Tamilnadu. Judgmental sampling was used to select the respondents. The Cronbach's alpha reliability coefficient for the four factors of the structured questionnaire is 0.75 on average. In this quantitative study a regression analysis was used to analyze data and obtain results (Kalaiarasi, Amaravathi, & Soniya (2014).

Analysis revealed a positive relationship between emotional intelligence and job performance. The researchers concluded that the emotions of individuals have intensive effects on their behavior. Having a deep understanding and control over one's own emotions and understanding others' emotions is conducive to creating successful work relationships and environments. Finally, the researchers noted that organizations should understand and accept that emotional intelligence is a key factor in successful performance and strategy and that inculcating emotional intelligence among their employees creates effective and efficient workplaces (Kalaiarasi et al., 2014).

The survey research design was employed for the study conducted by Ugoani (2016). This study determined the relationship between emotional intelligence and organizational competitiveness. The sample consisted of 352 participants ranging in age from 21 to 65. This sample was selected through the simple random sampling method,

while the sample size was determined using the Yamane's technique. Data for the study were collected through primary and secondary sources. The mixed method was used so as to complement, supplement, and validate data through these various sources (Ugoani, 2016).

This study used the Schutte Self-Report Emotional Intelligence (SSREI) scale to collect data. According to Ugoani (2016), previous literature has found the total score of the SSREI scale to be acceptably internally consistent with Cronbach's alpha reliability level of about 0.87. Primary data were analyzed by Chi-square statistical method using the SPSS. It was observed that the relevant factors of emotional intelligence have virtual correspondence with organizational competitiveness. In other words, the statistical result determined that emotional intelligence has a significant positive relationship with organizational competitiveness (Ugoani, 2016).

A conceptual study was conducted to examine the impact of emotional intelligence on organizational productivity in the banking sector of Pakistan (Sahdat, Sajjad, Farooq, & Rehman, 2011). After reviewing and analyzing the literature, researchers concluded that emotional intelligence is positively correlated with organizational productivity. Social awareness, self-management, and self-awareness were the three main categories identified in emotional intelligence to measure their impact on organizational productivity. There is a need to develop emotional intelligence competencies in employees to improve administrative performance and practices, said Sahdat et al. (2011).

According to Chin, Anantharaman, and Tong (2015), a study was carried out to determine the influence of emotional intelligence over the performance of an organization. The respondents that participated in this study are from the Malaysian manufacturing industry. The “Genos Emotional Intelligence” construct was used to measure the level of emotional intelligence. Five dimensions comprise the Genos Emotional Intelligence model: emotional recognition and expression, understanding others’ emotions, emotions direct cognition, emotional management, and emotional control (Chin et al., 2015).

Performance of the organization was measured in two ways, financial and non-financial. A multiple regression test was conducted on the variables. From the results of this study, it was found that 77.6% of the variations to organizational performance (financial) are due to market growth, growth rate, government expenditure in the industry, age group, employment length, company size, marital status, management level, educational level, emotional intelligence, organizational citizenship behavior, and job satisfaction. As for the dimensions of emotional intelligence, it was determined that emotions direct cognition and emotional management play an important role in the performance of the organization (Chin et al., 2015).

An exploratory study was conducted in a sugar factory to determine the degree of association, in both leaders and subordinates, between the level of emotional intelligence and professional performance (Pastor, 2014). The sample in this study was of 154 subjects, including 15 managers and 139 workers. The scale used to measure emotional intelligence has 33 items and four subscales: regulation of personal emotions, assessment

of emotions, regulation of others' emotions, and use of emotions. This instrument showed a Cronbach's alpha coefficient of 0.85. The annual evaluation sheet was used for assessing the professional performance of subordinates. It has ten aspects: the quality of workers, work performance, knowledge and skills, retraining, self-improvement, creativity, initiative, discipline, integration in the team, and ethical behavior (Pastor, 2014).

Multilinear regression analysis revealed that emotional intelligence and theoretical knowledge best help in predicting professional performance, both of leaders and subordinates. Professional performance of leaders positively correlates with emotional intelligence ($r = 0.58$ at the significance threshold of $p < 0.05$), theoretical knowledge ($r = 0.79$) at the significance threshold of $p < 0.01$), and education ($r = 0.67$ at the significance threshold of $p < 0.01$). These results mean that the greater the emotional intelligence and the level of theoretical knowledge and education, the higher the professional performances the leaders achieve (Pastor, 2014).

According to AlDosiry, Alkhadler, AlAqraa, and Anderson (2016), a study was conducted to investigate the relationship between emotional intelligence (EI) and total sales performance (TSP), and whether EI contributes to predicting the performance of sales professionals in Kuwait. The sample was 218 sales professionals working for 24 different car dealerships. An ability model of EI was measured using the Assessing Emotions Scale (AES). The trait model of EI was assessed using the Effective Intelligence Scale (EIS). The researchers reported a Cronbach's alpha of 0.90 with the

reliability of its dimensions as follows: Appraisal and Expression 0.79, Regulation of Emotion 0.79, and Utilization of Emotions 0.81 (AIDosiry et al., 2016).

Sales performance was measured using the supervisors' evaluations of both Objective Sales Performance (OSP) and subjective work-related dimensions. These two measures create the Total Sales Performance (TSP). The TSP has 14 items rated from 1 to 10. It assesses the following criteria: Self-development, Job Understanding, Initiative, Dealing with Others, General Appearance, Accuracy, Speed, Effective use of Time, Use of knowledge, Adherence to Rules, Confidentiality, Following Supervisors' Orders, Relationships with Colleagues, and Adherence to Attendance Time. The Cronbach' alpha coefficient for this scale found to be 0.94 (AIDosiry et al., 2016).

The results showed a negative but weak relationship between TSP and the AES and all its subscales. No relationship was found between TSP and the EIS. A weak positive relationship existed between Objective Sales Performance and each of total EIS, Accuracy, and Patience subscales (AIDosiry et al., 2016). Because of these findings, the authors recommended that other researchers adopt the moderator model in future studies in order to accommodate the various moderators possibly contributing to this relationship (AIDosiry et al., 2016).

Ahghar, Ahmadi, and Ardestani (2013) conducted a study to examine relations between emotional intelligence and organizational effectiveness among Farhangian University managers. This study had a sample of 156 participants, who were selected randomly. The Goleman's questionnaire was used to collect emotional intelligence information. It has five subscales: self-awareness, self-adjustment, self-motivation,

compassion, and social skills (Ahghar et al., 2013). The Cronbach's alpha reliability coefficient for emotional intelligence questionnaire is 0.87. The researchers used Parsonz questionnaire to evaluate organizational effectiveness. It has four subscales: innovation, organizational commitment, job satisfaction, and organizational health (Ahghar et al., 2013). The Cronbach's alpha reliability coefficient for organizational effectiveness is 0.97 (Ahghar et al., 2013).

In order to analyze data, a regression analysis was used. The findings of this study indicated that there is a direct and positive relation between emotional intelligence and organizational effectiveness along with its subscales. Ahghar et al. (2013) concluded that emotional intelligence has proved to have a strong association with the success rate of managers. Those who acquire high emotional intelligence are more able to resist and deal with stress-prone situations, to improve their work environment, and to face ups and downs along the way to growth (Ahghar et al., 2013).

According to Shafiq and Rana (2016), a study descriptive correlational to determine the relationship between emotional intelligence and organizational commitment was carried out in the Pakistan context. Data were collected from 494 college teachers. To measure emotional intelligence, the Schutte's Assessing Emotions Scale was used. Assessing Emotions Scale (AES) consists of 33 items structured on a Likert scale and has a Cronbach's alpha of 0.90. The AES has four constructs: Alexithymia, mood repair, optimism, and impulse control. To measure organizational commitment, the Allen & Mayer's Three Component Model was used to collect data using 18 items. These three components are: affective commitment, continuance

commitment, and normative commitment. Its Cronbach's alpha is 0.87 (Shafiq & Rana, 2016).

Pearson Product-Moment Correlation Coefficient was applied to determine the strength of the association of emotional intelligence to organizational commitment. Regression analysis was applied to determine the magnitude of the effect of emotional intelligence on organizational commitment and its three components. The results revealed a significant relationship of emotional intelligence to organizational commitment. Emotional intelligence also revealed significant positive relationships with the three components of organizational commitment. Emotional intelligence shows a notable power of predictability toward the organizational commitment of teachers (Shafiq & Rana, 2016).

Ramanauskas (2016) pointed out that a correlational study was conducted to determine the impact of managers' emotional intelligence on the organizational performance in terms of their sustainable development. The sample included the managers of eight organizations. The Nicholas Hall's scale was the instrument used to evaluate emotional intelligence. It defined the ability to perceive individual's behavior, represented by emotions, and to manage the emotional sphere on the basis of decision making. It consists of 30 items and contains five scales. The R.S. Kaplan and D.P. Norton's indicators of effectiveness were used to evaluate organizational performance (Ramanauskas, 2016).

To analyze data, Excel and SPSS 17.0 software were used in this study. Ramanauskas (2016) concluded that the managers' emotional intelligence affected the

indexes of effectiveness of their organizations. Emotional intelligence had a strong correlation both with individual indexes of the organization performance and with the integrated Balance Scorecard. It was recommended that organizations pay attention to the development of managers' emotional intelligence, as its significance for the effectiveness of the enterprise was confirmed (Ramanauskas, 2016).

According to Danquah (2014), a quantitative study to verify the impact of emotional intelligence (EI) on organizational growth in terms of return on investment was carried out. The study is based on 20 banks in Ghana with a sample size of 220 respondents. The sample size was reached using probability sampling methods. To measure emotional intelligence, a 25-items EI scale was used. The scale contained five factors that include intrapersonal skills, stress management, adaptability, general temperament, and interpersonal skills. With regard to banks' return on investment (ROI), secondary data were used. These data were retrieved from the annual reports of participating banks for 2013 (Danquah, 2014).

Pearson's correlation test, partial correlation test, and ordinary least squares regression analysis were used in testing the hypotheses. Results of this study indicated that emotional intelligence is positively related to organizational performance. Emotional intelligence also significantly predicts organizational performance ($p < 0.05$) with a variability of 30.6%, while it has a significant moderating effect on the relationship between customer satisfaction and business performance ($p < 0.05$). It was recommended in this study that banks formalize and regularize their investments in the acquisition of

employees' emotional intelligence skills for a better organizational performance (Danquah, 2014).

A quantitative study to examine the relationships among emotional intelligence, employee performance, and organizational commitment of the software industry in Hyderabad region was conducted (Radha & Shree, 2017). The sample included 50 middle level employees. This study used both primary and secondary data and questionnaires to collect the data. Descriptive and inferential statistics, including regression analysis, were used to analyze data (Radha & Shree, 2017).

The results of this study demonstrated a positive significant association among emotional intelligence, employee performance, and organizational commitment. These findings infer that if employees understand, control, and use their emotions effectively, they will create positive working environments and significantly improve organizational outcomes such as an increased organizational commitment. The employees of software industry might be able to balance their function with organization demands in order to minimize work conflicts if they have a high emotional intelligence (Radha & Shree, 2017).

A summary of the results of several studies was carried out by Lynn and Lynn (2015) in terms of employees of different organizational levels and owners who obtained higher scores than their peers on the scale of emotional intelligence. The following are the results of such studies:

- Executives were more profitable and had a greater ability to express empathy and self-awareness.

- Owners obtained higher income and experienced higher growth.
- Teams and leaders more effectively handled interpersonal and coordination challenges in complex work environments.
- Managers were responsible for annual earnings growth, better customer satisfaction and greater retention.
- Doctors and nurses made better decisions for long-term success and more ethical decisions.
- British Royal Navy officers predicted better overall performance and leadership than any other predictive measure.
- Owners used their emotional intelligence to become role models within the company's culture.
- It was shown that emotional intelligence is twice more accurate than cognitive intelligence to predict performance and success (Lynn & Lynn, 2015).

Disaster Recovery Strategies

Berke, Kartez, and Wenger (1993) reviewed some studies on disaster recovery strategies and presented key findings and a conceptual model for understanding local disaster recovery efforts. The researchers also offered conclusions on the understanding of disaster development planning, as well as implications for public policy and future research. A key finding is the vertical and horizontal integration of communities. Such integration links local people and organizations in an equalitarian manner to face the recovery. Individuals are helpless without aid; they are seen as having limited capacity to cope with losses and to participate effectively in redevelopment initiatives. Training

programs and emotional intelligence are needed in order to successfully carry out redevelopment planning programs. Communities need to initiate collective actions soon after the impact to facilitate the timely and equitable distribution of aid and to prevent the loss of significant opportunities (Berke et al., 1993).

Another finding is the opportunity to alter physical development patterns to reduce future hazard vulnerability. A rebuilt community can be at lower risk to future disasters if appropriate construction, repair, land use standards, and training programs are implemented. Increasing the affordable housing stock for the poor, expanding open space for parks and recreation, modernizing public facilities, improving traffic circulation, and stimulating the local economy are some examples of reconstruction (Berke et al., 1993).

In order to understand the process by which communities recover from disasters, Berke et al. (1993) presented a conceptual model. This model has four stages: 1) take emergency responses involving debris removal, provision of temporary housing, and search and rescue; 2) restore public services; 3) replace or reconstruct capital stock to pre-disaster levels; and 4) initiate betterment and developmental reconstructions involving economic growth and development of the locale. Of course, this model works if it is flexible according to local needs (Berke et al., 1993).

The basic challenge is to specify the conditions in which adaptive learning can take place before a disaster strikes. Disaster planners typically do not confront this fundamental issue, but maintain that the major obstacle to pre-disaster planning is in motivating elected officials and administrative staff to participate in planning before disaster strikes. When citizens and institutions work under a cooperative adaptation, the

local process of rapid learning is an important lesson in the behavior of institutions that are experiencing stress (Berke et al., 1993). Since there has also been little research regarding the ability of communities to influence post-disaster redevelopment processes through the use of various planning measures, these researchers recommended carry out research on this subject (Berke et al., 1993).

Zhang, Wang, and Nicholson (2017) presented a novel resilience-based framework to optimize the scheduling of the post-disaster recovery actions for road-bridge transportation networks. The model incorporates a network resilience-based performance metric, recovery trajectory, community resourcefulness, and uncertainties relating to damage levels and restoration duration of damaged bridges in a quantitative resilience-based decision framework for road network recovery. Two metrics were proposed for measuring rapidity and efficiency of the network recovery: total recovery time (TRT) and the skew of the recovery trajectory (SRT). To illustrate the proposed methodology, a genetic algorithm and a sensitivity study were used to illustrate the impact of the resourcefulness of a community and its time-dependent commitment of resources on the network recovery time and trajectory. This model provides great information for bridge authorities to make decisions regarding the post-disaster recovery of transportation networks, said the researchers (Zhang et al., 2017).

According to Pandita et al. (2016), a cross-sectional descriptive study was conducted among 487 dentists in the city of Ghaziabad, India. Its objective was to assess the knowledge, attitude, and practices regarding disaster management among academicians and practitioners in that city and to find out the association between

knowledge and selected demographic variables. To collect data, demographic information and a self-administered questionnaire were used (Pandita et al., 2016).

The results of this study founded that majority of dentists were aware of disaster plan and disaster management, but very few had an idea about the term “triage”. In disaster situations, dental professionals are considered an essential part of the health care community and are expected to perform an adequate and timely service to society. Although dentists are exposed to information in various medical areas before graduation, additional targeted training can be given to become more effective responders to natural disasters and other catastrophic events (Pandita et al., 2016).

From these results, Pandita et al. (2016) recommended that state oral health programs have an emergency preparedness plan that ensures the appropriate planning for the delivery of emergent dental services to disaster victims. In addition, dental clinics should have unobstructed exits and alarm systems should be installed that is audible within the work environment. Mock disaster exercises should replicate features of aircraft crashed as closely as possible by using commingled, fragmented and burned remains, were recommended as well. Finally, Pandita et al. (2016) pointed out that integrating training and education into the pre-doctoral dental and dental hygiene curriculum and developing continuing education courses would improve knowledge and better prepare dental professionals to effectively perform their physical and emotional roles in any future bioterrorism events.

After reviewing several studies and publications on business continuity management programs when companies have been affected by natural disasters, illnesses,

terrorist attacks, strikes, financial crises, and other political and social events, Faertes (2015) proposed the following strategies and recommendations:

- A contingency plan should be conceived with due anticipation.
- In addition to the failures related to infrastructure, political, social, and economic scenarios, both national and international, should be considered in disaster management.
- In the implementation of business continuity management programs, reliability and risk management should be an essential part.
- The modeling of supply chain can be extended, amplifying the evaluation scope of risks that could compromise security of supply.
- It is possible to address probabilities of occurrence to all kind of disasters and to evaluate the associated impacts, gathering suitable expertise.
- The physical, mental, and emotional abilities of employees have to be considered as key support tools when thinking about business continuity management programs.
- Employees of all hierarchical levels should receive the proper training and have the appropriate emotional intelligence to be ready for a prompt response (Faertes, 2015).

Summary and Conclusions

Chapter 2 presented the principles, foundations, and assumptions of human capital theory as it relates to the purpose of the study, and a conceptual framework and a literature review of employee learning and emotional intelligence. A literature review of

disaster recovery strategies was also presented. The importance of employee learning as a component of organizational performance is shown throughout both conceptual framework and literature review. Emotional intelligence is crucial to reach the goals and objectives of many companies because its relationship to organizational performance has been established through many studies. To date, no study has been conducted after Hurricane Maria in Puerto Rico that relates employee learning and emotional intelligence to organizational performance in multinationals on the Island. There is a clear need to carry out this type of study to support sound management decision making of multinational corporations in Puerto Rico. Chapter 3 explains the research method for the study.

Chapter 3: Research Method

The purpose of this study was to assess the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position, for employees at multinational corporations in Puerto Rico. As stated in Chapter 1 and in the literature review of Chapter 2, quantitative studies that include these variables in multinational corporations in Puerto Rico have not been conducted. I believe that it is necessary to carry out this type of study after the devastation left by Hurricane Maria on the Island to assist in the emotional and economic recovery of the people. In Chapter 3, I provide in-depth information on the research I undertook to address this gap in the literature. Major topics include research design and rationale, methodology, data analysis, and threats to validity.

Research Design and Rationale

The research design of this study was quantitative and did not include an intervention. I did not seek to ascertain cause and effect. The purpose was to investigate the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position, for employees at multinational corporations in Puerto Rico. Employee learning included dimensions such as workplace learning activity, forethought, performance, self-reflection, and workplace learning context. Emotional intelligence was defined by three subscales: attention to feelings, emotional clarity, and emotional repair. Organizational performance was defined by four perspectives: financial, customer, internal business, and learning. The

controlling and intervening variables (age, gender, profession, and position) were statistically controlled in the study.

I selected quantitative methodology based on the purpose of this study. A quantitative analysis allows the researcher to describe, to explain, and to infer a phenomenon to solve a problem (Bacon-Shone, 2015). It involves the use of deductive reasoning to build on and expand knowledge (Bacon-Shone, 2015). I used correlation, ANOVA, and regression to assess the relationships between the variables. Pearson correlation was used to determine the strength of the association between the variables. ANOVA was used to determine the difference between group means after any other variance in the outcome variable is accounted for. Multiple regression was used to determine the relationship between the variables. Regression explains if change in one variable predicts the change in another variable (Bujang & Baharum, 2016). The type of study that was used was survey research. Survey researchers gather data from participants through the use of mail, e-mail, or interview surveys. Survey research is relatively simple to perform in terms of reaching a large number of potential subjects quickly once the survey questions have been developed (Bacon-Shone, 2015). Some drawbacks are associated with survey research. For example, there is no guarantee that the subjects will be honest; furthermore, the response rate can be low in this kind of study (Bacon-Shone, 2015). In addition, data derived from closed-ended questions may not provide the depth of information needed to explain findings (Bacon-Shone, 2015).

Methodology

Population

The population for this study was the employees of the multinational corporations operating in Puerto Rico. According to Compañía de Fomento Industrial (2019), there are 241 multinational corporations and 945 locally owned and privately held businesses operating in Puerto Rico. Multinational corporations represent 24.7% of businesses within the overall Puerto Rican economy. All sectors of the economy of Puerto Rico are considered in the population: industry, commerce, and service.

According to the Financial Oversight and Management Board for Puerto Rico (2018), Puerto Rico's economy substantially worsened after Hurricane Maria. On the Island, over 40% of the population lives below the poverty line, and over 40% are dependent on Medicaid for health care (Financial Oversight and Management Board, 2018). The consolidated Commonwealth's outstanding debt and pension liabilities have grown to over \$120 billion, with more than \$70 billion in financial debt and more than \$50 billion in pension liabilities. Hurricane Maria has created tens of billions of dollars in damage, and is estimated to have caused a real decline to gross national product of 8% in 2018 (Financial Oversight and Management Board, 2018).

Sampling and Sampling Procedures

The participants of this study were managerial and nonmanagerial employees of any department of multinational corporations operating in Puerto Rico. Participants were adult men and women who had full-time jobs and a minimum of 2 years of experience at their current organization. The results may only be generalized to employees of this type

of companies with a similar profile in Puerto Rico. The proposed sample was 84 employees of multinational corporations operating in Puerto Rico, and the final sample was 90. This was a representative sample because it resembles the population in all the ways that were important for the study. I generated the sample size using Power Analysis and Sample Size Software (PASS) version 11.0 with power = 80%, alpha = 0.05, $R_0 = 0.0$ (null hypothesis is equal to zero), and $R_1 = 0.3$ (correlation coefficient is equal to 0.3). Bujang and Baharum (2016) stated that usually researchers aim for a higher effect size in order to prove that the two variables have a correlation. A correlation coefficient of 0.3 is considered sizeable (Cohen, 1992). A minimum sample size of 84 is needed to achieve a correlation coefficient of at least 0.3 with power of 80% to measure the medium correlation coefficient. The formula for calculation is based on a two-tailed test (Bujang & Baharum, 2016).

Procedures for Recruitment, Participation, and Data Collection (Primary Data)

I recruited the sample for this study through SurveyMonkey. Potential participants were provided a cover letter, an informed consent form, and the three surveys to collect data that were previously approved by the Institutional Review Board (IRB). Walden University's IRB approval number for this study is 03-29-19-0528981; it expires on March 28th, 2020. The cover letter (see Appendix A) included the purpose of the study, the study procedures, and my contact information should potential participants have questions or concerns.

The informed consent form is a document that indicates the agreement to participate in the study. The informed consent form included information such as (a) the

purpose of the study, (b) an introduction to the variables of the study, (c) the approximate time necessary to complete the survey, (d) an explanation that participation is voluntary and that participation may be withdrawn at any time during the study, (e) the necessity of an electronic consent, and (f) an explanation on how the participants' confidentiality would be ensured. I informed potential participants that no data identifying them could be collected and all responses would remain confidential. Requested demographic data included age, gender, profession, and position (see Appendix B). Participants were thanked for their participation.

Instrumentation and Operationalization of Constructs

Types and sources of data used in this study to address the research questions were employee surveys. To use these surveys, I requested permission from the authors: Dr. Rosa Pia Fontana, Dr. Pablo Fernández-Berrocal, and Dr. Saïd Elbanna. A survey is an instrument that is used to collect information in a broad, structured, and flexible way and is relatively inexpensive; its effectiveness is widely recognized in quantitative studies (Elbanna, 2012). In this study, I used surveys to measure the degree to which employee learning and emotional intelligence had an impact on organizational performance in Puerto Rican multinational corporations. See Appendices C-E for the three employee surveys I used.

The instrument that was used in this study to measure employee learning is the survey developed by Fontana et al. (2015). This instrument focuses on five key dimensions: workplace learning activity, forethought, performance, self-reflection, and workplace learning context (Fontana et al., 2015). The four scales of the instrument are

reliable and valid and test a broad range of subprocesses of self-regulated learning (Fontana et al., 2015). The Cronbach's alpha results for the scales of this instrument are workplace learning activity, 0.85; forethought, 0.89; performance, 0.88; self-reflection, 0.86; and workplace learning context, 0.84 (Fontana et al., 2015). This instrument was appropriate to this study because it provides the basis of professional development tools to explore opportunities for learning in the workplace. Fontana et al. validated this instrument through a pilot study with a cohort of 170 knowledge workers from the finance industry. I obtained written permission to use the Workplace Learning Scale from Dr. Rosa Pia Fontana (see Appendix F).

To measure emotional intelligence, I used a modified version of the TMMS-24 created by Fernández-Berrocal and Extremera (2008). The TMMS-24 is composed of three subscales: attention to feelings (perceived ability to attend to moods and emotions), emotional clarity (perceived ability to discriminate clearly among feelings), and emotional repair (perceived ability to regulate moods; Fernández-Berrocal & Extremera, 2008). This instrument is easy to answer and convenient in terms of time, and it has all the necessary concepts to measure the emotional intelligence of employees of any company (Fernández-Berrocal & Extremera, 2008). The reliability for each component is as follows: attention, $a = .90$, clarity, $a = .90$, and repair, $a = .86$. Test-retest reliability scores are as follows: attention = .60, clarity = .70, and repair = .83. Fernández-Berrocal and Extremera validated this instrument with a sample of 2,693 Spanish participants in 2014. Written permission to use the TMMS-24 was obtained from Dr. Pablo Fernández-Berrocal (see Appendix G).

To measure organizational performance, I used a survey developed by Elbanna (2012). This survey is based on four perspectives--financial perspective, customer, internal business, and learning—constituting a balanced scorecard, which together can provide a comprehensive picture of performance (Elbanna, 2012). The alpha coefficients range from 0.70 to 0.90 indicating a satisfactory degree of internal consistency (Elbanna, 2012). A $p < 0.01$ indicates a high level of interrater reliability (Elbanna, 2012). Test-retest reliability and construct validity is assessed using a $p < 0.01$ (Elbanna, 2012). Elbanna used the instrument in a study with 1,753 public employees and 678 private employees that come from 174 organizations. I obtained written permission to use the Organizational Performance Scale from Dr. Saïd Elbanna (see Appendix H).

Data Analysis Plan

I used the software Statistic Package for the Social Sciences (SPSS) v25 to analyze the data. For the purpose of calculating the reliability of the variables, this study used Cronbach's alpha coefficient. Kiliç (2016) explained that, "In statistics, Cronbach's alpha coefficient is used as an estimate of the reliability of a psychometric test. It might have calculated either for each item in the scale or an average value for all items in the scale" (p. 47). If the coefficient is found equal or greater than 0.70, the reliability of the scale is accepted as good.

Hypotheses testing were done to answer the following research questions and to address the following research hypotheses:

RQ1. What is the relationship between employee learning and organizational performance in multinational corporations established in Puerto Rico?

H_01 . There is no statistically significant relationship between employee learning and organizational performance.

H_a1 . There is a statistically significant relationship between employee learning and organizational performance.

RQ2. What is the relationship between emotional intelligence and organizational performance in multinational corporations established in Puerto Rico?

H_02 . There is no statistically significant relationship between emotional intelligence and organizational performance.

H_a2 . There is a statistically significant relationship between emotional intelligence and organizational performance.

I used three methods of analysis: correlation, ANOVA, and regression. Multiple regression and ANOVA were used since they are statistics to determine the association between more than two variables. Through multiple regression, a multiple correlation coefficient and multiple coefficient of determination were calculated. The Pearson product moment correlation is the parametric statistical test used to establish the strength of the association between the variables (Singleton & Straits, 2010) and was used in this study. Regression plots were used to illustrate visual assessments between the variables. The variables were summarized using descriptive statistics such as mean and standard deviation.

The correlation coefficient is a number between -1 and +1. The closer the correlation coefficient is to 1, the stronger the relationship. A positive number indicates a positive or direct relationship between variables and a negative number indicates a

negative or inverse relationship. A positive or direct relationships means that when a variable increases, the other variable also increases. A negative or inverse relationship means that when a variable increases, the other variable decreases (Singleton & Straits, 2010). To test the hypotheses and to establish statistic significance, the correlation coefficient, r , and the p statistic were calculated. For any calculated $p < 0.05$, the null hypothesis was rejected in support of the alternate hypothesis.

Threats to Validity

External Validity

In order to enhance external validity, the sample for this study was representative of the target population to which the researcher intents to generalize findings. This study only included multinational corporations because the cultural characteristics of this population may differ from those of privately held and locally owned businesses. Having used a random selection procedure to choose the participants, the results of the study can be generalized to the population as a whole. Specifically, the sample included all kind of multinational corporations in Puerto Rico, both men and women, and any profession and position. External validity is related to generalizing. It refers to the approximate truth of conclusions that involve generalizations (Singleton & Straits, 2010).

Internal Validity

In order to minimize threats to internal validity, I used appropriately validated and reliable instruments to measure employee learning, emotional intelligence, and organizational performance. Internal validity is a way to measure if research is sound, especially whether it avoids confounding variables (Singleton & Straits, 2010).

Construct Validity

Given that the instruments used in this study are validated, have proven their reliability, and have been used in many studies, the constructs measure what they are intended to measure. Construct validity is used to determine how well a test measure what it is supposed to measure (Singleton & Straits, 2010).

Ethical Procedures

Ethical procedures protect human beings that participate in research. In this study, all participants received a cover letter and an informed consent form via SurveyMonkey website. The cover letter included a summary of the study, issues related to time and instructions to complete the survey, and contact information of the researcher. The informed consent form included information such as: (a) the purpose of the study, (b) an introduction to the variables of the study, (c) an approximate time to complete the survey, (d) explain that participation is voluntary and that participation may be withdrawn at any time during the study, (e) the necessity of an electronic consent, and (f) explanation on how the participants' confidentiality was carried out.

The researcher informed the participants, through the cover letter and the informed consent form, that no data that identifies them would be collected. Survey answers at SurveyMonkey were stored in a password-protected electronic format. SurveyMonkey did not collect identifying information such as name, e-mail address, or IP address. The participants were able to make a copy of these documents for their own records. Both the cover letter and the informed consent form were sent the participants after full written IRB approval was received. Walden University's IRB approval number

for this study is: 03-29-19-0528981 and it expires on March 28th, 2020. Data were stored electronically; only I had access to them, and they will be destroyed after 5 years.

Summary

The research design of this study was quantitative and it did not include an intervention. A quantitative analysis allows to describe, to explain, and to infer a phenomenon to solve a problem. The population for this study was the multinational corporations operating in Puerto Rico and the sample included 90 multinational corporations employees. Possible types and sources of data that were used in this study to address the research questions were employee surveys. The three employee surveys were the following: survey to measure employee learning, survey to measure emotional intelligence, and survey to measure organizational performance.

For the purpose of calculating the reliability of the variables, I used Cronbach's alpha coefficient. ANOVA and multiple regression analysis were used since are statistic methods to determine the relationship between more than two variables. Two regression plots were used to illustrate visual assessments among the variables. The Pearson product moment correlation also was used. The variables were summarized using descriptive statistics. Regarding to ethical procedures, in this study, all participants received a cover letter and an informed consent form via SurveyMonkey website. To protect the identity of the participants, SurveyMonkey did not collect identifying information such as name, email address, or IP address. Both cover letter and informed consent form were submitted to the Walden University Institutional Review Board for approval. Walden University's

IRB approval number for this study is: 03-29-19-0528981 and it expires on March 28th, 2020. Chapter 4 presents the results of the study after collecting data.

Chapter 4: Results

The purpose of this quantitative study was to assess the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position, for employees at multinational corporations in Puerto Rico. The research questions and hypotheses for this study were the following:

RQ1. What is the relationship between employee learning and organizational performance in multinational corporations established in Puerto Rico?

H_01 . There is no statistically significant relationship between employee learning and organizational performance.

H_a1 . There is a statistically significant relationship between employee learning and organizational performance.

RQ2. What is the relationship between emotional intelligence and organizational performance in multinational corporations established in Puerto Rico?

H_02 . There is no statistically significant relationship between emotional intelligence and organizational performance.

H_a2 . There is a statistically significant relationship between emotional intelligence and organizational performance.

Chapter 4 includes the results of the current study, including the data collection process and techniques used for data analyses. I used the research questions and hypotheses to guide the data analysis, which included descriptive statistics, ANOVA, regression, and correlation.

Data Collection

I used three surveys in the data collection process: a survey to measure employee learning, a survey to measure emotional intelligence, and a survey to measure organizational performance. I collected data using two features on SurveyMonkey: an e-mail invitation and a Web link. The population for this study was adult men and women who were employed full time for a minimum of 2 years at multinational corporations in Puerto Rico. Participants received a cover letter via e-mail (see Appendix A). Those who agreed to open the SurveyMonkey link read the IRB approved informed consent form. Once the conditions were accepted and the eligibility criteria met, the participants answered the three surveys. Eligible participants provided demographic information, including age, gender, profession, and position.

In order to achieve the planned sample size (84), I sent the surveys to 745 employees of multinational corporations. I used this large number to increase the chances of reaching the target sample size. Of the potential participants invited to participate, 98 (13%) completed the demographic information, but 90 completed the three surveys only. The final sample size for this study was 90 with a response rate of 12%. Although the final sample had six more participants than the planned sample, in quantitative studies it is beneficial to have large samples to establish a greater statistical power (Bacon-Shone, 2015). The sample that is in Table 1 included 58% women and 42% men. Most of the participants were between 18 and 29 years of age (36%), worked in the field of business or finance (66%), and were front-line staff (43%). The study was available to participants

from March 29, 2019, to April 11, 2019. I imported the results from SurveyMonkey into SPSS for analysis.

Study Results

Participant demographic information included age, gender, profession, and position. Table 1 displays the frequency counts for the demographic statistics of the individuals in the study. All of the participants were full-time employees, had a minimum of 2 years of experience at their current organization, and were over 18 years of age. Most of the participants were women (58%).

The age groupings of the participants ranged from 18-29 (36%) to 60 years and older (7%) with a median age 34.7 years. The most common profession of the participants was business or finance (66%). The category other includes participants who indicated having another profession; 14% of the participants reported working in one of the following categories: human resources, accounting, secretariat, telecommunication, sales, cooking, driving, and administration. Most of the participants were frontline staff (43%). Senior managers constituted 36% of the sample while supervisors constituted 21%. Table 1 displays these results.

Table 1

Participant Demographic Information

Variable	Category	Frequency	%
Age ^a	17 years or younger	0	0
	18–29	32	36
	30–39	23	25
	40–49	21	23
	50–59	8	9
	60 years or older	6	7
Gender	Male	38	42
	Female	52	58
	Other	0	0
Profession	Architecture or engineering	0	0
	Construction	0	0
	Education	9	10
	Legal	0	0
	Medicine	1	1
	Business or finance	59	66
	Security	0	0
	Manufacturing	6	7
	Computer technology	1	1
	Hospitality	0	0
	Science	1	1
	Other	13	14
Position	Senior manager	32	36
	Supervisor	19	21
	Frontline staff	39	43

Note. $N = 90$.

^aAge: $Mdn = 34.7$ years.

To illustrate the full set of data of the demographic information of the participants, Figure 1 shows a bar graph for age, Figure 2 shows a bar graph for gender, Figure 3 shows a bar graph for profession, and Figure 4 shows a bar graph for position.

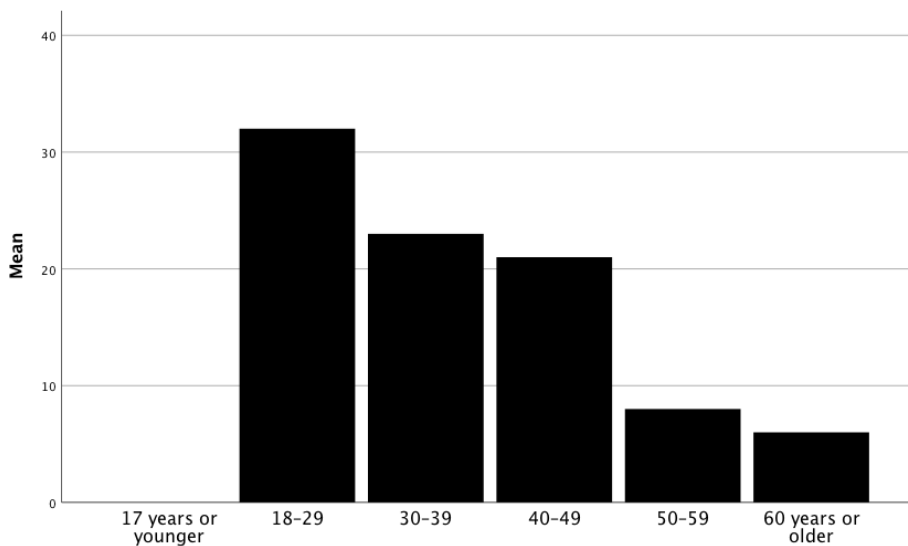


Figure 1. Bar graph of the participants' age. Source: SPSS 25.
Note. $N = 90$.

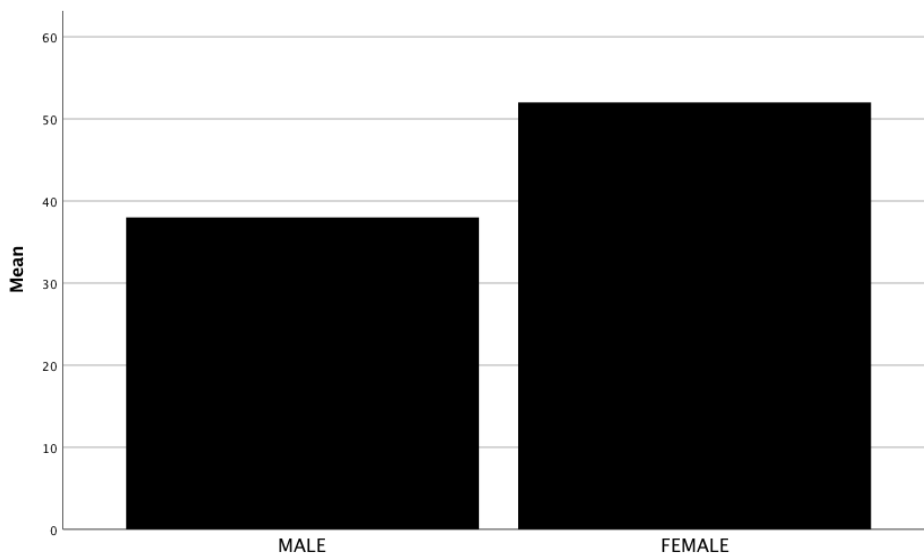


Figure 2. Bar graph of the participants' gender. Source: SPSS 25.
Note. $N = 90$.

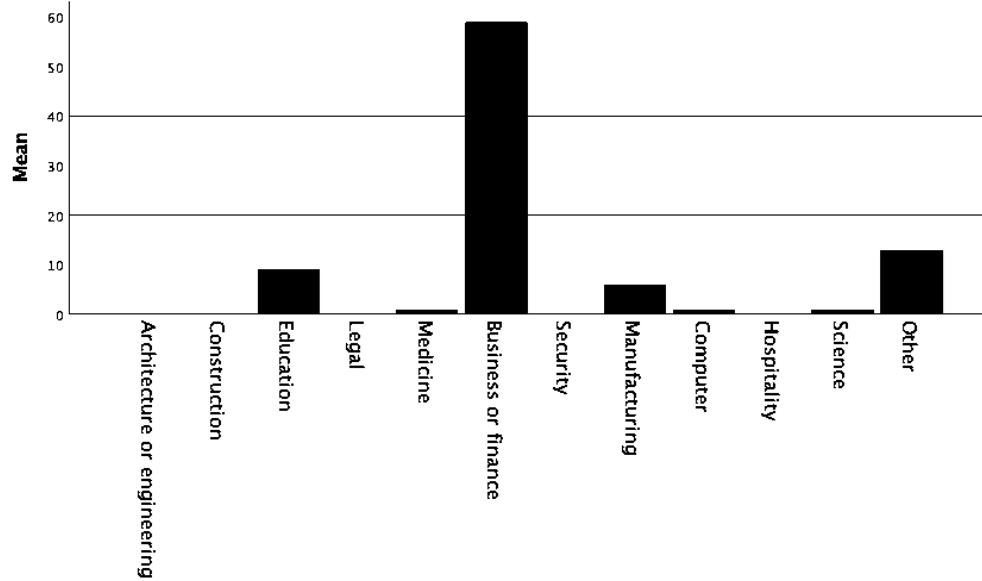


Figure 3. Bar graph of the participants' profession. Source: SPSS 25.
 Note. $N = 90$.



Figure 4. Bar graph of the participants' position. Source: SPSS 25.
 Note. $N = 90$.

The psychometric characteristics of the scale scores for employee learning, emotional intelligence, and organizational performance are shown in Table 2. The employee learning scale, which has 15 items, had a mean of $M = 22.5$, a standard deviation of $SD = 15.2$, and a Cronbach's alpha of $\alpha = .99$. The emotional intelligence scale, which has 24 items, had a mean of $M = 17.4$, a standard deviation of $SD = 11.1$, and a Cronbach's alpha of $\alpha = .95$. The organizational performance scale, which has 12 items, had a mean of $M = 17.2$, a standard deviation of $SD = 15.1$, and a Cronbach's alpha of $\alpha = .99$. According to the results of Cronbach's alpha ($\alpha = .99$, $\alpha = .95$, $\alpha = .99$), the three scales were highly reliable because the rule of thumb requires a reliability of 0.70 or higher.

Table 2

Psychometric Characteristics of Summated Scale Scores

Variables	Number of Items	M	SD	α
Employee Learning	15	22.5	15.2	.99
Emotional Intelligence	24	17.4	11.1	.95
Organizational Performance	12	17.2	15.1	.99

Note. $N = 90$.

To produce descriptive statistics and perform correlation, ANOVA, and regression analyses, SPSS software for Macintosh Version 25 was used. The typical 5% alpha-level was used in this study as appropriated in the business research to calculate inferential statistics. As discussed in Chapter 3, three methods of analysis were used to

analyze data: correlation, ANOVA, and regression. Pearson correlation was used to determine the strength of the association between the variables. ANOVA and multiple regression were used to determine the relationship between the variables. Regression explains if change in one variable predicts the change in another variable (Bujang & Baharum, 2016). Statistical assumptions to use parametric tests such as normality, linearity, and equality of variance were assessed prior to analysis. Normality was examined using the Kolmogorov Smirnov (KS) test. The three p -values of the normality tests were found to be greater than 0.05. It can be concluded that the data do follow a normal distribution. The regression standardized predicted value shown linearity in the regression plots of the two independent variables and the dependent variable (see Figure 5 and Figure 6). The ANOVA test found an $F = 45.984$ and a $p = .000$. The squared multiple correlation $8453.635/13692.983 = 0.617$, indicated that 61.7% of the variability in the organizational performance variable was explained by employee learning and emotional intelligence. That portion of variance explained by the model was significant (see Table 3).

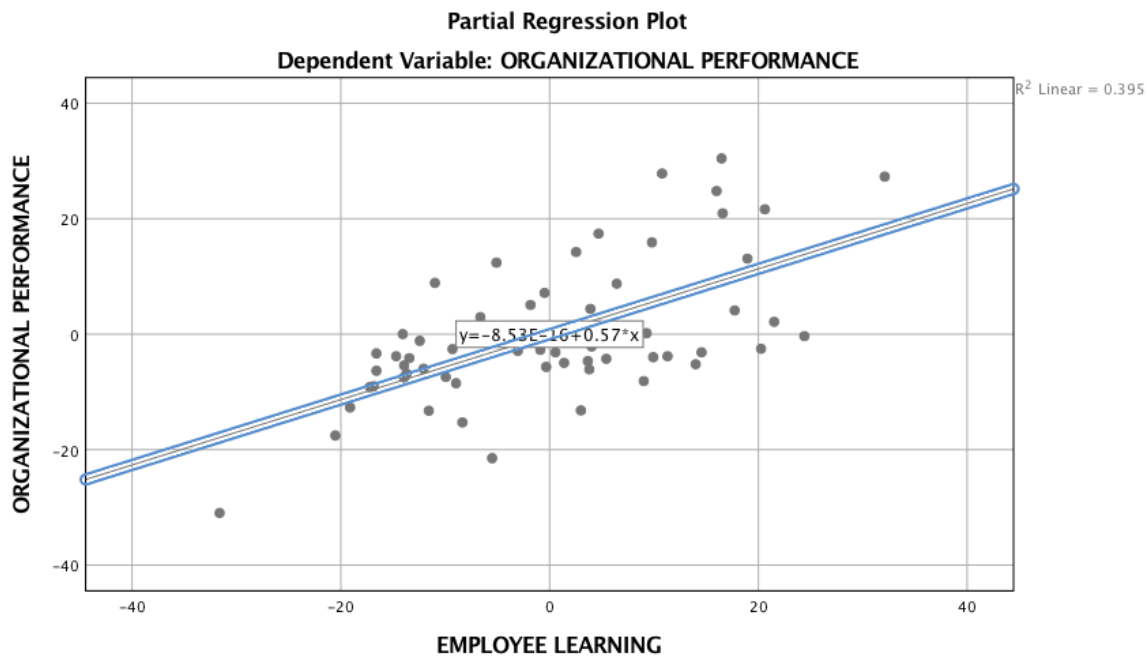


Figure 5. Regression plot graph of organizational performance by employee learning in the model summary. Source: SPSS 25.

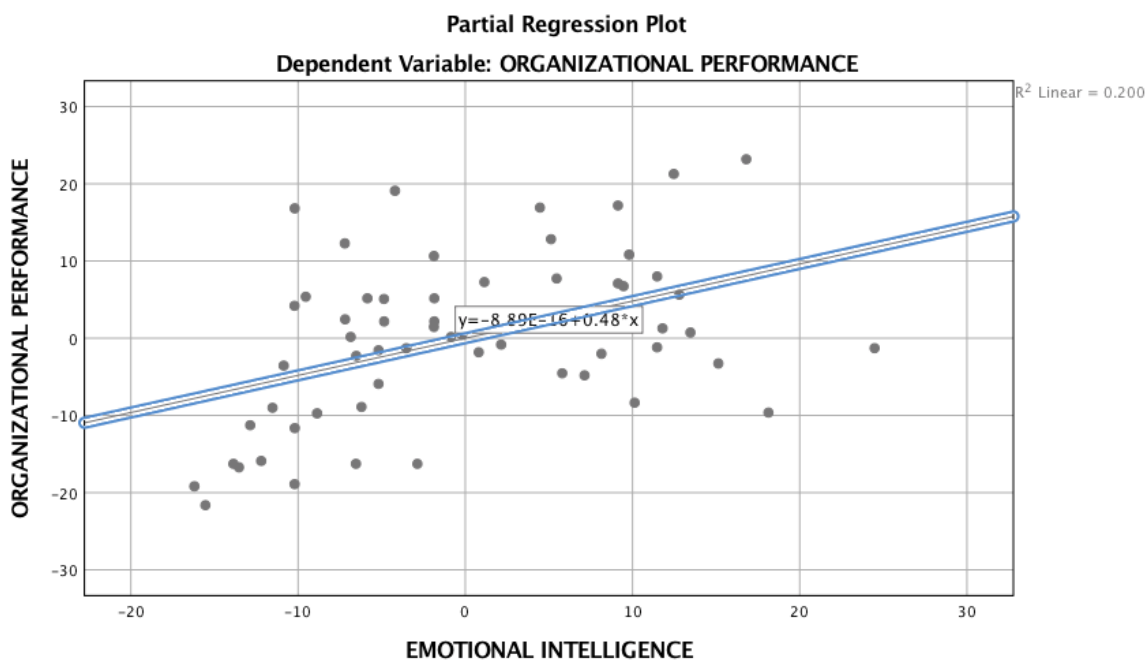


Figure 6. Regression plot graph of organizational performance by emotional intelligence in the model summary. Source: SPSS 25.

Table 3

ANOVA^a

	Sum of Squares	Mean Square	F	Sig.
Regression	8453.635	4226.818	45.984	.000 ^b
Residual	5239.348	91.918		
Total	13692.983			

^a Dependent Variable: Organizational performance

^b Predictors: (Constant), employee learning, emotional intelligence

Research Questions and Hypotheses

Research question 1 asked: What is the relationship between employee learning and organizational performance in multinational corporations established in Puerto Rico?

To answer research question 1, the following hypotheses were formulated:

H_01 . There is no statistically significant relationship between employee learning and organizational performance.

H_{a1} . There is a statistically significant relationship between employee learning and organizational performance.

To test the null hypothesis, Table 4 displays the Pearson correlation for employee learning and organizational performance. Employee learning was found to have a statistically significant positive correlation with organizational performance ($r = .722$, $p = .000$). The two variables were strongly correlated. The ANOVA test found an $F = 45.984$ and a $p = .000$. The regression analysis found that both R^2 and adjusted R square (.617, .604) indicated a strong positive relationship between the variables. There is 60% likelihood of future events falling within the predicted outcomes. Employee learning and

emotional intelligence were significant predictors in the model by 60% (see Table 5).

These findings provided support to reject the null hypothesis for research question 1.

Table 4

Correlations for Employee Learning, Emotional Intelligence with Organizational Performance

Variables	Pearson Correlations Organizational Performance	Sig. (2-tailed)
Employee Learning	.722	.000
Emotional Intelligence	.606	.000

Note. $N = 90$.

Table 5 displays the model summary from the multiple regression analysis for the two independent variables, employee learning and emotional intelligence, and the dependent variable organizational performance. The correlation coefficient was $R = .786$, the coefficient of determination was $R^2 = .617$, and the adjusted R square was .604. Both R^2 and adjusted R square (.617, .604) indicated a strong positive relationship between the variables. There is 60% likelihood of future events falling within the predicted outcomes. Employee learning and emotional intelligence were significant predictors in the model by 60%.

Table 5

Multiple Regression Analysis: Model Summary^b

	R	R Square	Adjusted R Square	Std. error of the Estimate
Model	.786 ^a	.617	.604	9.587

^a Predictors: (Constant), employee learning, emotional intelligence

^b Dependent variable: Organizational performance

Research question 2 asked: What is the relationship between emotional intelligence and organizational performance in multinational corporations established in Puerto Rico? To answer research question 2, the following hypotheses were formulated:

H₀2. There is no statistically significant relationship between emotional intelligence and organizational performance.

H_a2. There is a statistically significant relationship between emotional intelligence and organizational performance.

To test the null hypothesis, Table 4 displays the Pearson correlation for emotional intelligence and organizational performance. Emotional intelligence was found to have a statistically significant positive correlation with organizational performance ($r = .606$, $p = .000$). The two variables were fairly correlated. The ANOVA test found an $F = 45.984$ and a $p = .000$. The regression analysis found that both R^2 and adjusted R square (.617, .604) indicated a strong positive relationship between the variables. There is 60% likelihood of future events falling within the predicted outcomes. Employee learning and emotional intelligence were significant predictors in the model by 60% (see Table 5). These findings provided support to reject the null hypothesis for research question 2.

Table 6 displays the multiple regression analysis coefficients. Emotional intelligence ($\beta = .348, p = .000$) had a lower score than that of employee learning ($\beta = .563, p = .000$). Both employee learning and emotional intelligence were found to have a statistically significant positive relationship with organizational performance.

Table 6

Multiple Regression Coefficients^a

Model	B	Std. Error	Beta	Sig.
(Constant)	-2.466	2.395		.308
Employee Learning	.566	.093	.563	.000
Emotional Intelligence	.481	.127	.348	.000

^a Dependent variable: Organizational performance

Summary

The answer for research question 1 stated that employee learning was found to have a statistically significant relationship with organizational performance. The answer for research question 2 stated that emotional intelligence was found to have a statistically significant relationship with organizational performance. The regression analysis found that both R^2 and adjusted R square (.617, .604) indicated a strong positive association between the variables. ANOVA and correlation supported these results.

Most of the participants were women (52%) between the ages of 18 and 29 years (32%). The most common profession was business or finance (59%). Most of the participants were frontline staff (39%). The final sample of the study was 90. Cronbach's alpha reliability coefficients ranged from $\alpha = .95$ to $\alpha = .99$. The three scales were highly

reliable according to the results of Cronbach's alpha. Statistical assumptions to use parametric tests such as normality, linearity, and equality of variance were assessed prior to analysis.

Chapter 5 is the final chapter of this study. It provides an interpretation of the findings by comparing, analyzing, and interpreting them with what was found in Chapter 2. In addition, the limitation of the study, recommendations, implications, and conclusions are also provided.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative study was to assess the relationship between employee learning and emotional intelligence to organizational performance, controlling for age, gender, profession, and position, for employees at multinational corporations in Puerto Rico. The sample for this study included 90 employees of multinational corporations on the Island. The instrument that was used in this study to measure employee learning was the survey developed by Fontana et al. (2015). To measure emotional intelligence, I used a modified version of TMMS created by Fernández-Berrocal and Extremera (2008). To measure organizational performance, the survey developed by Elbanna (2012) was used. This study was conducted because studies on the relationship between employee learning and emotional intelligence to organizational performance in multinational corporations in Puerto Rico after Hurricane Maria have not been done, according to my review of the literature.

Findings revealed that employee learning and organizational performance were strongly positively correlated (Pearson correlation: $r = .722, p = .000$), and emotional intelligence and organizational performance were fairly positively correlated (Pearson correlation: $r = .606, p = .000$). ANOVA found an $F = 45.984$ and a $p = .000$. The squared multiple correlation $8453.635/13692.983 = 0.617$, indicated that 61.7% of the variability in the organizational performance variable was explained by employee learning and emotional intelligence. The multiple regression analysis found a correlation coefficient of $R = .786$, a coefficient of determination of $R^2 = .617$, and an adjusted R square of $.604$. Both R^2 and adjusted R square ($.617, .604$) indicated a strong positive

relationship between the variables. There is 60% likelihood of future events falling within the predicted outcomes. Employee learning and emotional intelligence were significant predictors in the model by 60%. The multiple regression analysis coefficients found out that emotional intelligence ($\beta = .348, p = .000$) had a lower score than that of employee learning ($\beta = .563, p = .000$). Both employee learning and emotional intelligence were found to have a statistically significant positive relationship with organizational performance. Most of the participants were women (52%) between the ages of 18 and 29 years (32%). The most common profession was business or finance (59%). Most of the participants were frontline staff (39%). The three scales were highly reliable according to the results of Cronbach's alpha, from $\alpha = .95$ to $\alpha = .99$.

Interpretation of Findings

Most of the studies discussed in Chapter 2 revealed a positive relationship between employee learning and organizational performance (see Goh et al., 2012). As discussed in this section, the findings of this study confirm those results. I found that employee learning and organizational performance were strongly positively associated. This finding is consistent with those of Goh et al. (2012), who presented a meta-analysis of a subset of published empirical research papers whose authors had measured learning capability and linked the concept to organizational performance. The findings supported a positive relationship between learning capability and organizational performance, with stronger results for nonfinancial than financial performance (Goh et al., 2012). According to Goh et al., this finding has significant implications for justifying the investment in building a learning capability in organizations.

The findings of this study also confirm those from a descriptive quantitative study that was carried out to investigate the relationship between organizational learning and organizational performance in the insurance industry of Tehran in Iran (Azizi, 2017). The results of Azizi's (2012) investigation showed that there was a positive relationship between organizational learning and organizational performance of Tehran insurance companies. The results also showed that there was a positive relationship between the transfer and integration of knowledge and organizational performance (Azizi, 2017).

The results of the current study also confirm an interpretive case study whose authors explored access to information by a team of physicians in a university hospital through an analysis of sources and strategies. Byström and Isah (2015) revealed that the learning of physicians through medical conventions, communities of practice, and daily access to information was enacted, integrated, and sustained as part of the work activity itself. They also noted that sharing information in the community produced better results in organizational performance. In support of the benefits and evaluation of employee learning, Beusaert et al. (2011) found in their research that in the government organization studied, learning activities played a mediating and key role in the PDP and, consequently, better performance. The researchers concluded that, only when a supervisor motivates and encourages employees to use the PDP, can employees receive and undertake more learning activities and, consequently, show a better job performance (Beusaert et al., 2011).

Findings of the current study disconfirm the results of some studies discussed in Chapter 2. Nesbit (2003) presented the results of a study in corporations from Canada,

Great Britain, and the United States visualized within the unions on how to provide education and training to employees. Although he acknowledged that the benefits of educating and training the workforce are accepted worldwide, his results did not show sufficient recognition of these benefits in practice in these countries. Nesbit concluded that education as a tool for transformation and innovation and the investment in personnel training to foster organizational change had little support in the unions. Authors of a quantitative study examined the relationship between employee learning and organizational performance in the State University of Tabriz, Islamic Azad Universities and Higher Education Institutes (Adelzadeh et al., 2014). The results did not reveal a relationship between learning levels and organizational performance (Adelzadeh et al., 2014).

In the current study I found that emotional intelligence and organizational performance had a significant positive relationship. This finding is also consistent with the study by Kalaiarasi et al. (2014) discussed in Chapter 2. That study was conducted to determine the influence of emotional intelligence on job performance in Tamilnadu (Kalaiarasi et al., 2014). Analysis revealed a positive relationship between emotional intelligence and job performance. The researchers concluded that the emotions of individuals have intensive effects on their behavior. They also noted that organizations should understand and accept that emotional intelligence is a key factor in successful performance and strategy and that inculcating emotional intelligence among their employees creates effective and efficient workplaces (Kalaiarasi et al., 2014).

The results of Sahdat et al. (2011) and Chin et al. (2015) pointing to emotional intelligence as a predictor of organizational performance are consistent with what was found in this study. Sahdat et al. conducted a conceptual study to examine the impact of emotional intelligence on organizational productivity in the banking sector of Pakistan. After reviewing and analyzing the literature, the researchers concluded that emotional intelligence was positively associated with organizational productivity (Sahdat et al., 2011). They concluded that there is a need to develop emotional intelligence competencies in employees to improve administrative performance and practices (Sahdat et al., 2011). Chin et al. (2015) carried out a quantitative study to determine the influence of emotional intelligence on the performance of an organization. The researchers determined that emotions direct cognition and emotional management play an important role in the performance of the organization (Chin et al., 2015). These results showed a positive relationship between emotional intelligence and organizational performance.

The current study also confirms the results of a study that was conducted to examine relationships between emotional intelligence and organizational effectiveness among Farhangian University managers (Ahghar et al., 2013). The findings of this study indicated that there was a direct and positive relationship between emotional intelligence and organizational effectiveness. Ahghar et al. (2013) concluded that emotional intelligence has a strong relationship with the success rate of managers. Those who acquire high emotional intelligence are more able to resist and manage stress-prone situations, to improve their work environment, and to face ups and downs along the way to growth (Ahghar et al., 2013).

The results of the current study also agree with that of Ramanauskas (2016) that determined the impact of managers' emotional intelligence on the organizational performance in terms of their sustainable development. The researcher concluded that the managers' emotional intelligence affected the indexes of effectiveness of their organizations. Emotional intelligence had a strong relationship with individual indexes of the organization performance. It was recommended that organizations pay attention to the development of managers' emotional intelligence, as its significance for the effectiveness of the enterprise was confirmed (Ramanauskas, 2016).

A quantitative study to verify the impact of emotional intelligence (EI) on organizational growth in terms of return on investment was carried out (Danquah, 2014). Results of this study indicated that emotional intelligence was positively related to organizational performance. It was recommended in this study that banks formalize and regularize their investments in the acquisition of employees' emotional intelligence skills for a better organizational performance (Danquah, 2014). The findings of the current study are also consistent with that of Danquah: emotional intelligence was found to have a positive relationship with organizational performance.

The findings of the current study disconfirm the results of a study that was conducted to investigate the relationship between emotional intelligence (EI) and total sales performance (TSP) in Kuwait. The results showed a negative but weak relationship between TSP and emotional intelligence (AlDosiry et al., 2016). Because of these findings, the authors recommended that other researchers adopt the moderator model in

future studies in order to accommodate the various moderators possibly contributing to this relationship (AlDosiry et al., 2016).

After comparing the results of the current study with those discussed in the previous sections, it was shown that this study brought new knowledge to the scientific research literature. Empirical evidence was found that there was a statistically significant positive relationship between employee learning and emotional intelligence to organizational performance in multinational corporations in Puerto Rico after the devastation left by Hurricane Maria. This study helped to minimize the gap that has existed in this field under the conditions already mentioned in Chapter 1 in Puerto Rico.

The theoretical framework for this study was human capital theory. According to Russ (2014), today human capital is conceived as the knowledge, information, ideas, skills, and health of individuals, which is one of the basic factors of production. Meanwhile, Kucharčíková et al. (2015) conceived the concept of human capital as the added value that employees give to companies. When a worker receives education and training, that knowledge generates a certain inventory of productive capital, they explained. This significant change over three centuries has caused employers to worry about offering their staff adequate education and training, participation in decision making, an environment of trust and safety, emotional understanding, and salaries according to position and performance. Given the findings of the current study, it was a concordance with the foundations exposed by these theorists.

According to Russ (2014), human capital theory has a component that recognizes attitudes such as good will, recognition of others, motivation, control of emotions, need

for achievement, scrupulosity, and fairness, among others, to obtain organizational performance. In addition, it has been seen that organizations consider investing in human capital very important. They are constantly looking for effective strategies to improve the individual skills of their employees that enable them to effectively meet the needs of the markets (Russ, 2014). Becker (1962) pointed out that investment in human capital is a prevalent phenomenon and a valuable concept. The statistically significant positive relationship found between emotional intelligence and organizational performance in this study supported what was expressed by Russ (2014) and Becker (1962).

Results of the current study revealed through the model summary of the multiple regression analysis that both employee learning and emotional intelligence had a strong positive association to organizational performance ($R^2 = .617$, adjusted R square = $.604$; $\beta = .563$, $p = .000$; $\beta = .348$, $p = .000$). These findings suggest that higher levels of employee learning and emotional intelligence, afford higher levels of organizational performance. These results are consistent with the conceptual framework of Chapter 2. It was discussed that employee learning at work should go beyond what experience and identity is (Harman, 2018). It requires recognition, freedom of expression, participation, equity, justice, transformation, and change, among other values. These needs can be discovered with the help of emotional intelligence that comes not only from the immediate supervisors, but from the entire labor community including the board of directors (Harman, 2018). Communities of practice are also mentioned as positive mechanisms for learning at work, but it is necessary to listen to the opinion of the staff as

to how they feel, what they perceive, what they need, and how they see the future (Harman, 2018).

According to Teare and Rayner (2002), organizations that see the learning and development of their employees directly related to the effective implementation of the strategy are in a better position to achieve stability and growth in the short, medium, and long terms. This fact creates loyal employees, a sense of belonging, and a desire for permanent collaboration. Enthusiasm is also awakened in people, and they want to see the fruits of their efforts reflected in the success of the organization. These statements are also consistent with the results of empirical research previously presented.

McKenna and Webb (2013) defined emotional intelligence as the ability to identify, discern, and understand one's own feelings and those of others and use them to create an optimal organizational climate that allows solving problems, understanding points of view, and prioritizing needs in order to be effective. In other words, feelings are present and at play all the time instead of just seeing structures, processes, and products coldly (Lynn & Lynn, 2015). Emotional intelligence put into practice as it is defined in this section, leads to a better organizational performance as also indicated by the results of the study. In addition, the results of the current study reflected that the employees of the multinational corporations of Puerto Rico recognized the importance and the need to have an organizational culture that includes a continuous learning and a timely attention to their needs and feelings for the achievement of organizational objectives.

Limitations of the Study

Generalization of results of the current study is limited to multinational corporations full-time employees in Puerto Rico who have a minimum of two years of experience at their current organization. Given that the participants answered a large number of questions, 56, this may have led to not-so-accurate answers to their true opinions for wanting to finish the surveys in less time. Many multinational corporations in Puerto Rico suffered damages and losses caused by Hurricane Maria. This fact caused some companies to partially or totally close operations. To some extent these events could affect the number of employees to answer the surveys. This study established an association between variables only. Other confounding variables could intervene in the results without being any causal relationship between the variables established in this study.

Recommendations

I used a quantitative design to collect and analyze data. Given the nature of the independent variable emotional intelligence, a mixed methodology is recommended for future research. This design allows data to be collected both quantitatively and qualitatively. The qualitative method allows obtaining deep answers that gather the essence of the feeling and thinking of the participants. It is recommended to use focus groups, individual interviews, and open-ended-questions for this particular case.

It is recommended to carry out studies on the relationship between emotional intelligence and organizational performance that compare the results by groups. It can be beneficial for the decision making of human resources management to know the

differences between a managerial group and a non-managerial group. An appropriate design could be mixed or quantitative only.

Although in this study employee learning was found to have a statistically significant positive association with organizational performance, more quantitative studies are needed. For a more complete study of employee learning and its impact on performance, it is recommended to conduct quantitative studies that use treatment with a control group. This procedure allows to more accurately insight about the effectiveness of some training method.

In this study, only multinational corporations participated in Puerto Rico. It is necessary to carry out studies using the same variables in national companies of Puerto Rico. The findings could be used to make comparisons between national companies and multinational companies. It is also recommended to repeat this same study in multinational corporations in the United States.

Future investigations could also include cause and effect and one or more covariates in this type of study. The variables to be used can be employee learning and organizational performance only. An experimental quantitative design may be appropriate. In addition, establishing differences by gender can be useful.

In terms of disaster recovery strategies, the one presented by Berke, Kartez, and Wenger (1993) is recommended. It consists of establishing a vertical and horizontal integration of communities. Such integration links local people and organizations in an equalitarian way to face the recovery. Motivating elected officials and administrative staff to participate in planning before disaster strikes is also appropriate (Berke et al.,

1993). It is also recommended to implement the following disaster recovery strategies proposed by Faertes (2015):

- A contingency plan should be conceived with due anticipation.
- In addition to the failures related to infrastructure, political, social, and economic scenarios, both national and international, should be considered in disaster management.
- In the implementation of business continuity management programs, reliability and risk management should be an essential part.
- The modeling of supply chain can be extended, amplifying the evaluation scope of risks that could compromise security of supply.
- It is possible to address probabilities of occurrence to all kind of disasters and to evaluate the associated impacts, gathering suitable expertise.
- The physical, mental, and emotional abilities of employees have to be considered as key support tools when thinking about business continuity management programs.
- Employees of all hierarchical levels should receive the proper training and have the appropriate emotional intelligence to be ready for a prompt response (Faertes, 2015).

It is recommended to develop an employee learning plan that is appropriate to position and particular needs. Cultivating an atmosphere of collaboration, motivation, respect, and teamwork is necessary for learning to emerge effectively and is also recommended. Emotional intelligence is a skill that can be developed. In order to acquire

this skill that leads to better organizational performance, managers and supervisors are recommended to earn a certification in emotional intelligence. In addition, it is recommended that human resources managers motivate their employees to receive the following courses:

- Emotional intelligence workshop to gain a better understanding of self-management and self-awareness
- Inspiring leadership through emotional intelligence
- Leading with emotional intelligence
- Empathy and emotional intelligence at work
- Developing your emotional intelligence
- Emotional training to work effectively

Implications

As discussed in Chapter 2, there is sufficient literature and extensive research to make clear the benefits that employees and organizations acquire when staff is properly trained. In addition, employees at all hierarchical levels recognize the importance of learning on their own in order to fulfill their duties, with their professional growth goals, and with departmental objectives. Although these facts are well known worldwide, there are still companies that refuse to invest in the learning of their employees. Others, on the other hand, instead of training them, rather provide them with a hostile, uncomfortable, and even repressive work environment. The results of this research are added to the scientific literature regarding the recognition of the intellectual, professional, and motivational value of employee learning in the workplace.

The results of this study infer that with higher levels of learning, higher levels of organizational performance can be obtained. Managers need to embrace an organizational culture that ensures employee learning regardless of age, race, nationality, or hierarchical status within the organization. Entrepreneurs and executives can have a higher degree of security that will see a return on investment in employee learning. The results that could be obtained in the short, medium, and long term are of benefit for employees as well as for companies and countries in general. An educated country becomes a prosperous country. In addition, the results of the current study could contribute to timely and appropriate decision making regarding the professional growth of employees.

The empirical evidence about the positive and significant relationship between emotional intelligence and organizational performance is of great proportions. Although the term emotional intelligence has spread globally and its benefits have been recognized, there are still executives who are reluctant to put into practice the postulates of emotional intelligence. This study also suggested that raising employees' emotional intelligence level has the potential to improve organizational performance. From the publication of such results, it can be expected that employees of all hierarchical levels to take the first steps to create an organizational culture that promotes cooperation, motivation, recognition, respect, consideration, and understanding of employees' feelings. This could be a positive social change.

As mentioned in Chapter 1, the Puerto Rican population experienced great material losses but the emotional damage caused by Hurricane Maria was greater. Given the lack of training in the handling of emotions in this type of case, the managers had

enormous difficulties to face the damages to the mental health of the workers. Although this study was limited to multinational corporations only, the importance of emotional intelligence was evident. The results of this study could also impact the decisions of human resources managers in terms of training employees in the acquisition of adequate techniques to face emotional crises.

Based on the findings of the current study, it is recommended to promote employee learning in all its forms. Cultivate an environment of trust, honesty, respect, collaboration, and teamwork to achieve personal and organizational goals in multinational corporations in Puerto Rico, is also recommended. Managers are advised to take action to recognize their true emotions and have control over them in order to understand and properly manage the emotions of their subordinates.

Conclusions

The purpose for the quantitative study was to assess the relationship between employee learning and emotional intelligence to organizational performance. The theoretical framework was human capital theory. Multiple regression analysis found a statistically significant positive relationship between the variables ($R = .786$, $R^2 = .617$, adjusted R square = .604; $\beta = .563$, $p = .000$; $\beta = .348$, $p = .000$). Employee learning and emotional intelligence were significant predictors in the model by 60%. These findings suggested that higher levels of employee learning and emotional intelligence, afford higher levels of organizational performance. Results of the current study confirmed literature and human capital theory as discussed in Chapter 2.

The results of this research are added to the scientific literature that recognizes the intellectual, professional, and motivational value of employee learning in the workplace. In addition, the empirical evidence showed that positive relationships existed between emotional intelligence and organizational performance and also contributed to the scientific literature regarding the benefits of emotional intelligence in staff management. The results of this study recognized that both employee learning and emotional intelligence were of benefit in an organizational setting as stated by empirical research.

The results of this study might impact the decisions of managers in terms of training employees on the acquisition of effective techniques to face emotional crises in multinational corporations in Puerto Rico. Based on such results, organizational leaders could create an environment that promotes respect, dignity, loyalty, cooperation, motivation, recognition, and understanding of employees' feelings. It is recommended that future research explore these variables using a mixed method, an experiment with treatment and control groups, national companies, and differences by gender. Repeating this same study in multinational corporations in the United States was also recommended.

References

- Adelzadeh, P., Pashayi, M., Kazemzade, R., Dehghani, M., Khiabani, F. S., & Fakhri, K. P. (2014). Relationship between learning and organizational performance. *International Journal of Innovative Research in Science, Engineering, and Technology*, 3(4), 11699-11707. Retrieved from <http://ijirset.com>
- Ahghar, G., Ahmadi, A., & Ardestani, A. S. (2013). Relationship between managers' emotional intelligence and organizational effectiveness: A case study in Farhangian University. *European Online Journal of Natural and Social Science*, 2(3), 3359-3367. Retrieved from <http://european-science.com/eojnss>
- AlDosiry, K. S., Alkhadler, O. H., AlAqraa, E. M., & Anderson, N. (2016). Relationships between emotional intelligence and sales performance in Kuwait. *Journal of Work and Organizational Psychology*, 32, 39-45. Retrieved from <https://journals.copmadrid.org/jwop/>
- Altındağ, E., & Köseadağı, Y. (2015). The relationship between emotional intelligence of managers, innovative corporate culture, and employee performance. *Procedia – Social and Behavioral Sciences*, 210, 270-282. doi:10.1016/j.sbspro.2015.11.367
- Azizi, B. (2017). The study of relationship between organizational learning and organizational performance. *Revista Administração em Diálogo*, 19(1), 164-172. doi:2010.20946/rad.v19i1.32657
- Bacon-Shone, J. (2015). *Introduction to quantitative research methods* (E-reader version). Retrieved from

https://www.researchgate.net/publication/265793712_Introduction_to_Quantitative_Research_Methods

- Bai, N., & Fallah, Z. (2012). Relationship between learning culture and organizational performance in Iran's Ministry of Sports and Youth. *European Journal of Experimental Biology*, 2(6), 2206-2211. Retrieved from <http://www.imedpub.com>
- Beausaert, S., Segers, M., & Gijsselaers, W. (2011). The use of a personal development plan and the undertaking of learning activities, expertise-growth, flexibility and performance: The role of supporting assessment conditions. *Human Resource Development International*, 14(5), 527-543. doi:10.1080/13678868.2011.620782
- Berke, P. R., Kartez, J., & Wenger, D. (1993). Recovery after disaster: Achieving sustainable development, mitigation, and equity. *Disasters*, 17(2), 93-109. Retrieved from <https://onlinelibrary.wiley.com/journal/14677717>
- Bujang, M. A., & Baharum, N. (2016). Sample size guideline for correlation analysis. *World Journal of Social Science Research*, 3(1), 37-46. Retrieved from <http://www.scholink.org/ojs/index.php/wjssr>
- Buta, S. (2015). Human capital theory and human resources management. Implications in development of knowledge management strategies. *Ecoforum*, 4(1), 6. 155-162. Retrieved from <http://www.ecoforumjournal.ro>
- Byström, K. & Isah, E. E. (2015). Physicians' learning at work through everyday access to information. *Journal of the Association for Information Science and Technology*, 67(2), 318-332. doi:10.1002/asi.23378
- Chin, S., Anantharaman, R. N., & Tong, D. (2015). Emotional intelligence and

- organizational performance: A framework. *Global Business and Management Research: An International Journal*, 7(2), 37-43. Retrieved from <http://gbmrjournal.com>
- Cohen, J. A. (1992). Power primer. *Psychological Bulletin*, 112, 155-159.
doi:10.1037/0033-2909.112.1.155
- Compañía de Fomento Industrial. (2019). *Directorio de empresas operando en Puerto Rico*. San Juan, Puerto Rico. Government Printing Office.
- Colbert, B. A. (2004). The complex resource-based view: Implications for theory and practice in strategic human resource management. *Academy of Management Review*, 29(3), 341-358. doi:10.2307/20159047
- Curtis, E., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*, 23(6), 20-25. doi:10.7748/nr.2016.e1382
- Danquah, E. (2014). Analysis of the impact of emotional intelligence on organizational performance: A banking perspective. *British Journal of Marketing Studies*, 2(3), 34-50. Retrieved from <http://www.eajournals.org>
- Elbanna, S. (2012). Slack, planning, and organizational performance: Evidence from the Arab Middle East. *European Management Review*, 9, 99-115.
doi:10.1111/j.1740-4762.2012.01028.x
- Faertes, D. (2015). Reliability of supply chains and business continuity management. *Procedia Computer Science*, 55, 1400-1409. doi:10.1016/j.procs.2015.07.130
- Fernández-Berrocal, P., & Extremera, N. (2008). A review of trait meta-mood research. *International Journal of Psychology Research*, 2(1) / 2, 39-67. Retrieved from

https://www.researchgate.net/publication/270818329_A_REVIEW_OF_TRAIT_META-MOOD_RESEARCH

Financial Oversight and Management Board for Puerto Rico. (2018, September). *Fiscal plan for Puerto Rico: Restoring growth and prosperity*. Retrieved from <http://www.aafaf.pr.gov>

Fontana, R. P., Milligan, C., Littlejohn, A., & Margaryan, A. (2015). Measuring self-regulated learning in the workplace. *International Journal of Training and Development* 19(1), 32-52. doi:10.1111/ijtd.12046

Goh, S. C., Elliot, C., & Quon, T. K. (2012). The relationship between learning capability and organizational performance: A meta-analytic examination. *The Learning Organization*, 19(2), 92-108. doi:10.1108/09696471211201461

Harman, K. (2018). A tentative return to experience in researching learning at work. *Studies in Continuing Education*, 40(1), 17-29. doi:10.1080/0158037X.2017.1392938

Kalaiarasi, V., Amaravathi, M., & Soniya, T. (2014). Emotional intelligence and organizational performance. *Journal of Exclusive Management Science*, 3(12). Retrieved from https://www.researchgate.net/publication/285516256_Emotional_Intelligence_and_Organizational_Performance

Kim, S., & Samples, T. R. (2017). Puerto Rico's debt dilemma and pathways toward sovereign solvency. *American Business Law Journal*, 54(1), 9-60. doi:10.1111/ablj.12094

- Kiliç, S. (2016). Cronbach's alpha reliability coefficient. *Journal of Mood Disorders*, 6(1), 47. doi:10.5455/jmood.20160307122823
- Kucharčíková, A., Tokarčíková, E., & Blašková, M. (2015). Human capital management - aspect of human capital efficiency in university education. *Procedia – Social and Behavioral Science*, 177(22), 48-60. doi:10.1016/j.sbspro.2015.02.332
- Kumar, M., & Jauhari, H. (2016). Satisfaction of learning, performance, and relatedness needs at work and employees' organizational identification. *International Journal of Productivity and Performance Management*, 65(6), 760-772. doi:10.1108/IJPPM-01-2016-0006
- Kwon, J. E., & Woo, H. R. (2018). The impact of flipped learning on cooperative and competitive mindsets. *Sustainability*, 10(79), 79. doi:10.3390/su10010079
- Lybarger, J. (2018). Mental health in Puerto Rico. *American Psychological Association*, 49(5). Retrieved from <https://www.apa.org/monitor/2018/05/puerto-rico>
- Lopez-Candales, A., Hernandez-Suarez, D., Osterman-Pla, A., & Conde-Santiago, J. (2018). A reminder from the devastation Hurricane Maria left behind. *Cureus*, 10(1). doi:10.7759/cureus.2038
- Lynn, A.B., & Lynn, J. R. (2015). *The emotional intelligence activity kit: 50 easy and effective exercises for building EQ*. New York, NY: AMACOM.
- Margolis, J. (2008). Why companies fail. *Employment Relation Today*, 35(1), 9-17. doi:10.1002/ert.20183
- McKenna, J., & Webb, J. A. (2013). Emotional intelligence. *British Journal of Occupational Therapy*, 76(12), 560-560. doi:10.1177/030802261307601202

- Merling, L., Cashman, K., Johnston, J., & Weisbrot, M. (2017). *Life after debt in Puerto Rico: How many more lost decades?* Retrieved from <http://cepr.net/publications/reports/life-after-debt-in-puerto-rico-how-many-more-lost-decades>
- Multinational corporation (MNC) (n.d.). In *BusinessDictionary.com*. Retrieved from <http://www.businessdictionary.com>
- Nesbit, T. (2003). Learning for change: Staff training, leadership development, and union transformation. *Labor Studies Journal*, 28(1), 109-132.
doi:10.1177/0160449X0302800106
- Pandita, V., Basavaraj, P., Singla, A., Gupta, R., Kaur, R., Vaibhav, V., Prasad, M., & Kumar, J. K. (2016). Recasting disaster recovery strategy at dental workplace in Combating crisis – a questionnaire study. *Journal of Clinical & Diagnostic Research*, 10(4), 39-44. doi:10.7860/JCDR/2016/16097.7585
- Pangarkar, A. M., & Kirkwood, T. (2009). *The trainer's balanced scorecard: A complete resource for linking learning and growth to organizational strategy*. San Francisco, CA: Pfeiffer.
- Pastor, I. (2014). Leadership and emotional intelligence: The effect on performance and attitude. *Procedia Economics and Finance*, 15, 985-992.
doi:10.1016/S2212-5671(14)00658-3
- Radha, B. & Shree, A. B. (2017). Impact of emotional intelligence on performance of employees and organizational commitment in software industry. *International Academic Research Journal of Business and Management*, 6(2), 17-28. Retrieved

from <http://www.acrpub.com>

- Ramanauskas, K. (2016). The impact of the manager's emotional intelligence on organizational performance. *Management Theory and Studies for Rural Business and Infrastructure Development*, 38(1), 58-69. doi:10.15544/mts.2016.6
- Rathore, D., Chadha, N. K., & Rana, S. (2017). Emotional intelligence in the workplace. *Indian Journal of Positive Psychology*, 8(2), 162-165.
doi:10.15614/ijpp%2F2017%2Fv8i2%2F157126
- Russ, M. (Ed). (2014). *Management, valuation, and risk for human capital and human assets: Building the foundation for a multi-disciplinary, multi-level theory*. New York, NY: Palgrave Macmillan US.
- Sahdat, M., Sajjad, S. I., Farooq, M. U., & Rehman, K. (2011). Emotional intelligence and organizational productivity: A conceptual study. *World Applied Sciences Journal*, 15(6), 821-825. Retrieved from
https://www.researchgate.net/journal/19916426_World_Applied_Sciences_Journal
- Salovey, P., Stroud, L. R., Woolery, A., & Epel, E. S. (2002). Perceived emotional intelligence, stress reactivity, and symptom reports: Further explorations using the Trait Meta-Mood Scale, *Psychology & Health*, 17(5), 611-627.
doi:10.10180/08870440290025812
- Shafiq, M., & Rana, A. R. (2016). Relationship of emotional intelligence to organizational commitment of college teachers in Pakistan. *Eurasian Journal of Educational Research*, 62, 1-14. doi:10.14689/ejer.2016.62.1

- Singh, T. (2016). Learning styles. *The National Medical Journal of India*, 29(3), 181-182. Retrieved from <http://www.nmji.in>
- Singleton, R., & Straits, B. (2010). *Approaches to social research*. New York, NY: Oxford University Press, Inc.
- Sony, M., & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction, and job performance. *Journal of Retailing and Consumer Services*, 30, 20-32. doi:10.1016/j.jretconser.2015.12.003
- Tarique, I. (2013). Human capital theory. *Sage Knowledge*. Abstract retrieved from Encyclopedia of Management Theory. doi:10.4135/9781452276090.n119
- Teare, R., Ingram, H., Prestoungrange, G., & Sandelands, E. (2002). High performance learning at work. *International Journal of Contemporary Hospitality Management*, 14(7), 375-381. Retrieved from <https://www.tib.eu>
- Theriou, G. N., Theriou, N. G., & Chatzoglou, P. (2007). The relationship between learning capability and organizational performance: The banking sector in Greece. *SPOUDAI*, 57(2), 9-29. Retrieved from <https://www.researchgate.net>
- Ugoani, J. N. N. (2016). Emotional intelligence and organizational competitiveness: Management model approach. *Independent Journal of Management & Production*, 7(3). doi:10.14807/ijmp.v7i3.427
- Zhang, W., Wang, N., & Nicholson, C. (2017). Resilience-based post-disaster recovery strategies for road-bridge networks. *Structure and Infrastructure Engineering*, 13(11), 1404-1413. doi:10.1080/15732479.2016.1271813
- Zorrilla, C. D. (2017). The view from Puerto Rico. Hurricane Maria and its aftermath.

The New England Journal of Medicine, 377(19), 1801-1803.

doi:10.1056/NEJMp1713196

Appendix A: Participant Cover Letter

Dear potential participant,

My name is José Antonio López Martínez and I am a doctoral student at Walden University in the school of management. For my dissertation, I am examining the relationship between employee learning, emotional intelligence, and organizational performance. Because you are an employee of a multinational corporation in Puerto Rico, I am inviting you to participate in my research study by completing the attached surveys.

To complete these questionnaires you will require approximately ten minutes. If you choose participate in this study, please answer all questions as honestly as possible. There is no compensation for responding nor is there any known risk. Participation is voluntary and you may refuse to participate at any time. In order to ensure that all information will remain confidential, please don't include your name, birthday, and contact information.

Thank you so much for your time and disposition to assist me in my educational endeavors. The data collected will provide valuable information regarding employee learning, emotional intelligence, and organizational performance. If you require additional information or have questions, please contact me by email at [\[redacted\]](#) or at the number listed below.

Thank you for your collaboration.

Sincerely,

José Antonio López Martínez
Phone: [redacted]

Appendix B: Demographic Information

Instructions: Please check the box of the category to which you belong.

1. Age

- 17 years or younger
- 18 – 29 years
- 30 – 39 years
- 40 – 49 years
- 50 – 59 years
- 60 years or older

2. Gender

- Male
- Female
- Other

3. Profession or occupation

- Architecture or engineering
- Construction
- Education
- Legal
- Medicine
- Business or finance
- Security
- Manufacturing
- Computer technology
- Hospitality
- Science (biology, chemistry, physic, etc.)
- Other, specify

4. Position within your company

- Senior Manager
- Supervisor
- Frontline Staff

Appendix C: Workplace Learning Scale

Instructions: Please indicate the frequency of your participation in the following workplace learning activities. There are no correct or incorrect responses.

Workplace Learning Criteria	Never	Sometimes	Many times	Always
1. Acquiring new information				
2. Following new developments in my field				
3. Asking colleagues for advice				
4. Performing new tasks				
5. Attending a training course or using self-study materials				
6. Finding better ways to do a task by trial and error				
7. Setting personal standards for performance in my job				
8. Setting goals to help me manage the time I spend learning				
9. Setting realistic deadlines for learning when I have identified a learning need				
10. Using specific strategies for different type of things I need to learn				
11. Writing down a plan to describe how I hope to achieve my learning goals				
12. Changing strategies when I don't make progress while learning				
13. Applying ideas from my previous experience to my job where appropriate				
14. Looking for opportunities to engage in tasks that require me to learn				
15. Trying to understand how new information I've learned impacts my work				

Appendix D: Trait Meta-Mood Scale (TMMS-24)

Instructions: Below you will find some affirmations about your emotions and feelings. Please read carefully each one and mark (X, □) the option that best describes your opinion using the following scale:

1	2	3	4	5
Disagree	Slightly agree	Agree	Strongly agree	Completely agree

There are no right or wrong responses. Please do not spend a lot of time on each one.

	Items	1	2	3	4	5
1	I pay much attention to my feelings.					
2	I usually care much about what I am feeling.					
3	I usually spend time thinking about my emotions.					
4	I think it's worth paying attention to my emotions and mood.					
5	I let my feelings interfere with what I am thinking.					
6	I think about my mood constantly.					
7	I often think about my feelings.					
8	I pay a lot of attention to how I feel.					
9	I am usually very clear about my feelings.					
10	I can often define my feelings.					
11	I almost always know exactly how I am feeling.					
12	I usually know my feelings about people.					
13	I often realize my feelings in different situations.					
14	I can always say how I feel.					
15	Sometimes I can tell what my feelings are.					
16	I understand my feelings very well.					
17	Although I am sometimes sad, I have a mostly optimistic outlook.					
18	No matter how badly I feel, I try to think about pleasant things.					
19	When I become upset, I remind myself of all the pleasures in life.					
20	I try to think good thoughts no matter how badly I feel.					
21	If I find myself getting mad, I try to calm myself down.					
22	I worry about being in too good a mood.					
23	I have much energy when I feel happy.					
24	When I'm angry, I try to change my mood.					

© Fernández-Berrocal & Extremera (2008). All rights reserved

Appendix E: Organizational Performance Scale

Instructions: Please rate the performance of your organization at the current time in comparison to organizations similar in size and scope on each of the following criteria.

Performance criteria	Very poor	Poor	Almost the same	Good	Excellent
1. Growth rate of revenues					
2. Financial soundness					
3. Efficiency of operations					
4. Use of organization assets					
5. Quality of products/services					
6. Employee satisfaction					
7. New products/services development					
8. Employee development					
9. Employee talent					
10. Quality of management					
11. Customer satisfaction					
12. Social responsibilities					
13. If you want to receive a summary of the results of this study, please provide an email address here.					

Appendix F: Permission to Use the Workplace Learning Scale From Dr. Rosa Pia

Fontana

September 29, 2018

Name: Dr. Rosa Pia Fontana
Institution: Glasgow Caledonian University, Scotland, UK
Department: Caledonian Academy
Email: [redacted]

Dear Dr. Fontana,

My name is José Antonio López Martínez and I am a doctoral student at Walden University in the School of Business. I am requesting your permission to use the Self-Regulated Learning at Work Questionnaire to collect data for my dissertation research project. I am writing my research study titled “Relationship between Employee Learning, Emotional Intelligence, and Organizational Performance.”

I would like to use your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If you think that I should use some updated version of the instrument, could you please attach me a copy?

Please feel free to contact me if you need any further information.

Sincerely,

José Antonio López Martínez
Doctoral Candidate

From: Rosa Pia Fontana <[redactedredacted@unimk.it](mailto:rosa.pia.fontana@unimk.it)>
Date: October 1, 2018 at 10:09:14 AM AST
To: [redactedredactedredacted@walden.edu](mailto:Jose.Ropez.Martinez@walden.edu)
Subject: Re: Instrument Permission

Dear Josè,

thank you for your interest. Yes you have the permission to use the instrument. I don't have an updated version of the instrument for the organisational context unfortunately, but feel free to adapt it to your specific context of course.

looking forward to hearing from you and your research!

Best wishes

Pia Fontana

Appendix G: Permission to Use the Trait Meta-Mood Scale (TMMS-24) From Dr. Pablo

Fernández-Berrocal

September 29, 2018

Name: Dr. Pablo Fernández-Berrocal

Institution: University of Malaga

Department: Faculty of Psychology

Email: [redacted]

Dear Dr. Fernández-Berrocal,

My name is José Antonio López Martínez and I am a doctoral student at Walden University in the School of Business. I am requesting your permission to use the modified version of Trait Meta-Mood Scale (TMMS-24) to collect data for my dissertation research project. I am writing my research study titled “Relationship between Employee Learning, Emotional Intelligence, and Organizational Performance.”

I would like to use your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If you think that I should use some updated version of the instrument, could you please attach me a copy?

Please feel free to contact me if you need any further information.

Sincerely,

José Antonio López Martínez
Doctoral Candidate


10/15/2018

Correo - redacted@redacted.edu

TMMS-24

Pablo Fernandez-Berrocal pabloberrocal@redacted.edu

sáb 06/10/2018 4:39

 5 archivos adjuntos (3 MB)

Assessing Perceived Emotional Intelligence in Adolescents. New Validity Evidence of Trait Meta-Mood Scale24_Journal of Psychoeducational Assessment_14.pdf; Berrocal Extremera IJCR, Vol 2, Issue 1-2 2008.pdf; TMMS adolescent 2010.pdf; TMMS24 con referencias.pdf; PyM 368_02.pdf;

Estimada amiga/o,

¡Muchas gracias por interesarte en nuestra investigación!

Te adjunto la escala de IE que utilizamos (TMMS-24). La puedes emplear en tu estudio sin ningún tipo de problemas. También algunos artículos sobre IE e información adicional.

Un saludo y muchas gracias,

Pablo

Pablo Fernandez-Berrocal
Facultad de Psicología
Campus de Teatinos, s/n
29071 Malaga

https://www.researchgate.net/profile/Pablo_Fernandez-Berrocal
<https://www.facebook.com/pablo.fernandezberrocal>
<https://twitter.com/pabloberrocal>

Pablo Fernandez-Berrocal
Facultad de Psicología
Campus de Teatinos, s/n
29071 Malaga

Appendix H: Permission to Use the Organizational Performance Scale From Dr. Saïd

Elbanna

September 29, 2018

Name: Dr. Saïd Elbanna

Institution: Qatar University

Department: Department of Management & Marketing

Email: [redacted]

Dear Dr. Elbanna,

My name is José Antonio López Martínez and I am a doctoral student at Walden University in the School of Business. I am requesting your permission to use your organizational performance survey that is based on four perspectives: the financial perspective, the customer perspective, the internal business perspective, and the learning perspective.

I am writing my research study titled “Relationship between Employee Learning, Emotional Intelligence and Organizational Performance” and I might use your instrument to collect data.

I would like to use your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

Since I have not been able to find this instrument, could you please attach me the survey along with the reliability and validity values? I will really appreciate your help.

If you require additional information, please feel free to contact me.

Sincerely,

José Antonio López Martínez
Doctoral Candidate

From: Said Mohamed Mokhtar Mohamed Elbanna <saidmohamed@uob.edu.jo>
 Date: October 2, 2018 at 1:51:28 AM AST
 To: Jose Lopez-Martinez <jlopez@unhcr.org>
 Subject: RE: Instrument Permission

Dear Jose

Thanks for your message.

The first EMR paper reports on the performance scale on Page 105 and you can find more information on the scale validity and reliability on subsequent pages (e.g., 106 and 107). The scale itself is enclosed below. The scale in general worked well. The only concern was the first two financial items which were loaded to another variable, slack of resources. This looks logical since slack and financial performance are highly related. If your study does not have slack variable, most probably, the two financial items will not be a concern.

I am also attaching another paper in the hotel sector along with the question used in this study. This applies the same idea on a larger scale.

Wish you the best with your research.

Q. 4. Please rate the performance of your organization at the current time in comparison to organizations similar in size and scope on each of the following criteria

Performance criteria	Very poor	Poor	Almost the same	Good	Excellent
1. Growth rate of revenues	1	2	3	4	5
2. Financial soundness	1	2	3	4	5
3. Efficiency of operations	1	2	3	4	5
4. Use of organization assets	1	2	3	4	5
5. Quality of products/services	1	2	3	4	5
6. Employee satisfaction	1	2	3	4	5
7. New products/services development	1	2	3	4	5
8. Employee development	1	2	3	4	5
9. Employee Talent	1	2	3	4	5
10. Quality of management	1	2	3	4	5
11. Customer satisfaction	1	2	3	4	5
12. Social responsibilities	1	2	3	4	5

Best regards
 Saïd