The Impact of Emotional Intelligence on Team Performance and Learning Organization of Employees

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Abstract

Employees who have high level Intelligence Quotien (IQ) is not enough for today's corporation. Workers also must have Emotional Intelligence (EQ) a certain extent to achieve success. In the corporate that employees who have high EQ, it seems that relations and connection can become much more effective, rise performance by creating team spirt, create work place more happy and peaceful. Despite, emotional intelligence, is individual concept, the role of emotions and emotional intelligence has increasingly came into prominence in researches.

In this study, especially, it was analyzed degree of influence of emotional intelligence on team performance and learning organization and also the mediation role of learning organization in the effect of emotional intelligence on team performance. Emotional intelligence was independent variable and team performance and learning organisation were dependent variables. Hierarchial structural equation modelling and mediator variable modelling are used at form of model.

Keywords: Emotional Intelligence, Team Performance, Learning Organisation

1.   INTRODUCTION

In modern managerialism in 21st century, the existence of workers who have just high intelligence ratio, improved technical and logical skills are not enough to rising success, providing active and fertile study, and as a consequences of these providing customer satisfaction. In addition to this, existence of workers who can understand others' emotions, know own emotions and control them in a sence who have high emotional and social capacity is needed.

Nowadays, there are lack of understanding their own emotions, transfering to others of these emotions, and control them in fundamental of a lot of problems in organizations rather than inability about employees' technical knowledge or intelligence ability(Acar, 2002: 54). Because of that employees who have high level Intelligence Quotien (IQ) is not enough for

today's Corporation, anymore. Workers also must have Emotional Intelligence (EQ) a certain extent to achieve success. According to Goleman (1995 & 1998) the reason of emotional intelligence become popular today is need of EQ of people to have happiness and success besides a certain extent IQ level.

In the corporate that employees who have high EQ, it seems that relations and connections can become much more effective, rise performance by creating team spirt, create work place more happy and peaceful. Despite, emotional intelligence, is individual concept, the role of emotions and emotional intelligence has increasingly came into prominence in researches. This new research popularity, defines a necessity counted in as an additional column team emotions to team performance research (Reus & Liu, 2004). Under the skin of this developments, researches in emotional intelligence field, goes to from person move towards teams (Sala, 2005). In fact, the success of organization, closely related the performance of small and autonomous team.

Learning of team that is learning organization is closely related an factor as output of team. Teams' ability of solve complicated and unexpected problem is named as learning team.

Team learning as a different concept from individual and organizational learning means devoloping a solition by proceeding step by step to solve promlems occurred of teams and it is closely related with emotional intelligence of employees hence emotions of team members.

2. EMOTIONAL INTELLIGENCE

Until recetly, it was assumed that it is possible to recognition, understanding and the ability to adapt Cognitive Quotient (IQ) known as the mental efficiency. However, it was recognized the role of different mental functions especially in management, art and literature. As a consequence of that, it provides arising of Emotional Intelligence (Baltaş, 2013: 5). Indeed, the reason of Emotional Intelligence's arising coming into prominence of heart of human, it is not decrease logic effect's.

Emotional Intelligence, neither concerned with sale cheating or beautiful faces on pasting objects, nor used purposing of profit and control or guidance of pysocology. Excitement is simply, whether metaphorical or literal terms, can be described in the form essential feelings ''activation''. At this point, our own potential and target made pursuing us, our values and what we think about them raises what we have of it convert is that emotional intelligence (Cooper & Sawaf, 1998: 10).

Many people are seen as sufficient in terms of information theory and the practice may pose a problem in the inability of emotional intelligence in business. These inadequacies the achievement of the objectives in terms of both individual sense of both organizations is seen as an obstacle. The concept of emotional intelligence is of great importance at this point (Sü Eröz, 2013:213).

First time, the concept of emotional intelligence, bandied about by Wayne Payne (1986), but first entry to literature began with Salover and Mayer (1990) work (Sala, 2005: 27). Besides, Daniel Goleman who ph.d newsman in pyscology field, has provided to a large extent contribute to recognition on the concept of emotional intelligence with ''Why it can Matter more than IQ?'' book (Sudak, 2011: 14). Since then, this area has got much attention in the field

of leadership, Human resource management and organizational behavior (Naseer et al, 201: 31).

   After Emotional Intelligence concept was saved to literature in 1990, different models developed. Emotional Intelligence models, their definitions and basic dimensions showed Tablo 1. (Mayer et al., 2000: 267-269);

Table 1. Emotional Intelligence's Models and Dimensions (Mayer et al., 2000)

MAYER & SALOVEY	BAR-ON	GOLEMAN	COOPER & SAWAF
Definition	**Definition**	**Definition**	**Definition**
The abilities which are combine feelings and thoughts, understand and analyse emotion, control emotion; discern, evalute and express of emotion as right.	Indexed qualifications and abilities, which individual, emotional and social that will overcome at the pressure from environment and tackle with demands as success.	It is ability which understand our and others' emotions, manage emotions inside of us and in our relations.	The ability which sensation, understanding and using actively as source power of emotions and fastly perception, persons' energy, knowledge, relationships.
Basic Dimensions	**Basic Dimensions**	**Basic Dimensions**	**Basic Dimensions**
1. To Perceive, Evaluate and Express Emotions,	**1.** Intrapersonal Skills *Emotional Self-Awareness * Assertiveness * Self-Regard * Self-Actualization * Independence	**1.** Individual Sufficiency * Self-Consciousness * Dominate Oneself * Motivation	**1.** To Understand Emotions *Emotional Righteousness *Emotinal Energy *Emotional Feedback * Practical Intuition
2. Utilization of Emotions	**2.** Interpersonal Skills *Interpersonal Relationships *Social Responsibility *Empathy	**2.** Social Sufficency * Empathy * Social Abilities	**2.** Emotional Vitality * Core Existence * Confidence Circle *Constructive Inappreciativeness *Flexibility and Renewal
3. To Understand and Judge Emotion.	**3.**Adaptibility Dimension * Problem Solving * Reality Testing * Flexibility		**3.** Emotional Depth * Unique Potential and Aim * Commitment * To Live as Honest *Effect without

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			Authorisation
4. To Manage and Organize Emotion	**4.** Dimension of Get Over with Stress * Stress Tolerance * Impulse Control		**4.** Emotinal Alchemy * Intuitional Flow * Ideational Time-Varying *To Discern Oppurtinity * To Create Future
	5. General Mood * Happiness * Optimism		
Model Type	**Model Type**	**Model Type**	**Model Type**
Ability Based EI Model	Mixed EI Model	Mixed EI Model	Mixed EI Model

The emotional intelligence gain importance increasingly in a lot of areas about work life such as in planning and administration of human resources, in management domain, in customer relations and services. Emotional intelligence that encourage new business executions reduces conflicts that inside of organization and provides working in a harmony with each other of workers. Emotional intelligence also improves organizational culture, support learning and ability decision making of workers in an organization.

Emotional intelligence which improve emotional management ability provides displaying performance of workers and living of organization longer time (İnce et al., 2015: 228).

3. TEAM PERFORMANCE

Teams organization and their performance is one of the facts developing and spreading management prospects nowadays. Team performance has obtained special position in the 21st paradigm. In the literature, we can find many defination about teamwork;

Team is a group of individuals namely independent performance of the duties, sharing responsibility, in one or more social systems that can be seen by themselves or others and carrying out their relations within the framework of organizational boundaries. (Cohen & Bailey, 1997:239).

Team could be described as a group of people with common and worthwhile goal, objectives and dynamics for mission interdependent and acting together in a harmonious way; charged with specific roles or process for each one to make and a limited time for their memberships (Salas et al., 1999: 4).

At Eren's perspective (2004:463) team is two or more people coming together interdependent and acting together; to get predetermined targets.

According to Robbin's vision (1999:294) team is a small group of people that aim to achive a specific target and who are responsible together to make achive this target.

Team is a small group of people that complete each other, who carry out for a common purpose and common performance targets and find a common approach to the responsablities they have (Straub, 2002:9).

According to Dyer, (1994:4) teams are a group of people who have to make a cooperation with each other to achieve the individual and group target.

It is observed that a large number of similarities and there are some minor differences in the definations which were stated above. In these definations emphasise on number of people, a common purpose and for this purpose ensuring the coordination of human communities as it is seen.

It will be fair to say that accordance with definitions made above the necessity of a team can be explain in four terms. These are listed below (Katzenbach et al., 1998:23):

- Teams bring together complementary skills and capabilities that have people with different skills and experience. This skills and knowledge on how to do business combination in a broad base; makes it easier to cope with, such as renewal of team, quality and customer service with multiple challenges.
- Teams provide communication which lead to an initiative and real time solutions with the precise objectives and approaches that are developed together. Teams are welcoming to changes and to demands as they are more flexible for new information and are more accurate, faster and more adapted effectively.
- Teams create a unique social dimension which improves the economic and administrative aspects of the job.
- Team performance can become an entertainment for them. Team success increase the memberships motivation and commitment.

Versatile talent, experience and decision a number of cases that require real-time composition, a team to achieve a better result compare with inevitably specific job roles and responsibilities of individuals in a community to come together within the framework of moving. It seems that the teams are more successful than that dont have aims for obvious performance, larger, more flexible groups. Successful team members committed themselves to tangible performance results. Team and performance are two concepts emerge as inseparable from each other. (Katzenbach et al., 1998:22).

Team activities should be increased in order to see better results from team's activity. Team culture and creating affective leadership is a neccessary to increase team effectiveness, determining the roles and responsibilities of team members, to improve their ability to giving the necessary training to team members, ensuring the optimal use of resources within the team, establishing the clear performance goals by a member may be recognized. (Zehir & Özşahin, 2008:266-279).

One of the most important thing in the main components of the team is the measurement of the team performance. At the measurement of team performance, effectiveness, profitability, quality and quality of working life are critical aspects. The performance of the team in business is essential and should be take into consider (Sink, 1995: 48).

Companies that focus on team work and aim to have an effective team should analyze the result of companies that had an individual performance approach and encouraged and support based on the assessment, promotion and reviewing incentive systems. this is becase

the team performance and success will impact their orientation to the principles of the individualistic system (Kılınç, 2011: 1).

One of the most important points in teamwork is creating a positive synergy with coordinated efforts and ensure an effort on staff and to increase the overall performance level of the individual entries. Therefore, performance of the team in teamwork is superior than individual performance (Özkalp, 1997:431).

Companies with team working not only increase employees' motivation, but also strenghten the commitment employees, communicative disorders work off in organizations and thus thus improve the performance of personnel in both individual and team. (Özler & Koparan, 2006:4).

4. LEARNING ORGANIZATION

The phenomenon of globalization has forced the organizations to keep pace with reeling rapid developments. Organizations as open systems, become more influenced from environment and found themselves in the middle of a global race. Organizations need to reliable information and continuous learning ability in order to provide fast and accurate decisions based on accurate information (Öneren, 2008: 164).

To increase the ability adapt to the environment has become a rule for the organizations and their survival. This phenomenon has triggered as learn organization approach to managers' head. If an organization unable to collect, create information or process and transform this information into certain decision, it will not be any ties of the organization with its surroundings (Koçel, 1993: 252).

Both the rapid change and emerging technologies as well mercilessness of competitive, cross-border trade requires continuous training and development activities for employees in the organization. In order to remain competitive in the market the organizations need to be a learning organization. (Barutçugil, 2002: 52).

In changing and developing world, continous success comes from the acceptance of the changes acquire in its surroundings not only applying; but also through creating new opportunities and also through analyzing briefly past successes and failures. In the successful organizations the learning process is continuous and organized dynamically. Learning organization approach is an approach that has been developed to assist in this regard to the organization (Öneren, 2008: 164).

The learning organization concept was firstly used by Chris Argyris and Donald Schön from Harvard University and was defined as "the process of removing the errors appeared determined" (Argryris & Schon, 1978: 78).

This concept is tackled by Peter M. Senge's a professor in Massachusetts Instute of Technology (MIT) in his book which is called 'The Fifth Discipline' and started having an important place in management literature. He has viewed this issue as a ''system approach''. According to Senge '*learning organizations; people continuously improve their capacity to create the results they want, which feeds the new boundaries compels thinking and they learn how to learn together* '(Senge, 1993: 11).

Garvin learning organization which has an important research on the establishment of the learning organization describes it as*; " an organisation skilled at creating, acquiring and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights"* (Garvin, 1993: 80).

According to another recognition of the learning organization is *an organization that continuously learns enlargement its capacity to create its own future* (Tüzün, 1996: 36).

Until an organization's reaches the "learning organization" status it needs to be a specific development process. An organization respectively should be an knowing, understanding, thinking and a learning organization. (Fedayi, 1998: 1231).

Referring to the above definitions and explanations it could said for the learning organization; *train itself after observing the changes around, constantly developing and learning, learning from each incident, improve problem solving ability, and thus keeping pace with advancing innovation and institutionalize all these activities.*

Organizational learning culture, may affect that perceptions between employee empowerment and team performance, and also may affect individual motivation by individual, as a team and organizational performance (Karahan & Yılmaz, 2011: 136).

Actually, learning person that is basic and subject of learning organization. Learning person who is will create learning teamsand then finally learning organizations (Booth, 2000: 43). But, individual learning for organizational learning is requirement, but it is not enough (Argyris and Schön, 1978: 20).

The team learning has been one of the important components for this reason. Because, team carries a positive character. It can turn into action,   it is expected more than an individual working, it is focused work and synergy. Team learning is a convergence between individual and organizational learning (Töremen & Pekince, 2011: 390).

Theoretically, team learning, based on the traditional organizational learning literature, an interface between individual and organizational learning. Primarily, team information by the knowledge and experience of individual team members and integrated to be converted to routine and verified. Later, team information and experience, by members of the organization "is institutionalized," which results in organizational learning. That's why the team learning, organizational learning is considered as the basic unit (Yang and Chen, 2005: 728).

As result, international competitiveness and integration with the world in terms of speed of development has forced the organization to keep pace with these developments. These developments have encountered many organizations face the risk of having different and new challenges. While workers struggle with them, both individually and as a team how to learn must learn, and organizations must be planned, flexible and should closely keep abreast of all the latest global developments. Sharing information with all employees, it will only be possible with a learning organization concept. To be successful and to capture the competitive advantage organizations should be learning organizations today and in the future taking into account organizational learning (Öneren, 2008: 178).

5. RESEARCH

5.1.   Method

A great number of studies have indicated that emotional intelligence has a significant role on work performance. (Pearmen, 2011; Prentice and King, 2011; O'Boyle et al., 2011; Jordan et al., 2002; Koçel, 2014). In this study, basically investigated the effect on team performance and learning organizations of emotional intelligence. In literature, while there are a few study focused that between emotional intelligence and worker performance, related that between emotional intelligence and learning organization is rare study field. In addition to examined studies, an inculisive qualification is aimed for following studies.

According to theoretical framework of research, firstly emotional intelligence was identified as the independent variable and team performance was identified as the dependent variable. And then, learning organization was identified as the independent variable and team performance was identified as the dependent variable.

5.2.   Sampling

The data which prepared survey for research, was collected from employees and directors who work at different sector and departmant in 2015. Although 350 workers out of 754 registered workers in the factories filled the survey form out, the data obtained from a 270 workers were found valid for data analysis. Ages of the participants range from 18 to 51 with a mean age of 31. Table 1 displays their demographic characteristics in detail.

Table 1. Demographic Characteristics

Demographic Characteristics		Number of Person	Percentage (%)
Gender	Female	52	19,3
	Male	218	80,7
Marital Status	Single	86	31,9
	Married	184	68,1
Education Level	Elementary	26	9,6
	Secondary	82	30,4
	High-school	71	26,3
	Bachelor degree	77	28,5
	Master degree	14	5,2
Work Time in Factory	1 year or less	34	12,6
	1-4 years	96	35,6
	5-8 years	73	27,0
	9-12 years	42	15,6
	13 years or more	25	9,3
Worked Unit	Production	116	43,0
	Marketing	26	9,6
	Planning	34	12,6
	Accounting	29	10,7
	Human Resource	14	5,2
	Other departmant	51	18,9

According to gender status in demographic factors, 218 (80,7%) male and 52 (19,3%) female. So, big part of sample is male. According to marital status in demographic factors, 184 person (68,1%) married and 86 person (31,9%) single. According to education level in demographic factors, 26 person (9,6%) elemantary (primary school) graduate, 82 person (30,4%) secondary school graduate, 71 person (26,3%) high school gradute, 77 person (28,5%) bachelor degree graduate and the rest 14 person (5,2%) master degree graduate at work. According to work time in factory, 34 person (12,6%) 1 year or less, 96 person (35,6%) 1-4 years, 73 person (27%) 5-8 years, 42 person (15,6%) 9-12 years and 25 person (9,3%) 13 years or more work. According to worked unit in demographic factors, 116 person (43%) in production departmant, 26 person (9,6%) in marketing departmant, 34 person (12,6%) in planning departmant, 29 person (10,7%) in accounting departmant, 14 person (5,2%) in human resources departmant and the rest 51 person (18,9%) in other units work.

5.3. Data Collection Tools

3 scales was used for research in total. These scales are first, WLEI Scale (2002) for emotional intelligence dimension. It has been occured 16 items. Team Performance Scale (Hovemeyer, 1993) that other dimension of research, has 5 sub-dimensions and 20 items. The last scale was used for learning organizations dimension that Learning Organization's Dimensions Scale (Watkins & Marsick, 1997), has 2 sub-dimensions and 18 items. Details of these scales are showed below.

5.3.1. WLEI-Scale

The WLEI-Scale (2002) was used by the researchers in this study. The original scale was one-dimensional factor was comprised of 16 Likert type items requiring participants to respond from 1=Strongly Disagree to 5=Strongly Agree.

It was analysed scales for factor analyses. Factor analysis, is a multivariate statistical method that aim to discover by gathering related a great number of variable, get find less new variable (factors, dimensions) that significant as cognitive (Büyüköztürk, 2016: 133).

Scale analyzed by SPSS 22 statistic program and KMO value (0.91), p<0.01 has been found. So, this values acceptable.

It can be said that if KMO values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great, values above 0.9 are superb for sample size (Hutcheson & Sofroniou, 1999; Seçer, 2013: 119). According to this, the KMO value of this dataset falls within the last category (KMO: 0.91).

Except 1 item all item's factor loads was over for needed minimum level that 0,32 rank (Seçer, 2013: 130) at scale development and revise studies.

The results of Explanatory Factor Analysis (EFA) indicated that the value of KMO (0.91) and Barnett Test (p<0.01) were statistically significant, entailing that the data was suitable for factor analysis. According to the findings of factor analysis, 1 out of 16 items were eliminated from the scale. The final model contained 2 factors composed of 15 items, which explained around 52% of variance in the data. The Cronbach α reliability of the scale was 0.895 confirming that the scale is reliable, as in Table 2 which also shows the reliability and variance for each factor.
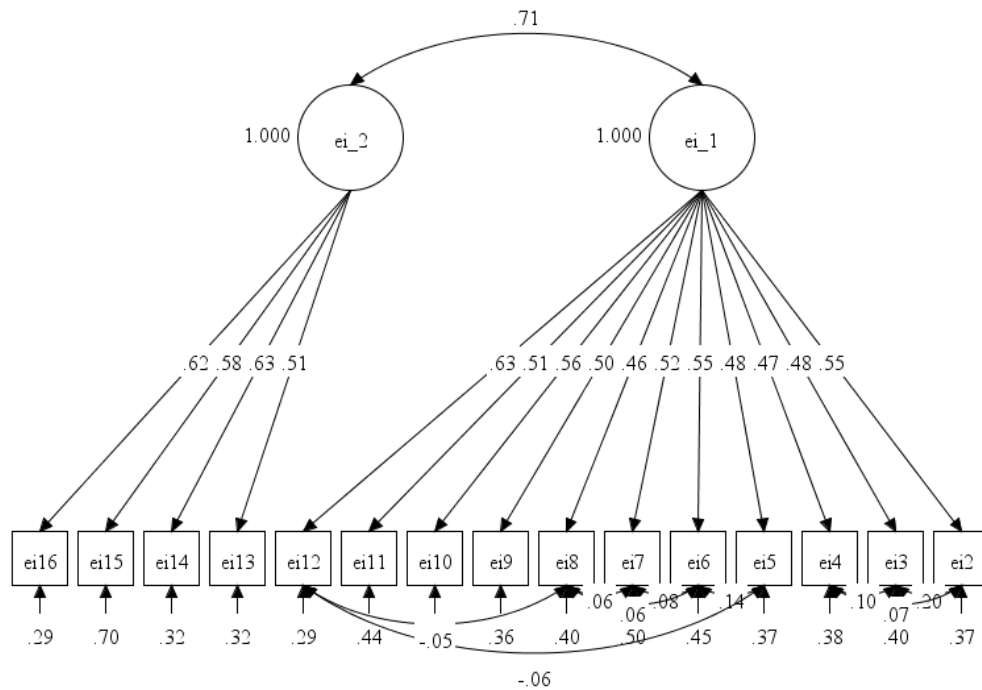
Table 2. Factor Analysis of WLEI-Scale

Items	Factor 1	Factor 2
2. I have good understanding of my own emotions.	,780	
3. I really understand what I feel.	,747	
6. I am a good observer of others' emotions.	,707	
5. I always know my friends' emotions from their behavior.	,659	
7. I am sensitive to the feelings and emotions of others.	,648	
11. I am a self-motivated person without need to anyone's press	,629	
4. I always know whether or not I am happy.	,623	
12. I would always encourage myself to try my best.	,620	
8. I have good understanding of the emotions of people around me.	,606	
9. I always set goals for myself and then try my best to achieve them.	,579	
10. I always tell myself I am a competent person.	,555	
15. I can always calm down quickly when I am very angry.		,819
16. I have good control of my own emotions.		,763
14. I am quite capable of controlling my own emotions.		,710
13. I am able to control my temper and handle difficulties rationally.		,639
Variance Accounted	41,713	9,853
Reliability Coefficient	,887	,773

After exploratory factor analysis (EFA) was conducted using SPSS 22, Confirmatory factor analysis (CFA) was used to explore solutions suggested by EFA because CFA in this context allows measurement error of items to be correlated (Scott & Dinham, 2003).

Structural Equation Modeling (SEM) composes of two part. First of them measuring model which is implemented by bending with factor analyze observed variables to latent variable. The second one is structural model that is implemented by bending systems to each other with concurrent equation (Yılmaz & Çelik, 2013).

In the next step, CFA was conducted using Mplus 7 (See Figure 1). In this model, the measurement errors of eight pairs of items are correlated (ei8-ei12; ei5-ei12; ei6-ei7; ei6-ei8; ei7-ei8; ei2-ei3; ei3-ei4; ei2-ei4).

Figure 1. Confirmatory Factor Analysis (CFA) of Emotinal Intelligence Scale (WLEIS) (Standardized Values)

The model fit indexes show the model is acceptable (Kline, 2011) because CFI and TLI were found greater than 0.90 and RMSEA and SRMR less than 0.08 (χ^2=114,258; CFI=0,97; TLI=0,97; RMSEA=0,04; SRMR=0,04).
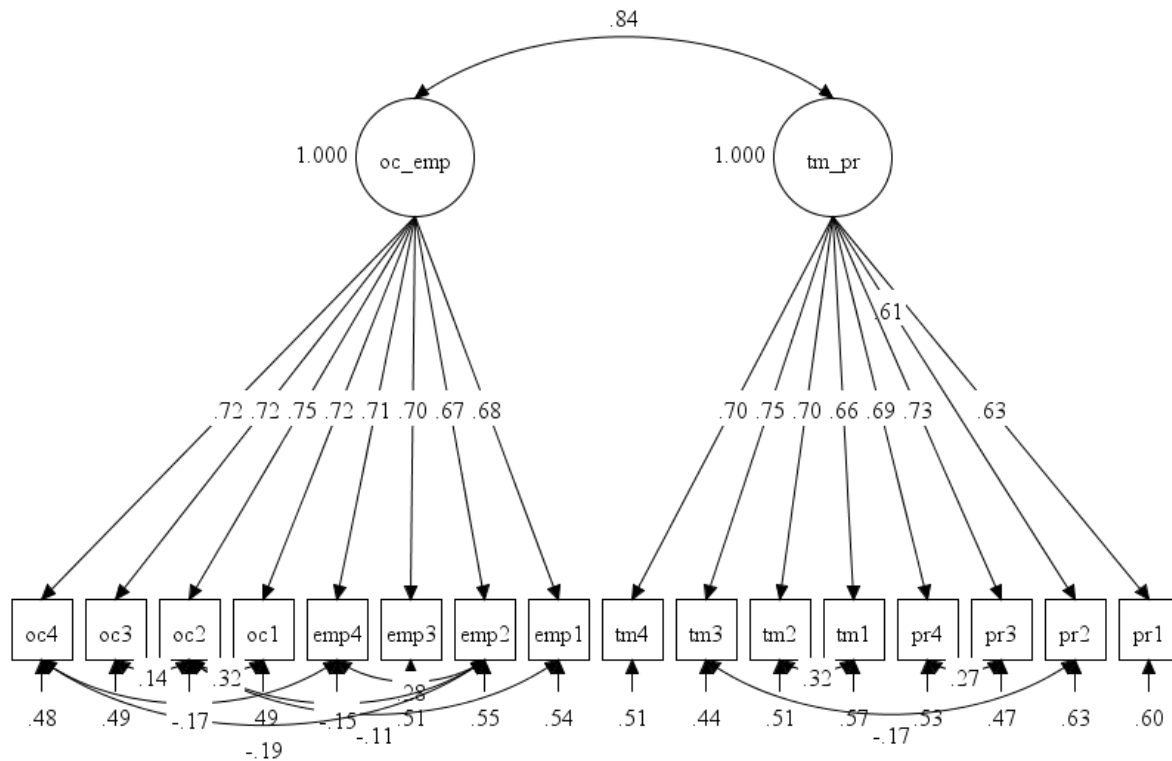
5.3.2. Team Performance Scale

The other dimension of research that Hovemeyer's (1993) Team Performance Scale was used for team performance. Data were collected on a 5-point Likert scale, with 1 representing strongly disagree and 5 representing strongly agree. Scale consist from 20 items and 5 sub-dimensions that positive roles and norms (4 items), team mission (4 items), achievement of aim (4 items), empowerment (4 items) and open-fair communication (4 items).

The results of Explanatory Factor Analysis (EFA) by SPSS 22 statistical programme indicated that the value of KMO (0.93) and Barnett Test ($p<0.01$) were statistically significant, entailing that the data was suitable for factor analysis. According to the findings of factor analysis, 4 out of 20 items (items 1. 2. 3. and 4. under achievement of aim sub-dimension in survey) were eliminated from the scale. The final model contained 2 factors composed of 16 items, which explained around 56% of variance in the data. The Cronbach α reliability of the scale was 0.928 confirming that the scale is quite reliable, as in Table 3 which also shows the reliability and variance for each factor.

Table 3. Factor Analysis of Team Performance Scale

Items	Factor 1	Factor 2
19. The leader of team, encourages everyone at team about clear and honest even if not they are not have the same opinion.	,776	
18. As a team, we can solve destructive conflict with working together instead of ignore conflicts	,747	
17. If somebody from outside wants to describe our team they use terms like honest, well-timed, proper and bi-directional.	,730	
16. We knows what's going on in organization as team as much as team leader, because our team leader permanently transfuses developments to member of team.	,710	
15. Our team work which to do lay claims so much, we can offer them work so much till the late hours for finish the job	,651	
13. Each of team members' have power to influence the decision and express opinion which affecting their business	,638	
20. Leader of team believe that contribute which worthwile things like information, ability and talent for everyone in team	,626	
14. We prefer to how the work will be done as a team rather than the decision of team leader about work	,608	
5. Every member of team exactly know why do what to do of team		,767
6. Every member of team know and understand priorities of team		,720
3. There is a good match-up between the ability and responsibility of every team's member.		,713
4. Team's member, clearly know how act in group according to nuncupative rules of team.		,708
7. Our team know how adopt to organization		,691
8. Team's member, work for get the same goal		,611
2. The role which excpected from all member in team, have a meaning fort he whole of team.		,568
1. Team's member, have ability which needed for accomplish the roles in in team.		,551
Variance Accounted	48,137	7,527
Reliability Coefficient	,889	,879

Figure 2. Confirmatory Factor Analysis (CFA) of Team Performance Scale (Standardized Values)

The model fit indexes show the model is acceptable. CFI and TLI were found greater than 0.90 and RMSEA and SRMR less than 0.08 (χ^2= 128.335; CFI=0,98; TLI=0,97; RMSEA=0,03; SRMR=0,03).
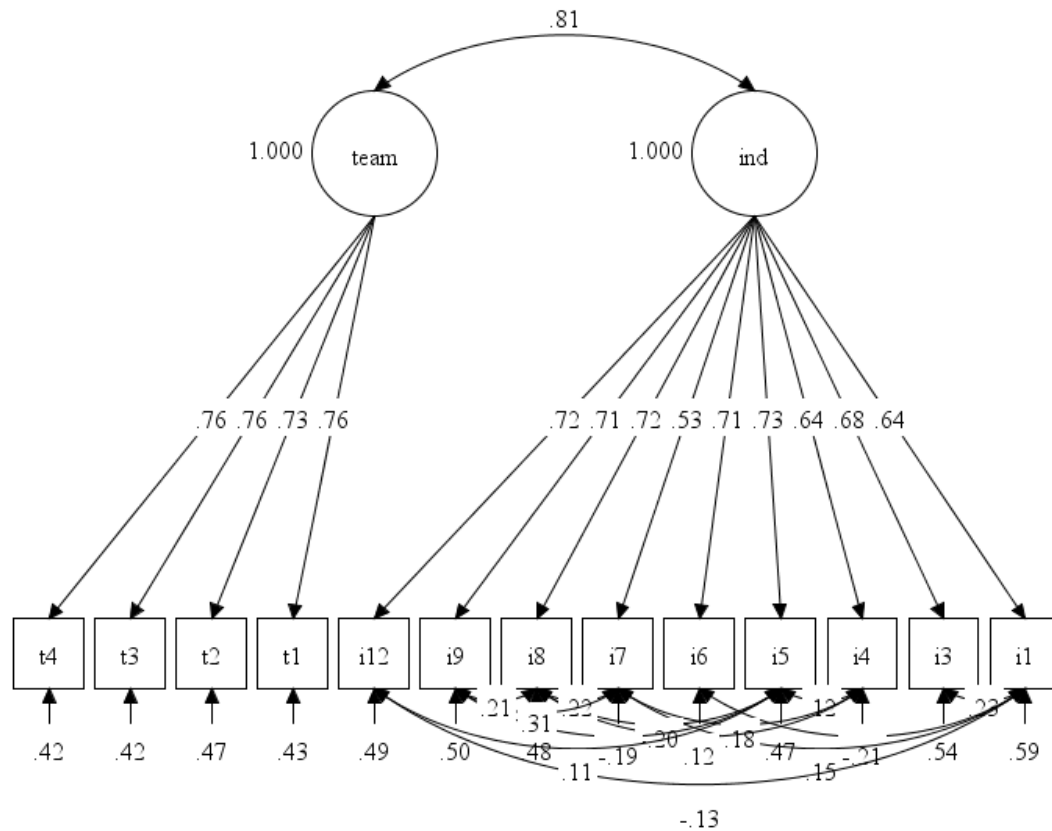
5.3.3. Learning Organization's Dimensions Scale

The last dimension which was used at research that Watkins ve Marsick's (1997) Learning Organization's Dimensions Scale (LODS). It consist from 2 sub-dimensions (individual learning and team learning) and 18 items. The questionnare consisted of 18 items (individual learning 12 items and team learning 6 items). All items measured on a 5-point Likert scale (5: Strongly agree to 1: strongly disagree).

The results of Explanatory Factor Analysis (EFA) by SPSS 22 statistical programme indicated that the value of KMO (0.92) and Barnett Test (p<0.01) were statistically significant, entailing that the data was suitable for factor analysis. According to the findings of factor analysis, 5 out of 18 items (items 2. 10. and 11. under individual learning sub-dimension and items 17. and 18. under team learning sub-dimension in survey) were eliminated from the scale. The final model contained 2 factors composed of 13 items, which explained around 58% of variance in the data. The Cronbach α reliability of the scale was 0.912 confirming that the scale is quite reliable, as in Table 4 which also shows the reliability and variance for each factor.

Table 4. Factor Analysis of Learning Organization's Dimensions Scale

Items	Factor 1	Factor 2
8. In my organization, people give open and honest feedback to each other.	,734	
7. In my organization, people are rewarded for learning.	,724	
4. In my organization, people can get money and other resources to support their learning.	,699	
9. In my organization, people listen to others' views before speaking.	,692	
6. In my organization, people view problems in their work as an opportunity to learn.	,675	
3. In my organization, people help each other learn.	,657	
5. In my organization, people are given time to support learning.	,617	
12. In my organization, people treat each other with respect.	,587	
1. In my organization, people openly discuss mistakes in order to learn from them.	,582	
15. In my organization, teams/groups focus both on the group's task and on how well the group is working.		,779
13. In my organization, teams/groups have the freedom to adapt their goals as needed.		,767
14. In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences.		,761
16. In my organization, teams/groups revise their thinking as a result of group discussions or information collected.		,755
Variance Accounted	49,256	8,475
Reliability Coefficient	,886	,838

Figure 3. Confirmatory Factor Analysis (CFA) of Learning Organization's Dimensions Scale (Standardized Values)

The model fit indexes show the model is acceptable. CFI and TLI were found greater than 0.90 and RMSEA and SRMR less than 0.08 (χ^2= 78.714; CFI=0,98; TLI=0,97; RMSEA=0,04; SRMR=0,02).

5.4. Procedure

Structural Equation Modeling (SEM) was conducted to analyze the data using MPlus 7. SEM leads researchers to powerfully investigate the relationships between observed and latent variables (Kline, 2010).

In this study, emotional intelligence was independent variable and team performance and learning organisation were dependent variables. Hierarchial structural equation modelling and mediator variable modelling are used at form of model.

Hypoteses

H$_1$: Emotional Intelligence significantly influences Team Performance
**H$_2$:** Emotional Intelligence significantly influences Learning Organization
H$_3$: Learning Organization significantly influences Team Performance

H₄: Learning Organization has mediation effect on impact of Emotional Intelligence on Team Performance

5.5.   Findings

Relationships between Emotional Intelligence, Team Performance and Learning Organizations' Dimensions are shown in the following model.
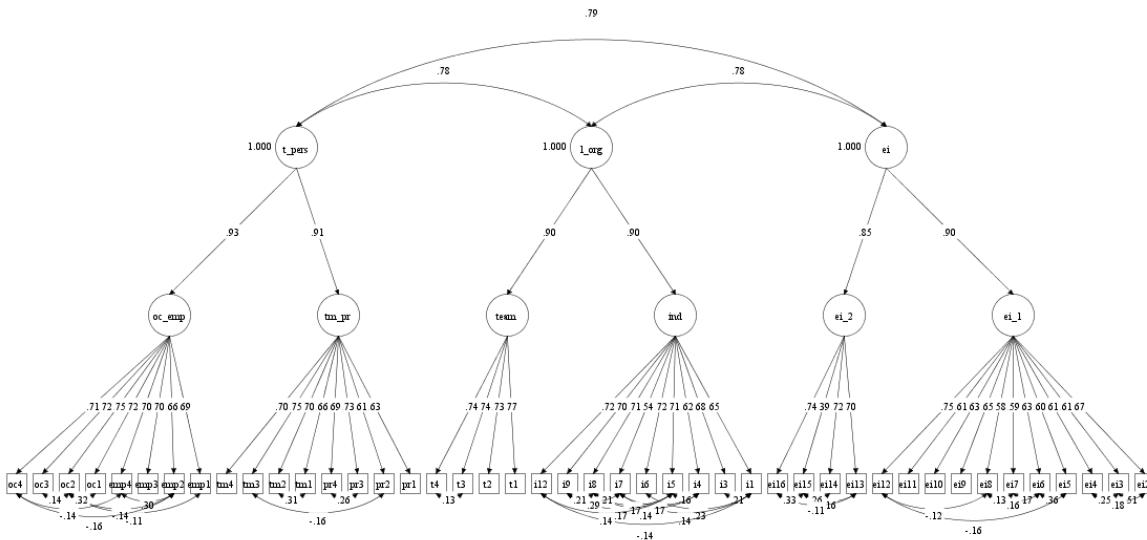
Figure 4. Confirmatory Factor Analysis (CFA) of All Dimensions (Standardized Values)

Regarding the eligibility criteria and account in the model values are listed below. The model fit indexes show the model is acceptable. CFI and TLI were found greater than 0.90 and RMSEA and SRMR less than 0.08 (χ^2= 1496; CFI=0,90; TLI=0,90; RMSEA=0,05; SRMR=0,05). According to model, the relationships between Emotional Intelligence, Team Performance and Learning Organizations are seen significant as statically. ($r_{\text{t\_pers - l\_org}}$ = 0.78, p<0.01; $r_{\text{t\_pers - ei}}$ = 0.79, p<0.01; $r_{\text{l\_org - ei}}$ = 0.78, p<0.01).

In study, structural equation modeling has been established which the impact of emotional intelligence on team performance and determining the role of a learning organization through this impact. Firstly, a model was established as shown in figure 5 to find the impact emotional intelligence on team performance.
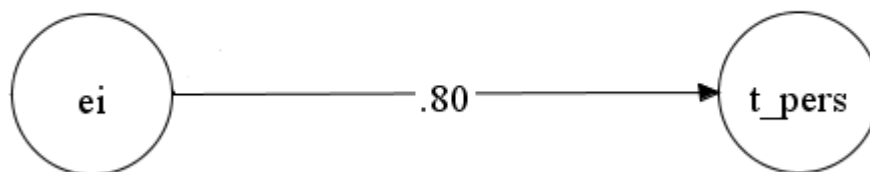
Figure 5. Relationship Between Emotional Intelligence and Team Performance

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The model fit indexes show the model is acceptable (χ^2= 655.596; CFI=0,94; TLI=0,93; RMSEA=0,05; SRMR=0,05). The total impact Emotional Intelligences' on Team Performance is seen significant as statically (β_{ei} =0.80, p<0.01). In second model, in this case the mediation role of Learning Organizations' was examined as shown in figure 6.
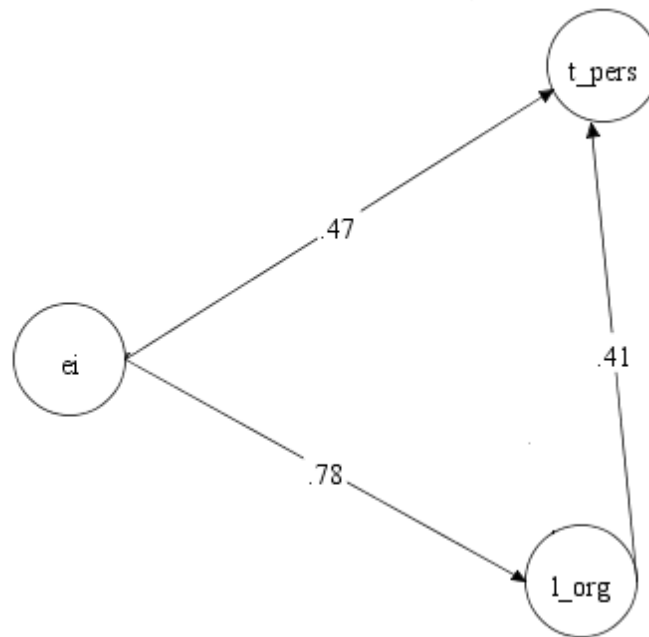
Figure 6. The Relationship Levels Between Dimensions of Research

The model fit indexes show the model is acceptable (χ^2= 1496.964; CFI=0,90; TLI=0,90; RMSEA=0,05; SRMR=0,05). According to result of analysis; total variance of Team Performance that 0.70 is shown that explained by Emotional Intelligence and Learning Organization. The impact of Emotional Intelligence and Learning Organizations' on Team Performance is seen significant as statically (β_{ei} = 0.47, p<0.01; β_{ei} = 0.41, p<0.01). It has been shown that Emotional Intelligence's both direct and indirect impact in this model (β_{ei_direct} = 0.47, p<0.01; $\beta_{ei\_indirect}$ = 0.33, p<0.01). It can be said, Learning Organizations have mediation effect with this result.

6. RESULT AND DISCUSSION

There are some academic studies focused between emotional intelligence and performance in previous studies. But, studies related emotional intelligence and learning organization are rare and also we couldn't find any study about mediation role of learning organization in the effect of emotional intelligence on team performance. So, this situation is one of the starting point of study.

Studies in literature, which are related and affected each other emotional intelligence and team performance, generally, have been observed relationship between emotional intelligence and team performance and also emotional intelligence's affected on team performance (Wong

& Law, 2002; Jordan et al., 2002; Day & Carroll; 2004; Lyons & Schneider, 2005; Carmeli & Josman, 2006; Sy et al., 2006; Koman & Wolff, 2007; Law et al., 2008; Clarke, 2009; Pearmen, 2011; Prentice & King, 2011; O'Boyle et al., 2011; Noorazzila & Ramlee; 2014; İnce et al., 2015).

Likewise, in studies which are analyzed relationship between emotional intelligence and learning organization has been observed significant as positive (Ghosh et al., 2010; Günsel et al., 2010; Clarke, 2010). Also, in studies which are rare and analyzed relationship between team performance and learning organization have been observed significant among dimensions, too (Woerkom & Croon, 2009; Karahan & Yılmaz, 2011).

Correlation analyze results show that there is a relationship at high level among dimensions of study which is emotional intelligence, team performance and learning organization in this study.

In this study, especially, it was analyzed degree of influence of emotional intelligence on team performance and learning organization and also the mediation role of learning organization in the effect of emotional intelligence on team performance. Scales were developed with exploratory and confirmatory factor analysis. Big part of total variance (approximately 70%) of team performance's can be explained by emotional intelligence and learning organization with result of study analysis. Emotional intelligence's and learning organization's affect on team performance has been observed significant as statically. Emotional intelligence's has been observed both direct and indirect affect in created model. According to result of analyses, it can be said that there is a mediation role of learning organization in emotional intelligence affect on team performance. With obtained these analyses, it can be said that created model that structural equation modeling is acceptable and model fit index values are acceptable.

Dimensions of study's fit to model have been examined with SEM which contain within itself regression, correlation, factor, variance, path analysis and some statical analyses techniques and it can be thought that contribute to literature.

Although studies on emotional intelligence and team performance are included in the literature, the role of learning organizational has been revealed for the first time in this relationship. So, this situation can explain the importance of learning organization culture for team performance.

With research, it has been understood that learning organizations as much as emotional intelligence are involved in team performance, and it is aimed to provide resources for further work.

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