Developing emotionally intelligent work teams improves performance and organizational wellbeing: a literature review

Developing Emotionally Intelligent Work Teams Improves Performance And Organisational Wellbeing: A Literature Review.

Abstract:

Examines the benefits to leaders, managers and employees of developing Emotionally Intelligent work teams to improve library services and project outcomes. These high performing teams form a cohesive identity based solely upon trust.

The characteristics of these groups are considered and their contribution to enhancing organisational wellbeing and performance. Potentially any team is capable of learning these skills by adopting a growth mindset approach to their work

Analyses the impact of an Emotional Culture and its influence on employee' behaviour and attitudes displayed in the work place. Determined by the type of feelings a leader decides to communicate to them non verbally.

Assesses common problems affecting group dynamics, and employing emotional intelligence as an effective strategy to resolve team conflict.

Introduction:

Libraries like many organisations can improve both their employees' wellbeing and performance overall by cultivating emotionally intelligent work teams.

One of these benefits are the creation of leaders among librarians and library staff at all levels throughout the organisation resulting in better functioning teams.(Martin, 2016) **A direct consequence of this being a reduction in stress and prevents staff burnout.**

This becomes more important in the aftermath of Covid-19 Pandemic as library staff return to the workplace, and need to be cognisant of its' impact on their own colleagues' behaviour, mental health, and caring responsibilities. One way an organisational culture can develop a climate of emotional intelligence among its workforce are through coaching and mentoring programmes. These contribute to the creation of High Performing work teams who are emotionally intelligent and share common traits, such as trust, a cohesive identity, and group efficacy. In comparison to work teams suffering from low self-esteem, and low emotional intelligence who are more prone to problems of personal conflict, mistrust, and bad planning. **In certain instances, an unsupportive library manager can be responsible for creating a toxic work environment and staff feel they have no option but to leave for their own mental wellbeing** (Glusker et al., 2022)

Other managers need to be alert to these type of situations developing, and the potential implications for productivity and performance.(Chang et al., 2012)

One effective strategy for improving group dynamics and performance are through team building exercises. In which members are forced out of their comfort zone and learn to control their emotions by being placed in vulnerable situations. They are compelled to rely

Formatted: Font: Bold, Font color: Accent 1

Formatted: Font: Bold, Font color: Accent 1

Formatted: Font: Bold, Font color: Accent 1

Formatted: Font: Bold, Font color: Accent 1

on the cooperation of others within their team to succeed in completing several complex tasks. The group emerges from this experience empowered and more capable for dealing with emotional challenges.(Druskat & Wolff, 2001)

Potentially any work team can learn the skills to become Emotionally Intelligent. To achieve this, they need to adopt a positive attitude toward developing a growth, rather than fixed mind-set approach to their work. Developing a Community of Practise is an effective learning mechanism in which to achieve this objective(Gola & Martin, 2020). Employees operating in a growth mind-set organisation tend to trust their leaders more, as feel empowered by taking greater ownership of their work and are more committed to it. (Dweck, 2006)

Emotionally intelligent individuals possess certain characteristics, including an innate ability to both understand their own emotions, and those of others, prior to acting on them. Leaders, managers and employees possessing these skills realise the impact of feelings on a team's overall performance. They are capable of devising insightful novel solutions to complex problems by employing a combination of creativity and Emotional Intelligence. Both of these are key attributes to fostering innovation and group synergy within organisations. (Goleman, 1995; Katzenbach & Khan, 2010)

Emotional Intelligence:

The term Emotional Intelligence (EI) was first developed as a theoretical framework by the psychologists Salovey & Mayer, (1990) which they considered as a subcategory of Social

Intelligence**. However the concept of Emotional Intelligence was popularised several years later by the bestselling author Daniel** Goleman,(1995) **with his book of the same title. He subsequently developed a series of Emotional Intelligence competencies of which** Wilkinson, (2015) **identified the following five dominant ones to emerge, from focus group interviews with members of library Disaster Response Assistance Teams.**

1. **Team work**
2. **Communication**
3. **Trust / Trustworthiness**
4. **Adaptability**
5. **Initiative**

Formatted: Font: Bold
Formatted: Font: Bold, Font color: Accent 1
Formatted: Font: Bold, Font color: Accent 1
Formatted: Font: Bold, Font color: Accent 1
Formatted: Font: Bold, Font color: Accent 1
Formatted: Font: Bold, Font color: Accent 1
Formatted: Font: Bold, Font color: Accent 1

Over a twenty-year period, Salovey & Mayer ~~the~~revised their original definition of Emotional Intelligence to read as the following:

'Emotional Intelligence concerns the ability to carry out accurate reasoning about emotions and emotional knowledge to enhance thought.'(Mayer et al., 2008, p. 511)

This revision incorporates the ability to recognize emotions as a way to access and enhance thought through a combination of emotions and emotional knowledge. (Côté, 2014)

Emotional Intelligence consists primarily of four main interconnected components known as the "Four Branch Model" each of which contains constituent parts.

1. Perceiving and expressing emotions
2. Using emotions
3. Understanding emotions

4. Regulating emotions.

This is the standard psychological test for measuring Emotional Intelligence see (Villagran & Martin, 2022) for a more detailed discussion about alternative instruments developed.

Context:

It is important to recognise that Libraries as organisations are techno- human systems composed of two conflicting unequal forces, logical decision making and human emotions both competing for dominance.(Schiuma, 2014).

One strategy to improve organisational performance is by cultivating a creative environment, which integrates both of these forces in a synergistic relationship and motivates employees to use their full intelligence.

Traditionally emotions in the workplace were viewed as a problem rather than a contributor to improving an organization's performance.(Ashkanasy & Dorris, 2017)

As the evolution of Artificial Intelligence transforms library processes and services, people are still, its most valuable resource. (Cox et al., 2019; Echedom & Okuonghae, 2021; Winkler & Kiszl, 2021) Human interaction in the form of individual face to face consultations are highly valued by customers(Rogers & Carrier, 2017) An algorithm may be able to interpret an individual's emotions based on a rational thought process, but only a person can truly empathise and connect with them emotionally. Particularly in this authors', own experience of trying to decode the nonverbal messages conveyed by body language or facial expressions during reference consultations. **Examining Emotional Intelligence from this perspective as a Liaison Librarian, involves building a relationship of trust, by empathising with and**

trying to understand the information needs of the other person, whether they are students, faculty or library colleagues. I achieve this by trying to view the problem in their shoes, while remaining calm and professional during stressful situations normally caused by an impending deadline.

Emotionally intelligent employees are better equipped with the necessary coping skills and knowledge to deal with technological disruption. **They realise that academic libraries need to implement change management processes, which simultaneously provides both new challenges and learning opportunities. In order to satisfy the expanding research demands of users or they will bypass the library entirely and seek these services directly from vendors.** This is particularly true in the context of the future challenges posed by AI to libraries as discussed by Cox et al.(2019) **which involves the redesign of library collections and systems to facilitate access by both humans and cognitive technologies**.

Literature Review:

The discussion on emotional intelligence in libraries so far, has primarily concentrated on two particular areas (1) Leadership and (2) Developing a Community of Practice. The first of these focused on identifying the collective traits required by a senior leadership team to succeed (Kreitz, 2009; Martin, 2019; McKeown & Bates, 2013) The other addresses the issue of developing a series of competencies based upon emotional intelligence, as a strategy to enhance team effectiveness.(Gola & Martin, 2020; Klare et al., 2014). **Although there are some studies conducted on academic library teams** (Glusker et al., 2022; Wilkinson, 2015) **the field requires further exploration.**

Academic library work is mainly project based, often involving the temporary formation of cross departmental teams collaborating to achieve certain strategic objectives. The most

effective method for each department involved in the process is to adopt a cross boundary perspective. This consists of nominating an individual member from each department to act in a liaison capacity to ensure clear channels of communication, and avoid any ambiguity with the other team. Subsequently the group can regulate their own emotions at cross boundary level by engaging, rather than being isolationist with the other team.(Druskat & Wolff, 2001).

Emotionally Intelligent individuals are best suited to this liaison role, because **as mentioned earlier they control their own emotions during stressful situation by remaining calm and professional at all times.** They make a valuable contribution to their project team because perceived by other members as being dependable and reliable during a crisis which builds further trust., These individual are capable of recovering quickly from setbacks by employing a combination of positivity and enthusiasm to motivate their colleagues to attain their objectives.

Characteristics of Emotionally Intelligent Individuals And Leaders:

Several scholars(Chang et al., 2012; Lin et al., 2012; Mayer et al., 2008; Thompson, 2013; Tsai et al., 2017) concur that Emotionally Intelligent individuals possess certain characteristics: applicable to both a leadership and a team context. These are integral to improving organizational performance overall and summarized as the following:

1. Capacity to make decisions based on their own emotions.
2. Develop clearer thought processes and use these to solve complex problems.
3. Recognizes and utilises negative feelings positively as intrinsic motivational factors to achieve specific objectives.

4. Realise change is inevitable due to evolving technologies presenting both unforeseen challenges, learning opportunities and new ways of working.
5. Alert to the damage personal conflict can cause to team cohesiveness.
6. Proactive in attempting to resolve personal conflict quickly.
7. Resolves contentious issues through regulation of their own emotions.

Emotionally Intelligent leadership:

Examining leadership from both an organizational and team perspective reveals both types possess common features as mentioned previously. **An Emotionally Intelligent leader forms an emotional connection with their staff by realising that individuals are intrinsically motivated, by their own work being valued by colleagues both internally and external to the organisation**.(Katzenbach & Khan, 2010) **Employees are inspired by the leader explaining how their work contributes to and aligns with organisational objectives. Similar sentiments are expressed in the findings of an Ithaca S+R survey of research library directors who empower their staff by encouraging them to focus on strategic priorities beyond their daily work**.(Schonfeld, 2016)

Several other studies (Chang et al., 2012; Hu et al., 2018; Tsai et al., 2017) concur that an emotionally intelligent team leader creates a positive work environment. They achieve this by increasing cooperation among members and eliminating simmering tensions, which contributes to improved performance. The team leader instils a sense of pride among members by treating them as individuals, rather than a homogenized unit. Protects them from any negative emotions or criticisms from others outside the group. Creativity is facilitated within the team by the leader being open to new ideas from members and sufficiently

confident, to recognise both their own short- comings and the strengths of others. They motivate their team by encouraging them to remain focused on their task, while laying the foundations for others success, and standing back to allow them take the credit. (Hadfield, 2013; Hu et al., 2018)

A Team leader in adopting the best strategy for managing a team considers the overall experience of members and selects an appropriate style to manage them. These leaders recognize that novice or underperforming groups may initially require significantly more effort in terms of time investment, and coaching to achieve their objective. Compared with a more experienced team, capable of self-management by devising its' own targets and monitoring progress to achieve them. In these circumstances, the leader's role is one of a facilitator or guide. In order for the group not to feel under led or micromanaged, the leader clearly outlines their performance expectations in an open conversation with them. To achieve this requires asking the group for feedback in terms of identifying what is currently working, what needs changing and identifying where improvements need to be made. (Coyle, 2018; Thompson, 2013)

Another important aspect of being an Emotionally Intelligent leader particularly in an academic library context is ensuring a work life balance, by monitoring employee's workload to avoid them suffering from burnout due to a heavy workload. To achieve this objective a leader demonstrates by example being mindful of their own individual workload, and taking care of their personal wellbeing. (Martin, 2016)

Emotional Culture:

Traditionally in the workplace, the focus of the management was on cognitive culture in terms of how employees think and behave in contributing to organizational success. Verbal

communication was a mechanism used to shape employees' thoughts and behaviour through standardized work practices. More recently, the pendulum has begun to swing in the opposite direction towards recognising the impact of an emotional culture existing within organisations. An emotional culture is concerned with employee's feeling and emotions, conveyed nonverbally through body language, and facial expressions. Essentially these are the feelings and behaviour acceptable for employees to display publicly to each other within the work place. An emotional culture permeates all libraries and some leaders may not realise how much they influence the creation of it. This can depend on the type of positive or negative emotions they choose to communicate through their body language and facial expressions to colleagues.(Martin, 2019) A positive emotional culture contributes to a happier work environment and improved organizational wellbeing. In contrast, a suppressed one contributes to an atmosphere of fear, anxiety and conflict among staff. (Barsade & O'Neill, 2016)

In a fearful environment, individuals are afraid to express their true feelings concerning a contentious issue, which causes resentment and seething in their own negative emotions. Consequences of this toxic behaviour are impaired decision-making, leading to stress, anxiety and poor performance. Employees subsequently become defensive and worry about being judged, which leads to low morale and thwarts innovation**. Other harmful behaviours exhibited by unsupportive academic library managers contributing to a negative atmosphere are identified in a recent study by** Glusker et al.,(2022) **and include the following:**

- **Micromanagement**
- **Demeaning Attitudes**
- **Being unavailable to offer assistance during busy periods**
- **Creating a sense of isolation and disconnect among employees**

One effective strategy to resolve a suppressed emotional culture expediently is for the management to acknowledge the existence of shared values, feelings, and emotions. This consists of listening to their employees concerns and implementing a change for the better to alleviate them (Ashkanasy & Dorris, 2017). **Tasks are redesigned to facilitate opportunities for more social interaction and collaboration among employees. This provides individuals with a chance to showcase their skills and knowledge. It avoids them operating in silos or suffering from feelings of loneliness by being isolated from their colleagues. Staff are inspired to obtain their objectives by cultivating a growth mind-set mentality among them.**

Another way a leader can change the emotional culture of an organization is by focusing on the basic emotions of Joy, Love, Anger, Fear and Sadness, selecting the appropriate one to express their own feelings about a particular situation (Ashkanasy & Daus, 2002). As emotions are contagious, a leader who engages in deep acting by pretending to feel a certain way ensures staff imitate them, until they actually start to feel it. This projects a positive impact on employees, by empowering them to share their own emotions with their colleagues, leading to greater collaboration. It contributes to improved wellbeing, due to a reduction in absenteeism and enhances performance. In order for an emotional culture to flourish, it should be, integrated with the operations processes of an organisation as part of the overall strategy. (Barsade & O'Neill, 2016)

Four Common Problems Affecting Group Dynamics:

Prior studies into group behaviour as identified by Sunstein & Hastie,(2014) highlight four common errors, which affect group performance and behaviour resulting in poor decision-making.

1. Amplifying individual errors of members
2. Polarization resulting from members holding extreme views
3. Focusing on shared knowledge rather than unknown information
4. Cascading to wrong decision caused by ego centric bias

These four errors are attributable to individuals misinterpreting information signals transmitted between each other during meetings. **The group discusses shared knowledge everyone is familiar with rather than focusing on the unknown information deliberately withheld by some individuals present. This results in one powerful idea dominating thinking known as collaborative blocking because all arguments for or against support it. These may not always be the most appropriate solution to the problem and they prevent the devising of any alternatives. The person feels under pressure to avoid conflict by agreeing to a group consensus decision. Although they realise the decision is wrong, they feel powerless to try and reverse it. Instead, they choose to remain silent to avoid any potential damage to their own reputation.** This type of behaviour known as reputational pressure involves the individual deliberately imposing a form of self-censorship upon themselves. They are more inclined to agree with information from others, which they feel is superior to their own. Particularly if the individual in question is more senior, and fear the repercussions of being seen to disagree with the decision.

Group polarization becomes evitable as a single ethos dictates thinking and all arguments for or against ultimately support it. The wrong idea is pursued which causes the error in judgement to become magnified, with disastrous consequences. Studies reveal a group is

often unable to withdraw from a doomed project as they have already committed so much time and effort to it.

Another common error known as planning fallacy involves miscalculating the time scale to complete a specific task or project, which is worse among teams rather than individuals. Primarily due to members overconfidence in the belief of their own inaccurate forecasts**.** (Sunstein & Hastie, 2014) One strategy for resolving these problems is the cultivation of emotionally intelligent teams. These groups possess the ability to think in other peoples shoes by considering the problem from different stakeholder perspectives. Anticipate the risks involved in delivering complex projects, and manage them by integrating these as part of the delivery timeline.

Benefits of cultivating Emotional Intelligent Work Teams:

The most efficient teams are normally small, and composed of the requisite number of individuals to achieve a specific task. (Druskat & Wolff, 2001; Thompson, 2013) As discussed earlier these emotionally intelligent groups are solely built on trust, where individuals feel safe to display their vulnerability, leading to greater cooperation. The unique knowledge and skills each member contributes to the group is highly valued. **This is clearly evident from the findings of** Wilkinson's, (2015) **study of library disaster response teams and how various members assumed leadership roles at different stages of the recovery process. Leadership was displayed in terms of communication, teamwork and individuals basing certain decisions on their own emotions, rather than awaiting a response from senior management.**

Prior studies in Neuroscience (Parker & Bavel, 2014; van Bavel et al., 2014; Walton et al., 2012) conclude that as a person becomes socially connected with someone else once they feel a sense of belonging, because they feel safe and secure. It is these belonging cues, which causes a change in their own behaviour and motivates them to contribute to achieving the group's objectives; their individual identity transforms to become part of a collective one.

Furthermore, the cohesive identity of the group forms by members considering each other's feelings, opinions and being alert to the impact confrontation has on them. They are sufficiently confident to confront difficult situations and actively seek out advice from external members regarding a specific issue. These teams realise the value of presenting their ideas to a hostile audience, is the negative feedback received which challenges their own assumptions about it. They know their harshest critics provide the most valuable insights to solving a problem. The reason being these individuals have devoted significant time in analysing the teams' efforts for any potential weakness.(Harvey, 2014)

As mentioned earlier one proven strategy to control a group's emotions is through team building exercises ensuring they are capable of dealing with emotional challenges. (Druskat & Wolff, 2001; Thompson, 2013) To operate as an effective team involves being flexible, tolerant, changing your physical environment and engaging in-group exercises. These coefficients contribute to a more cohesive and effective group for problem solving. Play in the form of experimenting or trying out new ideas has an integral role in improving both the work environment and productivity.(Roth, 2015) It liberates individuals from the constraint of conventional thinking, allowing them explore new opportunities and possibilities through their imagination. The creation of new knowledge is facilitated through play by providing

new perspectives in which a person can both view and experience the world differently. (Sicart Miguel, 2014).

Solving Team Conflict Using Emotional Intelligence:

As previously mentioned personal conflict among team member's damages group dynamics because it undermines trust, support for each other, and impacts severely on performance. The most effective way to address it is being proactive. Emotionally intelligent individuals realise they need to engage in meaningful dialogue with the other party to try resolve it. Despite there being a natural human tendency to subsequently avoid or confront them. This strategy involves scheduling a meeting time to discuss the issue, and asking specific questions to try understand the other person's perspective. Another technique is for members to recognise how their own fixed mind-set behaviour affects colleagues and to express their feelings through the outlet of a persona instead. The group can progress to a higher level of cohesiveness and simultaneously boost morale, by recognising how an individual's interactions and triggers affect other members (Dweck, 2006).

In contrast, several scholars concur (Druskat & Wolff, 2001; Dweck, 2006; Harvey, 2014; Roth, 2015; Thompson, 2013) that creative conflict is healthy for teams because it raises issues, clears the air and challenges their assumptions: once it is problem based and not personal. This provides opportunities for new insights to a problem, which ensures group interaction by members engaging in dialogue to clarify opposing views. They subsequently stimulate each other's thinking to achieve a consensus. The dominant idea evolving from these discussions becomes more concrete than abstract as it evolves into a physical form. This process known as enacting an idea involves presenting the concept as a drawing, prototype or even a performance.(Harvey, 2014) It facilitates members by both highlighting unforeseen problems

while providing opportunities to solve them. The group becomes more cohesive, as members begin to see both evidence of their own ideas being considered, and progress in achieving their objective.

Team Efficacy Improves Performance:

Efficacy is the ability of a person to recover quickly from failure by not dwelling on the incident itself, but learning from the experience.(Goleman, 1995). Emotionally intelligent teams are confident in their ability to cope with stressful situations, and overcome any obstacles, which confronts them while achieving their goal. They grow stronger from these experiences by actively seeking them out which is determined by the amount of time and effort they commit to solving them.

In examining Team, Efficacy theory scholars tend to focus on two distinct components of it, which are proficiency and proactivity. Team proficiency involves members possessing the requisite skills and knowledge to achieve their goal. While proactivity relates to questioning the status quo, and ascertaining if there is sufficient will and momentum among members to implement change. According to Team Dynamics theory, both cooperation and efficacy are integral to achieving high performance in terms of delivering successful outcomes of projects (Tsai et al., 2017). This requires members being both self-confident and resilient enough to motivate each other despite encountering setbacks, to achieve their objectives.

A teams' performance can improve as discussed earlier by ensuring the two common errors of informational signals and reputational pressure leading to bad judgement are filtered from blocking the correct decision. In certain instances group brain storming sessions may not always be the most effective means to generating new ideas. Normally several individuals dominate these discussions while introverted members may feel intimidated and reluctant to contribute.(Thompson, 2013). An alternative method is brain writing which is a more inclusive process because it encourages the writing of an idea on a single card. These cards are sorted into various themes, and the group votes on the most popular ideas. This process is far more effective, because it encourages greater participation by everyone. . Each team member is allocated quiet time to separately write down their own views on a particular topic. It provides the entire team with both a foundation and focus for critically evaluating all their ideas based on reflection rather than spontaneity.

Conclusion and summary of key findings:

As discussed previously emotions which form the basis of all decision making has ensured the human species survival throughout time. They served the purpose of detecting safe environments and recognizing whether to fight or flee from potential danger. People are social by nature, connecting with each other. Once they are prepared to show weakness to one another, they will subsequently build trust, and strengthen bonds of belonging. This leads to collaboration, and becoming focused on achieving a collective goal rather than their individual one. (Coyle, 2018) An emotionally intelligent person is capable of recognising how their own emotions make them feel, and their potential impact when interacting with others. They decide whether to use either negative or positive emotions depending on a particular situation, motivate themselves intrinsically to achieve a successful outcome.

An Emotionally Intelligent leader through a process of emotional contagion can transform an organization's culture by signalling to employees their own individual feelings through a combination of facial expressions and body language.(Barsade & O'Neill, 2016). These actions assure staff it is acceptable to convey their own individual feelings to colleagues. A more positive work environment is formed, and this contributes to enhanced wellbeing and performance. Successful work teams are composed of individual members, each of whom possess a distinct skillset contributing to group efficacy. Emotionally Intelligent individuals realise that personal conflict is destructive, and needs to be resolved through emotional regulation by engaging in dialogue with the aggrieved person. Otherwise, it undermines both trust and cooperation, affecting the team's ability to deliver results. Team building exercises ensure emotional regulation, as members are compelled to step out of their comfort zone, and placed in vulnerable situations requiring cooperation from others to complete complex tasks successfully. This leads to the group forming closer bonds and learning to be more flexible when dealing with emotional challenges in different environments.

Creative conflict is beneficial as it challenges the group to question previously held assumptions and explore new ideas to solving problems. It stimulates discussions and motivates members to engage in both divergent and convergent thinking to achieve a consensus. Prototyping an idea makes it more concrete than abstract, providing opportunities to solve potential problems. It encourages greater cohesion, as individuals see their own ideas incorporated into the final design.

Limits of this literature review:

There is a vast body of literature on Emotional Intelligence and the scope of this paper explores it from a work team's perspective. The focus primarily is on teams operating in a physical rather than virtual work environment. It is worth acknowledging that the challenges and problems encountered in managing and motivating virtual teams are both similar but present additional challenges. Members operating remotely can feel both emotionally and physically disconnected from their work colleagues. It is beyond the remit of this author to focus entirely on the influence of a positive emotional work environment. Many of the prior studies discussing emotional intelligence among work teams, examined it across a diverse range of industries, namely professional service firms, animation, technology, and scientific. **However, in relation to academic libraries research is still in the early stages, providing further scope for development**. These findings suggest there are no apparent negative effects of cultivating an emotionally intelligent work environment, only benefits.

References:

Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. In *Academy of Management Executive* (Vol. 16, Issue 1, pp. 76–86). Academy of Management. https://doi.org/10.5465/AME.2002.6640191

Ashkanasy, N. M., & Dorris, A. D. (2017). Emotions in the Workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*(1), 67–90. https://doi.org/10.1146/annurev-orgpsych-032516-113231

Barsade, S., & O'Neill, O. (2016). Manage your emotional culture. *Harvard Business Review*, *94*(1), 58–66.

Chang, J. W., Sy, T., & Choi, J. N. (2012). Team Emotional Intelligence and Performance. *Small Group Research*, *43*(1), 75–104. https://doi.org/10.1177/1046496411415692

Côté, S. (2014). Emotional Intelligence in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, *1*(1), 459–488. https://doi.org/10.1146/annurev-orgpsych-031413-091233

Cox, A. M., Pinfield, S., & Rutter, S. (2019). The intelligent library: Thought leaders' views on the likely impact of artificial intelligence on academic libraries. *Library Hi Tech*, *37*(3), 418–435. https://doi.org/10.1108/LHT-08-2018-0105

Coyle, D. (2018). *The culture code: The secrets of highly successful groups*. Random House.

Druskat, V. U., & Wolff, S. B. (2001). Building the Emotional Intelligence of Groups: *Harvard Business Review*, *79*(3), 80–90. https://web.a.ebscohost.comd

Dweck, C. (2006). *Mindset: The new psychology of success* (1st ed.). Random House.

Echedom, A. U., & Okuonghae, O. (2021). Transforming academic library operations in Africa with artificial intelligence: Opportunities and challenges: A review paper. In *New Review of Academic Librarianship* (Vol. 27, Issue 2, pp. 243–255). Routledge. https://doi.org/10.1080/13614533.2021.1906715

Glusker, A., Emmelhainz, C., Estrada, N., & Dyess, B. (2022). "Viewed as Equals": The Impacts of Library Organizational Cultures and Management on Library Staff Morale. *Journal of Library Administration*, *62*(2), 153–189. https://doi.org/10.1080/01930826.2022.2026119

Gola, C. H., & Martin, L. (2020). Creating an Emotional Intelligence Community of Practice: A Case Study for Academic Libraries. *Journal of Library Administration*, *60*(7), 752–761. https://doi.org/10.1080/01930826.2020.1786982

Goleman, Daniel. (1995). *Emotional intelligence*. Bantam Books.

Hadfield, C. (2013). *An Astronaut's Guide to Life on Earth*. Pan MacMillan.

Harvey, S. (2014). Creative Synthesis: Exploring the Process of Extraordinary Group Creativity. *Academy of Management Review*, *39*(3), 324–343. https://doi.org/10.5465/amr.2012.0224

Hu, J., Erdogan, B., Jiang, K., Bauer, T. N., & Liu, S. (2018). Leader humility and team creativity: The role of team information sharing, psychological safety, and power distance. *Journal of Applied Psychology*, *103*(3), 313–323. https://doi.org/10.1037/apl0000277

Katzenbach, J. R., & Khan, Zia. (2010). *Leading Outside the Lines : How to Mobilize the Informal Organization, Energize Your Team, and Get Better Results.* John Wiley & Sons.

Klare, D., Behney, M., & Kenney, B. F. (2014). Emotional intelligence in a stupid world. *Library Hi Tech News*, *31*(6), 21–24. https://doi.org/10.1108/LHTN-06-2014-0042

Kreitz, P. A. (2009). Leadership and Emotional Intelligence: A Study of University Library Directors and Their Senior Management Teams doctoral student in the Managerial Leadership in the Information Professions Program. In *crl.acrl.org*. http://crl.acrl.org/index.php/crl/article/view/16043

Lin, C.-P., Baruch, Y., & Shih, W.-C. (2012). Corporate Social Responsibility and Team Performance: The Mediating Role of Team Efficacy and Team Self-Esteem. *Journal of Business Ethics*, *108*(2), 167–180. https://doi.org/10.1007/s10551-011-1068-6

Martin, J. (2016). Emotionally Intelligent Leadership at 30 Rock: What Librarians Can Learn from a Case Study of Comedy Writers. *Journal of Library Administration*, *56*(4), 345–358. https://doi.org/10.1080/01930826.2015.1105077

Martin, J. (2019). Emotional Intelligence, Emotional Culture, and Library Leadership. *Library Leadership & Management*, *33*(2), 1–10.

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human Abilities: Emotional Intelligence. *Annual Review of Psychology*, *59*(1), 507–536. https://doi.org/10.1146/annurev.psych.59.103006.093646

McKeown, A., & Bates, J. (2013). Emotional intelligent leadership: Findings from a study of public library branch managers in Northern Ireland. *Library Management*, *34*(6–7), 462–485. https://doi.org/10.1108/LM-10-2012-0072

Parker, D., & Bavel, J. J. van. (2014). The Dynamic Nature of Identity. In K. J. Reynolds & N. R. Branscombe (Eds.), *Psychology of Change: Life Contexts, Experiences, and Identities* (pp. 225–245). Psychology Press.

Rogers, E., & Carrier, H. S. (2017). A qualitative investigation of patrons' experiences with academic library research consultations. *Reference Services Review*, *45*(1), 18–37. https://doi.org/10.1108/RSR-04-2016-0029

Roth, B. (2015). *The Achievement Habit: Stop Wishing, Start Doing, and Take Command of Your Life* (1st ed.). Harper Collins.

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, *9*(3), 185–211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Schiuma, G. (2014). Shaping creative organisational environments through the arts. In S. Bilton, C, Cummings (Ed.), *Handbook of Management and Creativity* (pp. 346–367). Edward Elgar.

Schonfeld, R. (2016). *Organizing the Work of the Research Library*. https://doi.org/10.18665/sr.283717

Sicart Miguel. (2014). *play matters* (1st ed.). MIT Press.

Sunstein, C., & Hastie, R. (2014). Making dumb groups smarter. *Harvard Business Review*, *92*(12), 91–98.

Thompson, L. (2013). *Creative Conspiracy: The New Rules of Breakthrough Collaboration*. Harvard Business Review Press .

Tsai, Y.-H., Joe, S.-W., Lin, C.-P., Huang, C.-C., & Ma, H.-C. (2017). Being excellent: predicting team performance, proactivity, and proficiency in technology industries. *Total Quality Management & Business Excellence*, *28*(7–8), 801–824. https://doi.org/10.1080/14783363.2015.1125288

van Bavel, J. J., Hackel, L. M., & Xiao, Y. J. (2014). The Group Mind: The Pervasive Influence of Social Identity on Cognition. *Research and Perspectives in Neurosciences*, *21*(1), 41–56. https://doi.org/10.1007/978-3-319-02904-7_4

Villagran, M. A. L., & Martin, L. (2022). Academic librarians: Their understanding and use of emotional intelligence and happiness. *Journal of Academic Librarianship*, *48*(1), 102466. https://doi.org/10.1016/j.acalib.2021.102466

Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology*, *102*(3), 513–532. https://doi.org/10.1037/a0025731

Wilkinson, F. C. (2015). Emotional intelligence in library response assistance teams: Competencies emerged? *College and Research Libraries*, *76*(2), 188–204. https://doi.org/10.5860/crl.76.2.188

Winkler, B., & Kiszl, P. (2021). Views of Academic Library Directors on Artificial Intelligence: A Representative Survey in Hungary. *New Review of Academic Librarianship*, 1–23. https://doi.org/10.1080/13614533.2021.1930076