# DEALING WITH ORGANISATIONAL CHANGE: CAN EMOTIONAL INTELLIGENCE ENHANCE ORGANISATIONAL LEARNING?

Peter J. Jordan

## ABSTRACT

Organisational learning is a method of successfully dealing with continuous change. Emotional aspects of change, however, are not addressed in any detail. In this article, I explore the four branches of emotional intelligence, emotional awareness, emotional facilitation, emotional knowledge and emotional regulation to identify the links between organisational learning and emotional intelligence that contribute to successful organisational change. Although emotional intelligence has been identified as a predictor of workplace performance, little research has been conducted regarding the impact of the emotional intelligence on the behaviour of employees and managers during organisational change. Implications for managers are also discussed.

**Key words:**  emotional intelligence; organisational change; organisational learning

## INTRODUCTION

One factor that appears to be constant in organisations today is change (Mossholder, Settoon, Armenakis & Harris 2000).  Indeed, the organisation's ability to deal with change provides a competitive advantage (Skinner, Saunders & Thornhill 2002). Organisational learning (Senge 1992) has been identified as a significant method for ensuring the success of continual change in organisations.  Senge (1992), however, does not deal with the emotional implications of change in his model in any depth.  In this article, I advance the proposition that change is inherently emotional and produces a range of emotions and feelings in individuals during organisational change that require micro-level management. A number of researchers have identified the emotional aspects of dealing with change (Antonacopoulou & Gabriel 2001; Ashkanasy, Ashton-James & Jordan 2004; Jordan, Ashkanasy & Hartel 2002; Paterson & Hartel 2002; Ryan & Macky 1998).  In general, these writers have identified the emotional consequences of change, however, there is little research available, that identifies the emotional skills required to successfully manage organisational change.

Some writers identify the provision of social support as a method for facilitating change (Mealiea 1978), however, often this support proves to be a reaction to an existing problem, rather than a proactive method of enabling change (Sheehan & Jordan 2003). The purpose of this paper is to highlight the importance of considering emotions in the context of organisational change and to offer managers some insights into ways of addressing these emotional issues by linking emotional intelligence abilities (Mayer & Salovey 1997) to organisational learning principles (Senge 1992).

Although emotions research in organisational settings was ignored for a significant period of time, research into the impact of emotions on organisational behaviour is increasing (Ashkanasy, Hartel & Zerbe 2000).  Over recent years the construct of emotional intelligence

Peter J Jordan (email: Peter.Jordan@griffith.edu.au) is an Associate Professor in the Centre for Work Leisure and Community Research, Griffith Business School, Griffith University, Australia.

has been advanced as providing greater insights into organisational behaviour (Mayer, Salovey & Caruso 2000). Specifically, emotional intelligence provides a significant contribution to our understanding of relationships in the work context (Mayer et al. 2000; Jordan & Troth 2002). In this article, I develop a theoretical justification for the notion put forward by emotional intelligence scholars that individuals with high emotional intelligence may be more effective in managing change than individuals with low emotional intelligence (Goleman 1998; Mayer & Salovey 1997). While these general claims have been made based on anecdotes (e.g. Goleman 1998), they have not been justified by a thorough examination of the literature or empirical testing. I propose to advance this argument by indicating specifically what skills the emotionally intelligent individual will draw on in relation to their ability to deal with emotions that allow them to successfully manage change. This will enable an empirical investigation of these relationships. I then move on to examine the implications for managing change in organisations.

Callahan and McCollum (2002) have recently combined psychological and sociological approaches to develop a new model for assessing emotion management in organisations. Acknowledging this framework, I conceptualise emotion as a force to be managed during organisational change. In particular, I argue that emotion and organisational change are interlinked at the micro-level of organisational behaviour. In an era where the benefits of continuous change are extolled as contributing to innovation in organisations (Senge 1992), it is appropriate to examine change at the micro-level, the primary site of continuous change (Senge 1992).

Although there has been considerable research conducted into change in organisations over an extensive period (Dunphy & Stace 1990; Floyd 2002; Guest, Hersey & Blanchard 1977), interest regarding the role of emotions in organisations has been much more recent (e.g. Ashforth & Humphrey 1995; Ashkanasy, et al. 2000; Fineman 2000; Weiss & Cropanzano 1996). Existing research into emotions in the workplace has focussed on issues such as emotional labour (Hochschild 1979; Morris & Feldman 1996); emotional expression and organisational culture (Van Maanen & Kunda 1989); organisational commitment (Allen & Meyer 1990); feelings in work settings (Rafaeli & Sutton 1987; 1989); emotions and work motivation (e.g. George & Brief 1992, 1996; Isen & Baron 1991; Locke & Latham 1990); general mood and work satisfaction (Forgas 1995); and the type of emotions experienced at work (Fisher 1997). Emotions have also been shown to determine affect-driven behaviours such as impulsive acts, organisational citizenship behaviours, and transient effort (Weiss & Cropanzano 1996). However, in the main, this work has focused on the role of emotion as it influences the attitudes and behaviours of individual workers. It would seem appropriate to extend this research to include a consideration of the implications for organisational change. To do this, I examine the links between the four branches of emotional intelligence as outlined by Mayer and Salovey (1997) and explain how they can be linked to behaviours that create a learning organisation (Senge 1992), a vehicle for sustaining ongoing organisational change.

## THE LEARNING ORGANISATION AND CHANGE

One of the most influential theorists on organisational change in the recent times, Senge (1992) proposes that successful change can be introduced using the framework of the learning organisation. Through the learning organisation, Senge (1992) emphasises the need for organisations and employees to learn and continuously improve their skills and abilities. In

that way, they move beyond simply adapting to new challenges and into the realm of generative learning. Senge (1992) identifies the fundamental disciplines of the learning organisation as comprising personal mastery, mental models, systems thinking, team learning, and building a shared vision for the organisation.

Recent research has explored the links between organisational learning and organisational development (Kalliath 2002), linked organisational learning to leadership and teamwork (Altman & Iles 1998), examined the importance of mentoring in learning organisations (Fritts 1998), observed the relationship between action learning and the learning organisation (Albert 1998) and a number of authors have reviewed the framework for the learning organisation (Edmondson & Moingeon 1998; Elkjaer 2001; Jankowicz 2000; Schein 1997). All of the current research on this topic focuses on behaviours that are associated with the learning organisation. Given the focus on positive behaviours within a learning organisation the question could be asked whether there are links between specific personality traits and the framework for the learning organisation. Clearly there are some factors that are closely linked. For instance, there is a clear link between Senge's (1992) description of personal mastery and locus of control (Rotter 1960). Senge (1992) describes personal mastery as taking responsibility for one's actions and, therefore, personal mastery is easier to attain for individuals with an internal locus of control than for those with an external locus of control. The purpose of this paper then is to draw out the underlying interaction between organisational behaviour, and specifically emotional behaviour in organisations, and the factors that comprise the learning organisation.

In the remainder of this article, I propose that emotional intelligence will promote the use of constructive organisational change strategies and diminish the likelihood of negative behaviours emerging. Identifying this link might indicate the potential value of an employee's emotional intelligence as a predictor of that individual contributing successfully during organisational change. Prior to engaging in this argument, I need to outline the construct of emotional intelligence and identify the abilities that comprise emotional intelligence.

**Emotional intelligence**
Salovey and Mayer (1990) originally defined emotional intelligence as the ability of an individual to monitor one's own and others' emotions; to discriminate among the positive and negative effects of emotion; and to use emotional information to guide one's thinking and actions. Revising their original framework, Mayer and Salovey (1997) contend that emotional intelligence is differentiated from other intelligence (e.g. Gardner's [1983] constructs of interpersonal or intrapersonal intelligence) as it deals with the management of emotions and, therefore, specifically describes the complex process that links emotion and cognition. Although the construct has been involved in some rigorous debate recently that challenges the validity of the emotional intelligence construct (e.g. Becker 2003; Jordan, Ashkanasy & Hartel 2003), within academic research the most defensible model is that proposed by Mayer and Salovey (1997). The primary reason for my preference for Mayer and Salovey's (1997) conceptualisation of emotional intelligence is that it focuses on emotional abilities that link emotion and cognition, while other definitions, for example Goleman's (1995) definition, incorporate social and emotional competencies including some personality traits and attitudes.

The current paper adopts Mayer and Salovey's (1997) model of emotional intelligence that

encompasses (a) emotional awareness, (b) emotional facilitation, (c) emotional knowledge, and (d) emotional regulation. This model emphasizes that emotional intelligence is a multi-dimensional construct and that these four steps are iterative in that each of the abilities can contribute to enhancing other abilities. For instance, in reflecting on reactions during a crisis situation, an individual's emotional self-awareness can contribute to a better understanding of the emotions involved.

Examining each of these in more detail, emotional awareness refers to the ability to be aware of the emotions you personally experience and to express emotions and emotional needs accurately to others. This includes the ability to be aware of others' emotions and distinguish between accurate and inaccurate expressions of emotions, and honest and dishonest expressions of emotions (Mayer & Salovey 1997). Emotional facilitation refers to an individual's ability to use emotions to prioritize thinking by focusing on important information that explains why feelings are being experienced. This factor also includes the ability to adopt multiple perspectives to assess a problem from all sides, including pessimistic and optimistic perspectives (Mayer & Salovey 1997)—an ability that is very important in the context of organisational change.

Emotional knowledge, the third component of emotional intelligence, refers to an individual's ability to understand emotional cycles and complex emotions such as simultaneous feelings of loyalty and betrayal. This factor also refers to an ability to recognize the likely transitions between emotions, for example, moving from feelings of betrayal to feelings of anger and grief (Mayer & Salovey 1997). Finally, emotional regulation revolves around the management of emotions. That is, an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation (Mayer & Salovey 1997). For example, when faced with what is perceived as a personal injustice (Gilliland, Steiner & Skarlicki 2002) during a change program, an individual's feelings of anger may motivate or distract them from completing a specific task. The individual with high emotional intelligence would be able to become aware of their anger and its source and then regulate that anger to motivate their performance. On the other hand, an individual with low emotional intelligence may allow anger to consume their thoughts and dwell on the injustice that may have precipitated their anger in the first place—reducing their ability to engage with the change and maintain their performance.

Some of the abilities related to emotional intelligence have been shown to be capable of influencing workplace behaviours. For instance, self-awareness contributes to a leader's performance (Sosik & Megerian 1999), while emotional regulation is considered a prerequisite for maintaining relationships in the workplace (Martin, Knopoff & Beckman 1998). Measures of emotional intelligence have been also linked to performance in managerial inbox tests (Daus & Tuholski 2000) and performance in selection interviews (Fox & Spector 2000). In line with these studies, I propose that various components of emotional intelligence will influence an employee's ability to successfully manage change and influence their behaviour during change. I also suggest that the understanding of this interaction contributes to a better understanding of organisational performance and its determinants. For instance, if emotional intelligence predicts an individual's attempts to successfully manage change or specific behaviours that emerge during change, then this could provide important information for managers in allocating jobs to staff during the implementation of a change program or in determining employees who need assistance to manage the change process.

**The role of emotions during organisational change**

A debate exists over the reactions that individual employees have towards change. While there has been a long tradition of researchers who argue that employees tend to resist organisational change in general (e.g. Judson 1991; Odiorne 1981; Strebel 1996), Dent and Goldberg (1999) argue that the term 'resistance' should be removed from the literature as it does not reflect the complex interactions that occur during change. Piderit (2000) takes a more conciliatory view suggesting that the ambivalence that employees feel towards change does not always produce resistance, but generally produces confusion. Regardless of what term is used, there is a wealth of literature that shows that employee ambivalence to management change initiatives is often linked to dysfunctional conflict during organisational change and associated with negative outcomes such as job dissatisfaction and expressed grievances (Kirkman, Jones & Shapiro 2000). Employees who are expending their energy on these types of reactions to change have less energy for participating or contributing to that change. Therefore, identifying factors that moderate this change resistance would be beneficial to both the individuals involved in the change process and the organisation.

Examining organisational behaviour, researchers have identified change as having the potential to elicit a broad range of emotion whether the transformation is a major restructure or minor re-organisation (Mossholder et al., 2000). Change can be perceived as a challenge or an opportunity and triggers positive emotions such as excitement, enthusiasm and creativity (Goleman, Boyatzis & McKee 2002). Change can also, however, be threatening and create negative emotions such as anger, fear, anxiety, cynicism, resentment, and withdrawal (French 2001). Clearly change poses significant challenges, both to those who implement and those who are affected by the change (O'Neill & Lenn 1995). Management theory, however, tends to focus on cognitive issues such as cognitive dissonance during change (Bacharach, Bamberger & Sonnenstuhl 1996). The result of this focus is consideration of solutions in dealing with attitudes to change, rather than emotional reactions (e.g. Brockner 1988; Brockner, Grover, Reed & DeWitt 1992). A small body of research that has examined the role of emotion during organisational change has largely focused on emotional responses such as stress (Terry & Jimmieson 2003), and behaviours such as withdrawal and low organisational commitment (Begley & Czajka 1993), thereby ignoring the emotive/cognitive processes that engender such outcomes (O'Neill & Lenn 1995).

An underlying premise of this article is that an individual's adjustment to organisational change needs to incorporate both emotional and cognitive factors. A literature search reveals that very little theoretical or empirical work has been done examining the importance of emotional intelligence in assisting individuals to deal with organisational change. Research, however, has been completed on associated areas such as individual emotional reactions to situations that may or may not be a result of organisational change. For instance, Jordan and his colleagues (Jordan et al. 2002) argue that emotionally intelligent individuals cope better with job insecurity that may or may not be the result of organisational change. Ashkanasy et al. (2004) describe the advantages of emotionally intelligent individuals in coping with stress in the workplace and identify one of the possible causes of stress to be organisational change, while Elliot, Watson, Goldman and Greenberg (2003) identify the importance of emotional reflection as a method for individuals to cope with personal change. One of the only articles to examine the importance of emotional intelligence in organisational change is Huy's (1999) theoretical model suggesting that emotional intelligence assists individuals to adapt to and facilitate changes in receptivity, mobilization and learning during change. A literature search reveals no other academic studies that investigate the links between emotional intelligence

and change-related behaviours and none that link emotional intelligence to the principles of the learning organisation.

In the absence of existing empirical evidence, I wish to start this process by proposing that individuals who can manage and make sense of their own and other's emotions during organisational change are able to influence social relationship outcomes and contribute to that change process. These individuals will be under less stress during organisational change as a result of their ability to be aware of their emotions and their ability to control their emotions. As managers, they will also be in a better position to reduce stress and anxiety that accompanies organisational change, as they are able to read others' emotions and take actions to manage those emotions prior to attitudes being affected. In the next section, I examine the effects of the four branches of emotional intelligence on employees' and managers' behaviour during change as these abilities relate to the learning organisation.

## EMOTIONAL INTELLIGENCE AND ORGANISATIONAL LEARNING

As noted earlier, Senge (1992) identifies the five disciplines associated with the organisational learning to be personal mastery, mental models, systems thinking, team learning, and building a shared vision for the organisation. I contend that each of these disciplines can be linked to specific emotional intelligence abilities of (a) emotional awareness, (b) emotional facilitation, (c) emotional knowledge, and (d) emotional regulation (Mayer & Salovey 1997). Although these abilities could be broadly associated with each of the disciplines of organisational learning, in this section I point to the dominant emotional intelligence ability that contributes to each discipline and offer some specific hypotheses relating to these.

### *Personal mastery*
Senge (1992) argues that personal mastery involves enhancing technical skills as organisations attempt to improve efficiency and effectiveness. This discipline, however, also includes improving the coping and interpersonal skills in the face of organisational change so that employees are individually effective (Senge 1992). Generally the focus of personal mastery is on addressing cognitive abilities, rather than cognitive and emotional abilities. By considering the impact of emotions on employees during change, organisations could develop a climate where responsibility for personal relationships and the awareness, expression and control of emotions within the workplace becomes an important aspect of personal mastery.

Specifically in terms of the emotional intelligence abilities required to enhance personal mastery, there is a clear link between emotional self-awareness and emotional awareness of others, as well as emotional regulation. If employees are aware of their feelings and the feelings of others, during an organisational change process they can avoid emotional displays that may impinge on working relationships. There may also be times when employees and managers are confronted with other employees who are experiencing strong emotions due to their insecurity about the proposed change (Jordan et al. 2002). In this case, emotional awareness can contribute towards preventing an escalation of those emotions that may detract from the change process by addressing the feelings prior to them extending to behaviour (Jordan & Troth 2002). Based on this:

> *Hypothesis 1: Personal mastery will be enhanced for those individuals who have high emotional awareness.*

Often during change employees and managers become threatened by the shape of change or by the uncertainty involved in change. This can result in the personal relationships in the organisation being placed under threat (Jordan et al. 2002). I contend that using the abilities linked to emotional intelligence, workers would become more attuned to both their own emotions and others' emotions, and use that information to regulate those emotions to enhance relationships between employees (Martin et al. 1998). Taking responsibility for one's own emotional displays becomes an important part of emotional regulation. This would decrease dysfunctional conflict during times of change and include engaging in positive coping behaviours that enables employees to maintain their self-esteem (Ashkanasy et al. 2004).

> *Hypothesis 2: Personal mastery will be enhanced for those individuals who have the ability to regulate their emotions.*

### Mental models

Outlining his vision for the learning organisation, Senge (1992) contends that managers need to confront existing individual mental models that support the status quo in the organisation to assist those who are involved in adapting to the change. Challenging mental models involves addressing personal assumptions regarding management and employee behaviour in the organisation in the past (Senge 1992). If employees and managers honestly assess past successes and past failures though reflection, then underlying mental models can be addressed. The means that the goals attained and the methods used to attain those goals need to be evaluated. The development of appropriate learning development strategies and programs that embrace critical reflection as part of the learning and development process enables this to occur. By implementing the learning organisation, Vince (2001) stresses that individuals within the organisation should be willing to engage in questioning their collective assumptions. This includes assumptions about how others will feel in response to organisational change.

The specific emotional intelligence ability that contributes to addressing mental models is emotional awareness. As addressing mental models requires employees to reflect on underlying assumption and challenge existing paradigms, the ability to reflect on attitudes and values becomes important. This requires individuals to assess their emotional attachment to specific ways of thinking and established patterns of behaviour. This can only be done if we are aware of our emotional attachment to these ways of thinking and patterns of behaviour.

> *Hypothesis 3: Addressing mental models will be easier for those individuals who have high emotional awareness.*

### Systems thinking

Senge (1992) acknowledges that organisations are systemic entities where each action produces a related consequence and that actions taken to change one part of an organisation will have implications for other parts of the organisation. While the concept of systems thinking focuses on the implication of changing processes and structures within the organisation, I argue that systems thinking also has a place in addressing emotional issues during organisational change. A critical questioning of systems and processes that support, or fail to contribute to the change process, should be clearly identified. Once these have been identified, systems need to be developed to facilitate the change, while at the same time avoiding tensions, dysfunctional conflicts and differences that may contribute to a lack of

trust (Sheehan & Jordan 2000). In this way, organisations develop systems that contribute to continuous learning and avoid those systems that contribute to the status quo (Senge 1992).

The main emotional intelligence ability that contributes to systems thinking is emotional understanding. Having knowledge of emotional cycles and emotional transitions enables employees to anticipate the impact of change and prepare themselves and others to be positive about the ensuing change. Ashkanasy and his colleagues (2004) note that emotional understanding contributes to coping with stress and change in the workplace. This ensures that a holistic approach is taken to change and this reflects the true intent of systems thinking. While a great focus is made of cognitive issues within systems thinking and ensuring the integration of change processes, just as important are the human resource management issues, including emotional issues that can determine if a change will be successful or unsuccessful.

> *Hypothesis 4: Systems thinking will be easier for those individuals who have high emotional understanding.*

### Team learning

Senge (1992) describes team learning as involving changes to the communication patterns within teams. Listening, assertive statements and exploring important issues openly all contribute to team learning. In order for this to occur, personal views often need to be suspended and empathy needs to be introduced in dealing with other team members. These skills contribute to one of the prime contributions of the learning organisation, double loop learning, or seeking to understand the attitudes and emotions that lead to actions (Senge 1992). Elliot et al. (2004) argue in a similar vein that reflection on experience is an important skill within the emotional intelligence arsenal.

Awareness of emotions and emotional management are the two branches of emotional intelligence that contribute to double loop learning. Specifically, awareness of own emotions infers a reflection on experienced emotions and enables individuals to understand the source of those emotions. Awareness of others' emotions contributes to one's listening skills and enables the emotionally intelligent individual to reflect back important information in communicating with others. Again, there is a direct link between emotional management skills and double loop learning as it requires emotional management to hold back expressing strong opinions that may prevent the exploration of the issues at hand.

> *Hypothesis 5: Team learning will be enhanced for those individuals who have high emotional awareness.*

> *Hypothesis 6: Team learning will be enhanced for those individuals who have the ability to regulate their emotions.*

### Shared Vision

The final aspect of the learning organisation as described by Senge (1992) involves the need for employees to share a vision for the future that is embedded in its philosophy, values, mission, and goals. The shared vision enables the organisation to distinguish itself from other organisations in their field of expertise (Field & Ford 1995; Senge 1992). Senge (1992) notes that for the vision to be successfully shared the first requirement is top-level commitment. I argue that shared vision also requires the ability to influence others and some emotional

contagion skills (Barsade 2002)—in other words getting others to affectively commit to the vision.

Emotional intelligence abilities that contribute to this will be particularly evident in the leadership of the organisation. A number of writers note the importance of emotional intelligence in creating effective leaders. Wong and Law (2002) found a positive relationship between emotional intelligence and the work performance of followers, in particular extra-role behaviours and organisational commitment. Morand (2001) notes the link between emotional intelligence and non-verbal communication skills, and stresses the importance of these skills in terms of managing relationships and leaders sharing ideas. Ashkanasy and Tse (2000) argue that emotional intelligence contributes to the skills of transformational leaders and, in particular, the leader's ability to impart a vision for their followers.

The ability to facilitate emotions is a prime factor in achieving a shared vision for the organisation. If facilitating emotions involves generating emotions in others and establishing an appropriate emotional climate for performing (Mayer & Salovey 1997), then I argue that these skills are essential for leaders to disseminate a shared vision within an organisation and to achieve affective commitment (Allen & Meyer 1990) to ensure that employees take ownership of that shared vision.

> *Hypothesis 7: Encouraging a shared vision will be easier for those individuals who have high emotional facilitation abilities.*

### The learning organisation reviewed

In summary, in operationalising personal mastery, the emotional intelligence abilities of emotional awareness and emotional management are important for all employees to maintain relationships during the change process. Mental models allow us to challenge those practices that may be accepted as a part of organisational culture and practices. However, this can only be addressed if individuals have the ability to reflect on their emotional attachment to these patterns of behaviour and attitudes. Although systems thinking allows the organisation to identify the implications of actions during the change process from a managerial perspective, this will only be successful if managers and leaders have the ability to understand emotions and the emotional implications of proposed changes in the organisation. Team learning enables the double loop learning required to sustain continuous change in the organisation, but this double loop learning requires emotional awareness and emotional management skills to ensure that a clear understanding of actions and behaviours is achieved. Finally, for the organisation to promote a shared vision, individuals working in the organisation need leaders who have the ability to facilitate emotional involvement in that vision. In drawing these ideas together, I contend that organisational learning programs that are able to utilize the skills of emotional intelligence in developing their organisation will be better prepared to sustain an organisation that can cope with continuous change.

## IMPLICATIONS FOR MANAGERS

Previous research identified the potential of emotional intelligence to predict a range of interpersonal qualities in the workplace that may contribute to successful organisational change. For instance, Jordan and Troth (2002) demonstrate that the different components of emotional intelligence are more closely aligned with collaborative conflict resolution techniques than with competition or avoidance. Collaboration can be linked to a range of

skills that are useful for management and employees during change episodes. These include skills such as mediation skills, leadership style, and the use of social networks at work. Although this research has provided managers with profiles of individuals who may be able to successfully manage their emotions and work through change processes, it has not contributed a change management framework to facilitate change. The links established in this paper between individual emotional intelligence abilities and the principles of the learning organization provide this framework.

Significantly, Mayer and Salovey (1997) point out that emotional intelligence is not fixed for life and that emotional intelligence may be improved with suitable training (see also Goleman 1995). In recent research, Jordan, Ashkanasy, Härtel, and Hooper (2002) have demonstrated that coaching can improve the effectiveness of low emotional intelligence teams so that their performance is functionally identical to that of high emotional intelligence teams. In this respect, I suggest that the emotions that are generated during an organisational change process may be managed by providing employees with the necessary skills to regulate those emotions. In this regard, emotional intelligence improvement programs may be a means by which managers can provide employees with additional skills to cope with organisational change.

## CONCLUSION AND FUTURE DIRECTIONS

The current paper examined possible links between emotional intelligence and the abilities required to successfully implement an organisational learning program. Clearly, testing these proposals with empirical research using workplace samples is needed. More specifically, it would be beneficial to measure employees' coping strategies in terms of specific workplace change scenarios and examine how these strategies link to emotional intelligence. This may also provide an indication of the ability of those employees to engage in organisational learning. I also believe it would be fruitful to move beyond the examination of the impact of emotional intelligence on organisational learning at the individual level given organisations are moving towards work teams as the basic structural unit. Another interesting research direction would be to examine the links between emotional intelligence and organisational learning in work teams with the team as a unit of analysis.

In conclusion, the research evidence to date has demonstrated that emotional intelligence has the potential to predict a range of behaviours in the workplace, but its impact during organisational change is still to be tested. By linking emotional intelligence to the learning organisation principles and other interpersonal skills needed by management and employees' in the workplace during organisational change, we may gain a deeper insight into how to make these change programs successful.

## REFERENCES

Albert, M 1998, 'Shaping a learning organization through the linkage of action research interventions', *Organization Development Journal*, 16 (3), 29-39.

Allen, NJ & Meyer, JP 1990, 'The measurement and antecedents of affective, continuance and normative commitment to the organisation', *Journal of Occupational Psychology,* 63, 1-18.

Altman, Y & Iles, P 1998, 'Learning, leadership, teams: corporate learning and organisational change', *Journal of Management Development*, 17 (1), 44-55.

Antonacopoulou, EP & Gabriel, Y 2001, 'Emotion, learning and organizational change: Towards an integration of psychoanalytic and other perspectives', *Journal of Organizational Change Management*, 14 (5), 435-451.

Ashforth, BE & Humphrey, RH 1995, 'Emotion in the workplace: A reappraisal', *Human Relations,* 48, 97-125.

Ashkanasy, NM, Ashton-James, CE & Jordan, PJ 2004, 'Performance impacts of appraisal and coping with stress in the workplace settings: The role of affect and emotional intelligence', in PL Perrewe & DC Ganster (eds.), *Emotional and Psychological Processes and Positive Intervention Strategies*, vol. 3, pp. 1-43.

Ashkanasy, NM, Härtel, CEJ & Zerbe, WJ (eds.) 2000, *Emotions in the Workplace: Research, Theory, and Practice*, Quorum Books, Westport, CT.

Ashkanasy, NM & Tse, B 2000, 'Transformational leadership as management of emotion: A conceptual review', in NM Ashkanasy, CEJ Härtel & WJ Zerbe (eds.), *Emotions in the Workplace: Research, Theory, and Practice*, Quorum Books, Westport, CT, pp. 221-235.

Bacharach, SB, Bamberger, P & Sonnenstuhl, WJ 1996, 'The organizational transformation process: The micropolitics of dissonance reduction and the alignment of logics of action', *Administrative Science Quarterly*, 41 (3), 477-506.

Barsade, SG 2002, 'The ripple effects: Emotional contagion and its influence on group behavior', *Administrative Science Quarterly*, 47 (4), 644-675.

Becker, T 2003, 'Is emotional intelligence a viable concept?', *Academy of Management Review*, 28 (2), 192.

Begley, TM & Czajka, JM 1993, 'Panel analysis of the moderating effects of commitment on job satisfaction, intent to quit, and health following organizational change', *Journal of Applied Psychology*, 78 (4), 552-556.

Brockner, J 1988, 'The effects of work layoffs on survivors' reactions: Research, theory, and practice', *Research in Organisational Behaviour,* 10, 213-255.

Brockner, J, Grover, S, Reed, TF & DeWitt, RL 1992, 'Layoffs, job insecurity, and survivors' work effort: Evidence of an inverted-U relationship', *Academy of Management Journal,* 35, 413-425.

Callahan J & McCollum, EE 2002, Introduction, *Advances In Developing Human Resources, Special Edition Perspectives of Emotion and Organisational Change*, 4 (1), 1–23.

Daus, CS, & Tuholski, S 2000, 'Emotional intelligence, cognitive ability and mood: Their interactive influence on task performance', in Peter J. Jordan (Chair), *Emotional Intelligence at Work: Does it Make a Difference*, a symposium conducted at the Academy of Management Meeting, Toronto, Canada.

Dent, EB & Goldberg, SG 1999, 'Challenging "resistance to change"' *Journal of Applied Behavioral Sciences*, 35 (1), 25-41.

Dunphy, DC & Stace, D 1990, *Under new management: Australian organisations in transition*, McGraw-Hill, Sydney.

Edmondson, A & Moingeon, B 1998, 'From organisational learning to the learning organisation', *Management Learning*, 29 (1), 5-20.

Elkjaer, B 2001, 'The learning organisation: An undelivered promise', *Management Learning,* 32 (4), 437-452.

Elliott, R, Watson, JC, Goldman, RN & Greenberg, LS 2004, 'Accessing and allowing experiencing', in R Elliott & JC Watson (eds.) '*Learning emotion-focused therapy: The process-experiential approach to change*', American Psychological Association, Washington DC, pp. 169-192.

Field, L & Ford, B 1995, *Managing Organisational Learning: From Rhetoric to Reality,* Longman, Melbourne.

Fineman, S (ed.) 2000, *Emotion in organisations (Vol 2)*, Sage, London.

Fisher, CD 1997, *Emotions at Work: What Do People Feel and How Should We Measure It?*, Discussion Paper No. 63, Bond University, Gold Coast, Australia.

Floyd, P 2002, *Organisational change*, Capstone, Oxford.

Forgas, JP 1995, 'Mood and judgment: The affect infusion model (AIM)', *Psychological Bulletin*, 117, 39-66.

Fox, S & Spector, PE 2000, 'Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: It's not all just "G"', *Journal of Organizational Behavior*, 21, 203-220.

French, R 2001, '"Negative capability": Managing the confusing uncertainties of change', *Journal of Organizational Change Management*, 14 (5), 480-492.

Fritts, PJ 1998, 'The new managerial mentor: Becoming a learning leader to build communities of purpose'.

Gardner, H 1983, *Frames of mind: The theory of multiple intelligences*, Basic Books, New York.

George, JM & Brief, AP 1992, 'Feeling good—doing good: A conceptual analysis of the mood at work—organisational spontaneity relationship', *Psychological Bulletin,* 112, 310-329.

George, JM & Brief, AP 1996, 'Motivational agendas in the workplace: The effects of feelings on focus of attention and work motivation', *Research in Organisational Behaviour,* 18, 75-109.

Gilliland, SW, Steiner, DD & Skarlicki, DP 2002, *Emerging perspectives on managing organizational justice*, Information Age Publishers, Greenwich, Conn.

Goleman, D 1995, *Emotional intelligence: Why it can matter more than IQ*, Bantam, New York.

Goleman, D 1998, *Working with emotional intelligence*', Bantam Books, New York.

Goleman, D, Boyatzis, R & McKee, A 2002, *Primal leadership: Realizing the power of emotional intelligence*, Harvard Business School Press, Boston.

Guest, RH, Hersey, P & Blanchard, KH 1977, *Organisational change through effective leadership*, Prentice-Hall, Englewood Cliffs, NJ.

Hochschild, A 1979, 'Emotion work, feeling rule, and social structure', *American Journal of Sociology,* 85, 551-575.

Huy, Q N 1999, 'Emotional capability, emotional intelligence, and radical change', *Academy of Management Review,* 24 (2), 325-345.

Isen, AM & Baron, RA 1991, 'Positive affect as a factor in organisational behaviour', *Research in Organisational Behaviour,* 13, 1-53.

Jankowicz, D 2000, 'From "learning organization" to "adaptive organization"', *Management Learning*, 31 (4), 471-491.

Jordan, PJ, Ashkanasy, NM & Härtel, CEJ 2002, 'Emotional intelligence as a moderator of emotional and behavioral reactions to job insecurity', *Academy of Management Review,* 27, 361-372.

Jordan, PJ, Ashkanasy, NM & Härtel, CEJ 2003, 'The case for emotional intelligence in organizational research', *Academy of Management Review*, 28 (2), 195-197.

Jordan, PJ & Troth, AC 2002, 'Emotional intelligence and conflict resolution: Implications for human resource development', in JL Callahan & EE McCollum (eds.), *Advances In Developing Human Resources, Special Edition Perspectives of Emotion and Organisational Change*, 4 (1), 62–79.

Jordan, PJ, Ashkanasy, NM, Hartel, CEJ & Hooper, G 2002, 'Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus', *Human Resource Management Review*, 12 (2), 195-214.

Judson, S 1991, *Changing behaviour in organisations: Minimizing resistance to change*, Basis Blackwell, Cambridge, MA.

Kalliath, T 2002, 'Implementing Action Learning in an OD Classroom', *Organisation Development Journal*, 20 (3), 62-72.

Kirkman, BL, Jones, RG, & Shapiro, DL 2000, 'Why do employees resist teams? Examining the "resistance barrier" to work team effectiveness', *International Journal of Conflict Management,* 11 (1), 74-92.

Locke, EA & Latham, GP 1990, '*A theory of goal setting and task performance*', Prentice-Hall, Englewood Cliffs, NJ.

Martin, J, Knopoff, K & Beckman, C 1998, 'An alternative to bureaucratic impersonality and emotional labor: Bounded emotionality at The Body Shop', *Administrative Science Quarterly,* 43, 429-469.

Mayer, J & Salovey, P 1997, 'What is emotional intelligence?', in P Salovey & D. Sluyter (eds.), *Emotional development and emotional intelligence: Implications for educators*, Basic Books, New York, pp. 3-31.

Mayer, JD, Salovey, P & Caruso, DR 2000, 'Competing Models of Emotional Intelligence', in R Sternberg (ed.) *Handbook of Intelligence*, Cambridge, New York, pp. 396-420.

Mealiea, LW 1978, 'Learned behaviour: The key to understanding and preventing employee resistance to change', *Group & Organisation Studies*, 3 (2), 211-223.

Morand, DA 2001, 'The emotional intelligence of managers: Assessing the construct validity of a nonverbal measure of "people skills"', *Journal of Business & Psychology*, 16 (1), 21-33.

Morris, JA & Feldman, DC 1996, 'The dimensions, antecedents and consequences of emotional labor', *Academy of Management Review,* 21, 986-1010.

Mossholder, KW, Settoon, RP, Armenakis, AA & Harris, SG 2000, 'Emotion during organisational transformations: An interactive model of survivor reactions', *Group and Organisation Management,* 25 (3), 220-243.

O'Neill, HM & Lenn, DJ 1995, 'Voices of survivors: Words that downsizing CEOs should hear', *Academy of Management Executive,* 9 (4), 23-34.

Odiorne, GS 1981, *The change resisters: How they prevent progress and what managers can do about them,* Prentice-Hall, Englewood Cliffs, NJ.

Paterson, JM & Hartel, CE 2002, 'An integrated affective and cognitive model to explain employees' responses to downsizing', in NM Ashkanasy, WJ Zerbe & CEJ Hartel, *Managing emotions in the workplace*, M.E. Sharpe Inc, pp. 25-44.

Piderit, SK 2000, 'Rethinking resistance and recognizing ambivalence: a multidimensional view of attitudes toward an organizational change', *Academy of Management Review*, 25 (4), 783–795.

Rafaeli, A & Sutton, RI 1987, 'Expression of emotion as part of the work role', *Academy of*

*Management Review,* 12, 23-37.

Rafaeli, A & Sutton, RI 1989, 'The expression of emotion in organisational life', *Research in Organisational Behaviour,* 11, 1-42.

Rotter, JB 1960, 'Generalized expectancies for internal versus external control of reinforcement', *Psychological Measurement*, 80, 1-27.

Ryan, L & Macky, K 1998, 'Downsizing organisations: uses, outcomes and strategies', *Asia Pacific Journal of Human Resources*, 36 (2), 29-45.

Salovey, P & Mayer, J 1990, 'Emotional intelligence', *Imagination, Cognition and Personality*, 9, 185-211.

Schein, EH 1997, 'Organizational learning: What is new?', in RM Afzalur & RT Golembiewski, (eds.), *Current topics in management*, vol. 2, pp. 11-25.

Senge, P 1992, *The Fifth Discipline*, Random House, Milsons Point.

Sheehan, M & Jordan, P 2003, 'Bullying, Emotions and the learning organisation', in Cary L. Cooper, Ståle Einarsen, Helge Hoel & Dieter Zapf (eds.) *Bullying and Emotional Abuse in the Workplace: International Perspectives in Research and Practice*, Taylor & Francis, London, pp. 359-369.

Sheehan, M & Jordan, PJ 2000, 'The antecedents and implications of workplace bullying: A bounded emotionality analysis', paper presented at the Annual Conference of the Association Francophone de Gestion des Ressources Humaines *Internationalisation of HRM?*, Paris, November.

Skinner, D, Saunders, MNK & Thornhill, A 2002, 'Human resource management in a changing world', *Strategic Change*, 11 (7), 341-345.

Sosik, JJ & Megerian, LE 1999, 'Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions', *Group and Organisation Management,* 24, 367-390.

Strebel, P 1996, 'Why do employees resist change?', *Harvard Business Review,* 74 (3), 8692.

Terry, DJ & Jimmieson, NL 2003, 'A Stress and Coping Approach to Organisational Change: Evidence from Three Field Studies', *Australian Psychologist*, 38 (2), 92-101.

Van Maanen & Kunda, G 1989, '"Real feelings": Emotional expression and organisational culture', *Research in Organisational Behaviour,* 11, 43-103.

Vince, R 2001, 'Organisational learning: a personal view', *International Journal of Management and Decision Making*, 2 (1), 2-7.

Weiss, HM & Cropanzano, R 1996, 'Affective events theory: A theoretical discussion of the structure, causes, and consequences of affective experiences at work', *Research in*

*Organisational Behaviour,* 18, 1-74.

Wong, C & Law, KS 2002, 'The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study', *Leadership Quarterly*, 13 (3), 243-274.