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## **Emotional Intelligence and Happiness: Varied Perspectives of Supervisors and Employees**

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**Abstract**

This study uses a mixed-methods approach to examine the relationship between emotional intelligence and happiness in administrators and managers within academic libraries and how they relate to the experiences of individual contributor employees. Emotional intelligence is often viewed by library administrators as a critical element in promoting positive workplaces, especially for those employees who have supervisory or administrative responsibilities. Happiness, while rarely considered as such, is more often seen in the inverse - concern about low morale and toxic workplaces - and is thus another critical element. Data from this study shows that administrators and managers self-report higher levels of happiness and emotional intelligence than individual contributor employees.

*Keywords:* emotional intelligence; happiness; management; supervisor; academic librarians

### **Emotional Intelligence and Happiness: Varied Perspectives of Supervisors and Employees**

Individual contributor employees and their supervisors, administrators, and leaders in academic libraries seem to experience work differently. In recent years, there have been many presentations and publications on low morale, working with difficult colleagues, and everyday microaggressions within the academic library workplace (Kendrick, 2017; The Mollusk Project, n.d.). The literature referenced in both this article and the researchers' prior article (anonymized, 2022) provide not only the existing state of the literature but also the gaps the researchers are attempting to address in this article. These disparate experiences, as noted in the literature, lead to mutual frustration and misunderstanding.

The perception that work is experienced differently in an academic library organization depending on one's place in the organizational hierarchy may feel intuitively correct, but it is important to examine whether the perception is in fact accurate. This study, part of a larger research project, looks at respondents who filled out two survey instruments, one focused on emotional intelligence and the other on satisfaction with life, along with three optional qualitative questions, and analyzes their responses based on their self-identified job role. Please refer to Appendix A for the full survey questions. Four overall questions guided this study:

- (1) What is the overall level of satisfaction with life of those who self-identify as administrators-managers vs those who self-identify as employees?
- (2) What is the overall level of emotional intelligence of those who self-identify as administrators-managers vs those who self-identify as employees?
- (3) What perceptions and experiences do those who self-identify as administrators-managers have about happiness in the workplace? Do these

differ from those who self-identify as individual contributor/non-supervising employees?

- (4) What perceptions and experiences do those who self-identify as administrators-managers have about emotional intelligence in the workplace? Do these differ from those who self-identify as individual contributor/non-supervising employees?

As evidenced in the researchers' prior article, there is a significant gap in understanding of emotional intelligence and happiness in academic librarians; this study seeks to pose an answer to the perception of different work experiences within the academic library hierarchy via data analysis using the lens of the research questions above.

### **Literature Review**

This study explores the relationships between emotional intelligence and happiness in the context of the experiences of managing and being managed. Three relevant topics from the literature are reviewed here: emotional intelligence, happiness, and management. We examine these three topics at a foundational level, in how they are relevant in the workplace, and finally in how they relate to libraries. The detailed definitions and concepts as provided in the literature review are integral to the study and help to inform the readers of the terms the researchers are using and why.

### ***Emotional Intelligence***

Emotional intelligence (EI) is broadly defined by the literature as a set of abilities, skills, and traits that guide how emotions are understood, regulated, managed, and processed behaviorally (Bar-On, 2006; Boyatzis, 2018; Dasborough et al., 2021; Mikolajczak, 2009). EI was singled out by Salovey & Mayer (1990) as a distinct subset of the earlier, more robust, study of social intelligence in the early twentieth century

(Bar-On, 2006; Boyatzis, 2018). Goleman's (1995) book helped popularize EI as a critical area of study by supporting Salovey & Mayer's (1990) definition of EI as the ability to investigate and discern the emotions of oneself and others, consider how emotions regulate behavior, and adjust actions based on a variety of social environments (Salovey & Mayer, 1990).

As Salovey & Mayer (1990) and Goleman's (1995) ability-oriented EI definition began to be researched in a variety of workplace settings, a shift toward a more expansive definition of EI that includes skills and traits occurred (Bar-On, 2006; Boyatzis, 2018; Dasborough et al., 2021; Mikolajczak, 2009). Bar-On (2006) describes a model of combined social and emotional intelligence competencies and soft skills that "determine effective human behavior" (p. 14). Similarly, traits go beyond the capacity to do something at the mental level (abilities) and pass into "behaviorally observable" actions that can predict "life and job outcomes" (Boyatzis, 2018, p. 22). Both skills and traits are more easily measured using self-reporting study instruments, simplifying the investigation of specific research questions. This contributed to a blended definition of EI as a combination of knowledge, abilities, and dispositions (Mikolajczak, 2009). This current definition of EI is used by the authors in this study.

### ***Happiness***

Scholars and philosophers have defined happiness for centuries, but two distinct definitions continue to be analyzed in happiness literature, typically in combination with one another. There is the life of pleasure (hedonism) that defines happiness with the frequency of positive emotions an individual has and the life of value (eudaimonia) that focuses on the development of individual skills and talents to be used for a higher mission (Intelisano et al., 2020; Ryan & Deci, 2001; Tandler et al., 2020). A third

definition gaining traction in recent literature is the “flow” state or when an individual is fully immersed in a task (Brower, 2020; Tandler et al., 2020).

Subjective well-being (SWB) is often defined synonymously with happiness or as an umbrella term for happiness and other facets of well-being (Intelisano et al., 2020; Krasko et al., 2022; Tandler et al., 2020; Walsh et al., 2018). The distinction between SWB, happiness, and the measures of well-being differ by discipline in the literature. In this paper, SWB is defined as a comprehensive measure of multiple facets of happiness and related traits including life satisfaction, frequency of positive emotions, and a lack of negative emotions (Ryan & Deci, 2001; Bowling et al., 2010). Job satisfaction and SWB have been shown to have an interactional relationship, making it a useful definition within workplace-related research (Bowling et al., 2010; Tandler et al., 2020). This understanding of SWB is what is used by the authors in this study.

### ***Management in the Workplace***

Management and leadership studies in the workplace have become more prolific in the past two decades. Much of the literature focuses on a blend of management—formal roles that organize a set of resources within an organization—and leadership—a less formal designation focused on the power to motivate people toward specific organizational outcomes. Both designations refer to hierarchical roles that have the potential to affect organizational culture, which includes traits and skills that impact positive outcomes in the workplace (Momeni, 2009). Connections between aspects of emotional intelligence (EI) in leadership and management emerged as critical to productive workplace outcomes in the early twenty-first century (George, 2000; Goleman, 2002; Russell, 2008). More recently, literature has investigated manager-related happiness and emotional intelligence and their connections with transformational leadership and gender as seen below.

### *Emotional Intelligence and Happiness*

The major theme emerging from recent literature connects emotional intelligence in managers/supervisors/leaders to workplace productivity and happiness (Ashkanasy & Dorris, 2017; Gómez-Leal et al., 2022; Keller et al., 2020; Tsouvelas et al., 2022). Across three different industries—directors at a large non-profit (Tsouvelas et al., 2022), supply-chain managers (Keller et al., 2020), and secondary-school principals (Gómez-Leal et al., 2022)—researchers found that emotion regulation helped support manager-led empathy toward employees and positive responses in times of hardship or stress. Gómez-Leal et al. (2022) further state that established trust between supervisor and teacher leads to a more collaborative organizational culture and greater overall workplace well-being. Several authors relate emotional intelligence to transformational leadership—adjusting organizational roles and responsibilities to fit the needs of employees—as a key source of job satisfaction (Gómez-Leal et al., 2022; Rinfret et al. 2020; Russell, 2008). Although not directly connected to emotional intelligence, Artz et al. (2017) found that among industrial relations researchers and labor economists, employee understandings of supervisor competence—including a clear understanding of the roles and responsibilities of employees—were the most significant contributing factors to workplace happiness.

The connection between gender, happiness, and emotional intelligence in managers emerged as another key theme in the literature. Tsouvelas et al. (2022) and Xiong et al. (2022) found that female managers are less happy than male managers, but managers—regardless of gender—are happier than their employees. Additionally, Xiong et al. (2022)—in a study on female managers in China—found that women who exhibited masculine traits, as well as similar hobbies and interests as their male coworkers, experienced higher levels of happiness in the workplace. In a study on retail



managers (Slaski & Cartwright, 2002) and women leaders at a non-profit organization (Mayer et al., 2017), women leaders and managers contained higher emotional intelligence and performance outcomes than their male counterparts, exhibiting emotion regulation, empathy, and collaborative relationships with employees. Mayer et al.'s (2017) study further revealed that women value emotional intelligence more than men, especially black women who are disproportionately emotionally burdened in the workplace, forcing them to consistently practice emotional self-awareness.

### ***Management in Libraries***

The staff-librarian divide and, more generally, supervisor-employee interactions started gaining traction in library and information science (LIS) research in the early twenty-first century. Jones & Stivers (2004) describe the librarian-staff divide as a cultural divide between LIS professionals who necessitate hierarchical distinctions among roles and those who value distinctions without necessitating hierarchy.

### ***Emotional Intelligence and Happiness in Libraries***

The major theme of this scholarship—emotional intelligence (EI) in leadership playing a critical role in employee well-being and/or productivity—is mirrored in recent literature on academic libraries (Glusker et al, 2022; Kennedy & Garewal, 2020; Martin, 2018; Martin, 2020a; Kendrick, 2017, Kendrick & Damasco, 2019). There has been a shift in literature from mostly investigations of library leaders including library directors (e.g. Hernon et al., 2007) and senior management teams (e.g. Kreitz, 2017) to library faculty and staff experiences and perceptions of supervisors/managers/administrators related to workplace morale. Notably, many studies that investigated low morale and job satisfaction—a common theme among articles centered on happiness within academic libraries—found that EI deficits in library leadership and management are one

of the highest contributing factors to low workplace morale (Kendrick, 2017; Kendrick & Damasco, 2019; Kennedy & Garewal, 2020; Matteson et al., 2021).

Other common themes include how the librarian-staff divide—exacerbated by periods of organizational change—affects job satisfaction. Glusker (2022) describes how the COVID-19 pandemic has caused immense change and restructuring in academic libraries, escalating a prominent dichotomy between library staff and librarians. Many library staff felt that administrators did not value or respect the work of staff members, especially at a time when roles and responsibilities were becoming blurred amidst layoffs and budget cuts (p. 173). Even before the pandemic, Kennedy & Garewal (2020) describe how decreasing library budgets caused library staff to assume additional responsibilities usually completed by librarians, exacerbating feelings of low morale in library staff (p. 8).

Overall, it is clear that EI and happiness (although the latter is more frequently defined by studies of unhappiness) and leadership are important topics in academic libraries but there are gaps which this study looks to address.

## **Methods**

This study builds upon a previous study conducted in July 2020 which focused on academic librarians' emotional intelligence and happiness (anonymized, 2022). All data collected for this analysis were identified, collected, and reviewed before the start of this project because the current research is based on a previous study. The research study followed a concurrent, convergent design (Edmonds & Kennedy, 2017) which involved collecting qualitative and quantitative data simultaneously, followed by joining and examining both of these data sources.

### *Instruments*

Several EI measurement tests have been created with self-reporting instruments becoming the predominant tool of workplace measurement. The Short Profile of Emotional Competence (S-PEC), a 20-item self-reporting emotional intelligence test, has become a sound instrument in EI research. Derived from the longer Profile of Emotional Competence (PEC) that used a 50-item measurement tool developed by Brasseur et al. (2013), the S-PEC uses 10 different areas of EI in questioning to provide a comprehensive overview of EI competency (Mikolajczak et al., 2014). An investigation of the EI measurement tool landscape is discussed in greater depth by [anonymized] (2022).

There is a wide range of tools used to measure happiness and SWB, which are reviewed in greater depth in [anonymized] (2022). The Satisfaction With Life Scale (SWLS) is a popular five-item Likert-style tool for measuring SWB that continues to be used in modern literature to assess happiness. Developed by Diener et al. (1985), it was the first measurement of happiness that sought to understand overall life satisfaction, rather than specific spheres of life. A few examples of this include Taiwanese dental graduates (Fu et al., 2020), clinical care staff (Crowe et al., 2023), and German students in higher education (Krasko et al., 2022).

This survey utilized two validated data instruments, the Satisfaction With Life Scale (SWLS) and the Short Profile of Emotional Competence (S-PEC), to measure satisfaction with life and emotional intelligence. The survey also included demographic questions and qualitative open-ended questions to explore respondents' thoughts on happiness and emotional intelligence within the workplace. The researchers, as they did with the first study, checked the construct validity of the two instruments when combined to ensure fit.

### *Data Analysis Procedures*

Full demographics for this study were highlighted in [anonymized] (2022) but are repeated here in brief. The researchers received IRB approval for this study, part of a larger research project, prior to conducting any research. Two prominent groups from a professional organization served as the sampling frame: the University Libraries Section (ULS) and the Community and Junior College Libraries Section (CJCLS) of the American Library Association (ALA). One hundred sixty-nine respondents (n=169) responded to the survey with one hundred and twenty-nine (n=129) completing the full survey. We received complete responses for the demographic and quantitative results (the two instruments utilized in the survey), however not all respondents responded to the three open-ended questions at the end of the survey which were optional. The researchers are utilizing the 40 incomplete responses in the results for a richer depth of understanding so they are part of the sample. A high-level summary of the demographics includes:

- Respondents from all types of institutions (Associate-granting College, Baccalaureate and Associate-granting College, Baccalaureate-granting College or University, Master's-granting College or University, Doctoral-granting University, Special Focus: Two Year College, Four Year College or University) except tribal colleges
- The majority of respondents were from general academic libraries with no focused specialty
- One hundred and twenty-nine responded to the demographic job areas question selecting 675 responses (respondents could select more than one area as they felt represented their work)
- Respondents were from all over the United States as well as Canada

- Responses for “years of experience” were divided approximately equally among most age ranges (with most ranges receiving 16-20% of responses). There was a higher proportion of responses (28%) in the 20+ years of experience range
- The overwhelming majority (n=145) indicated having a master’s degree

This study differs from the previous one in that the researchers focused on and pulled out the data specific to supervisors' and administrators' relationships with individual contributor employees, while the previous study focused on a holistic view of the responses within academic libraries.

Researchers followed the data analysis procedures in the study guided by Creswell and Plano Clark (2011), which entailed four steps. This approach enables a greater degree of understanding to be formulated than if a single research approach was used. Collecting and analyzing both qualitative and quantitative data in a sequential and/or simultaneous manner combines both types of data. First, the researchers designed and collected both quantitative and qualitative data. Second, analysis was conducted on both data sets which included data from both the quantitative and qualitative results (more detail on the analysis is available below). Third, data in both sets were compared to each other. Lastly, the results were synthesized from the data. The original study targeted academic librarians working in an academic library, including those in supervisory and administrative positions. Data from the prior study was extracted to focus on these job types, and job types were examined after the coding was complete in order to mitigate coding bias.

In addition to the extraction of this targeted data from the previous study, this analysis incorporates a different qualitative tool, Taguette, as well as an updated version of MPlus (v.8.9) for quantitative analysis. The processes for the qualitative analysis differed in that once the responses were imported into Tagutte, they were each coded

separately via a primarily deductive approach (first, by one researcher; then by a second researcher; and last by a third coder to review and check the work). The basis for the codebook was a subset of the July 2022 version of the *Society for Human Resource Management* (SHRM)'s HR Glossary. The glossary is a living document, meaning that some codes have since been added or removed. Codes that were unlikely to be mentioned in this dataset (e.g., 'cafeteria plan' is a particular HR term that refers to different types of taxed benefit plans) were not selected as part of the subset. The authors started with 43 SHRM codes, deleted 11 that were not used by any of the coders, and added two codes unique to this dataset. In total, 33 codes were used at least once in this analysis (see Appendix B: Codebook, for more details). Two coders coded each dataset (one per question) once, then a third coder reviewed for inter-coder agreement and discrepancies, and finally, all three coders met to discuss the final datasets using an alternative inter-coder reliability method focused on qualitative measures (Cofie, Braund, & Dalgarno 2022).

## Findings and Results

### *Demographics*

Within the demographics for this study, it is worth noting that respondents selected all job areas which applied to their role. *Management* and *Administrator* are clearly distinguished by differing descriptions of each role.

**Table 1** Responses to Each Job Role

<b>Role</b>	<b>Description</b>	<b>Number of responses</b>	<b>Percentage of respondents</b>
Management	coordinator, department head, program director, etc.	49	29%

Administration	dean/director or associate dean/director, human resources, assessment, development, communications, budget, and finance, etc.	37	22%
Individual contributor	all other job types where employee is an individual contributor without management or administration duties	83	49%
<b>Total</b>		<b>169</b>	

According to Martin (2015), “academic libraries need great administrators at all levels of the organization who can instill confidence and help librarians and staff to succeed and grow” (p. 332). Of the respondents who had managerial roles, 29% of them (n=14) reported having 10-14 years of experience while, for administration job areas, those with 20+ years of experience were the largest number of respondents at 46% (n=17). Those with less than 5 years of experience, 5-9 years of experience, and those with 15-19 years of experience all equally reported management areas that apply to their position at 16%. With this study, the researchers found that 5-9 years and 15-19 years reported having administration areas (22%).

Fifty-five percent of respondents (n=27) from associate-granting colleges indicated management tasks as part of their position. For administration tasks, the highest number of respondents came from those in doctoral-granting universities at 43% (n=16). For both management and administration tasks, the highest percentage of respondents were from institutions of more than 10,000 students 43% (n=21) indicated management; 35% (n=13) indicated administration as relevant to their position.

### *Quantitative*

Quantitative data analysis focused on the analysis of the results from the two instruments, the 5-item Satisfaction With Life Survey (SWLS) and the 20-item Short Profile of Emotional Competence (S-PEC). The questions asked in each instrument are

noted in Appendix A: Survey Questions. Consultation with a statistician allowed the authors to develop a model with a good fit for each instrument when cross-tabbed with the self-selected job type. Exploratory Factor Analysis (EFA) was used to uncover the underlying structure of a relatively large set of variables. The factor analysis, which involved the statistician evaluating the construct, led the authors to discard one question (question 3) from the SWLS and 7 questions (questions 14-20) from the S-PEC due to poor fit with the job type question.

### **Statistical Significance**

The overall levels of satisfaction and emotional intelligence reflect a statistically significant difference between those who have some managerial or administrative responsibility and those who identified as individual contributor (non-supervising, non-administrative) employees. The authors report SWLS significance at  $p < .033$  and for S-PEC,  $p < .019$  for the second factor (questions 6, 11, 13, 15, and 19). Both scales require the respondent to rate themselves. For satisfaction with life, while the overall average was 4.96 (out of a 7-point scale), the average for individual contributor employees was 4.74 while the average of the two managerial groups was 5.26. For emotional intelligence, the difference was less stark but still present. The overall average score was 3.48 (on a 5-point scale) while the individual contributor employee average was 3.45 and the combined managerial group score was 3.53.

### **Years of Experience**

The authors then looked at years of experience in academic libraries (i.e., not years in the individual's current role) for both emotional intelligence and satisfaction with life. In terms of self-reported levels of emotional intelligence, administrators and managers viewed themselves differently than individual contributor employees.

### **Table 2**



*Emotional Intelligence Scores by Years of Experience and Job Type*

	Job Type					
	Group 1		Group 1 Total	Group 2	Group 2 Total	Grand Total
Years of Experience	Administrator	Manager			Employee	
Less than 5 years	3.38	3.44	3.43	3.56	3.56	3.52
5-9 years	3.41	3.46	3.43	3.50	3.50	3.47
10-14 years	3.95	3.52	3.61	3.44	3.44	3.52
15-19 years	3.51	3.83	3.62	3.36	3.36	3.49
20+ years	3.61	3.18	3.51	3.42	3.42	3.47
<b>Grand Total</b>	<b>3.57</b>	<b>3.48</b>	<b>3.53</b>	<b>3.46</b>	<b>3.46</b>	<b>3.49</b>

Administrators and managers with fewer than ten years of experience assessed themselves as having lower emotional intelligence (3.43 average) than individual contributor employees with the same years of experience (3.56 for fewer than five years of experience and 3.50 for those between 5-9 years of experience). The average for administrators and managers continued to increase as years of experience increased (3.61 for 10-14 years of experience and 3.62 for 15-19 years) while it decreased for individual contributor employees (3.44 and 3.36, respectively).

Satisfaction with life scores referenced by years of experience are less clear-cut than emotional intelligence scores.

**Table 3**

*Satisfaction with Life Scores by Years of Experience and Job Type*

	Job Type					
	Group 1		Group 1	Group	Group 2	Grand

			<b>Total</b>	<b>2</b>	<b>Total</b>	<b>Total</b>
<b>Years of Experience</b>	<b>Administrator</b>	<b>Manager</b>			<b>Employee</b>	
Less than 5 years	6.40	5.14	5.30	4.84	4.84	4.98
5-9 years	5.17	5.60	5.33	4.54	4.54	4.82
10-14 years	6.00	5.44	5.56	4.42	4.42	4.94
15-19 years	4.95	5.05	4.98	4.78	4.78	4.89
20+ years	5.31	4.72	5.17	5.19	5.19	5.18
<b>Grand Total</b>	<b>5.29</b>	<b>5.23</b>	<b>5.26</b>	<b>4.77</b>	<b>4.77</b>	<b>4.98</b>

Scores for administrators and managers and individual contributor employees showed a high number (5.30 and 4.84, respectively) for those in early career. This was followed by dips in scores for those in mid career (immediately for individual contributor employees and later for administrators and managers). Finally, the data showed rises in scores for those with the most experience, although administrators and managers with more than 20 years of experience have lower average scores (5.17) than individual contributor employees with similar experience (5.19). There are two other notable data points for satisfaction with life. Administrators with fewer than 5 years of experience, when looked at separately from managers with the same years of experience, had an average score of 6.40 (out of a 7-point scale). Individual contributor employees overall had much lower scores than administrators and managers, reaching their high (5.19) only after 20 years of experience.

### **Type of Institution**

The authors also looked in detail at the type of institution for both emotional intelligence and satisfaction with life.

### **Table 4**

*Satisfaction with Life Scores by Type of Institution and Job Type*

	<b>Job Type</b>					
	<b>Group 1</b>		<b>Group 1 Total</b>	<b>Group 2</b>	<b>Group 2 Total</b>	<b>Grand Total</b>
<b>Academic Institution</b>	<b>Administrator</b>	<b>Manager</b>			<b>Employee</b>	
Associate-granting College	5.13	5.34	5.23	4.94	4.94	5.09
Baccalaureate and Associate-granting College		3.40	3.40	4.60	4.60	4.47
Baccalaureate-granting College or University	6.40	4.40	5.07	4.60	4.60	4.95
Master's-granting College or University	6.00	4.45	5.23	4.94	4.94	5.05
Doctoral-granting University	5.19	5.72	5.39	4.54	4.54	4.91
Special Focus: Two Year College, Four Year College, or University				5.00	5.00	5.41
<b>Grand Total</b>	<b>5.29</b>	<b>5.23</b>	<b>5.26</b>	<b>4.77</b>	<b>4.77</b>	<b>4.98</b>

While not as directly comparable as years of experience due to the need to combine certain categories for data privacy, reported levels of emotional intelligence differed between administrators and managers and individual contributor employees. Overall, administrators and managers at all institutions averaged 3.53 (out of 5) and individual contributor employees averaged 3.46. Respondents at doctoral-granting institutions reported the smallest gap, with administrators and managers averaging 3.45

and individual contributor employees averaging 3.48. Respondents at special focus institutions who were individual contributor employees reported the lowest overall average (3.22), with administrators and managers at baccalaureate-granting institutions closely behind with an average of 3.23.

**Table 5**

*Emotional Intelligence Scores by Type of Academic Institution and Job Type*

	<b>Job Type</b>					
	<b>Group 1</b>		<b>Group 1 Total</b>	<b>Group 2</b>	<b>Group 2 Total</b>	<b>Grand Total</b>
<b>Academic Institution</b>	<b>Administrator</b>	<b>Manager</b>		<b>Employee</b>		
Associate-granting College	3.63	3.52	3.57	3.48	3.48	3.53
Baccalaureate and Associate-granting College		3.77	3.77	3.60	3.60	3.62
Baccalaureate-granting College or University	3.69	3.00	3.23	3.62	3.62	3.33
Master's-granting College or University	3.77	3.65	3.71	3.36	3.36	3.51
Doctoral-granting University	3.46	3.42	3.45	3.48	3.48	3.46
Special Focus: Two				3.22	3.22	3.49

Year College, Four Year College, or University						
<b>Grand Total</b>	<b>3.57</b>	<b>3.48</b>	<b>3.53</b>	<b>3.46</b>	<b>3.46</b>	<b>3.49</b>

*Qualitative*

Qualitative data analysis focused on coding and analysis of the three optional, open-ended questions that survey respondents were asked. The three questions are noted in Appendix A: Survey Questions, and focus on asking respondents to define emotional intelligence and happiness and then to provide examples of experiences of each in their workplaces.

With this analysis, there was an emphasis on differentiating between the experiences of administrators and managers versus individual contributor employees. While respondents could select as many job types as represented their work (recognizing the shared roles at small institutions, in particular), for this analysis the authors grouped the respondents into the highest hierarchical level chosen (i.e., if the respondent selected cataloging and administration, the authors grouped the respondent with administrators). The job type question can be found in Appendix A: Survey Questions. Of the 95 respondents who completed at least one section of the qualitative questions, 40 identified as a job type that the authors grouped into *administrators*, 25 identified as a job type that the authors grouped into *managers*, and 45 identified as a job type that the authors grouped into *individual contributor employees* with no leadership or supervision responsibilities.

Our thematic coding represented the following frequencies per job type:

- *Administrator* (n=39) thematic code frequency: the most frequently used code was *manager/supervisor/leader* (26 occurrences), followed distantly by *emotional intelligence* (13 occurrences).
- *Manager* (n=23) thematic code frequency: the most frequently used code was *employee engagement* (14 occurrences).
- *Individual contributor employee* (n=44) thematic code frequency: the most frequently used code was *manager/supervisor/leader* (19 occurrences), followed by *other staff members* and *soft skills* (each with 15 occurrences)

The following represents the top five most frequently occurring thematic codes by job areas:

**Table 6**

*Top Thematic Code Frequencies for Each Job Type*

<b>Administrator</b>		<b>Manager</b>		<b>Individual Contributor Employee</b>	
<i>Thematic Code</i>	<i>Frequency</i>	<i>Thematic Code</i>	<i>Frequency</i>	<i>Thematic Code</i>	<i>Frequency</i>
Manager/supervisor/leader	26	Employee engagement	14	Manager/supervisor/leader	19
Emotional intelligence	13	Manager/supervisor/leader	13	Other staff members	15
Employee engagement	12	Other staff members	7	Soft skills	15
Soft skills	10	Soft skills	7	Emotional intelligence	14
Organizational culture	8			Employee engagement	11
				Organizational culture	11

It should be noted that the coders were interested in coding both happiness and emotional intelligence but only emotional intelligence was coded in this slice of the data. This was due to a lack of ‘happiness’ examples in the data. For complete data including definitions of each thematic code, check Appendix C: Full Table of Qualitative Codes by Job Area.

### **Perceptions of Happiness by Administrators-Managers**

When considering the research question, *What perceptions and experiences do those who self-identify as administrators-managers have about happiness in the workplace? Do these differ from those who self-identify as individual contributor employees?* the data had several key items worth noting.

As noted by three respondents identified as administrators, the experience of leading a team was cited as when the manager/supervisor/leader felt happy in the workplace: “I feel happy...if I’m doing a good job leading my team. I think everyone on the team also feels our connection and camaraderie,” and “a time when I was very happy was when I was leading a team that had high morale, transparency, trust, and open communication.” In both instances, this led the team to feel specific team-building elements and had an impact on the team. In addition, one respondent commented, “the entire team was motivated by their agency and collaborative efforts.” In another instance, a respondent shared, “I was very happy when I was able to get team buy-in and support for a significant change to a legacy service that resulted in significantly improved access for students,” which also shows the impact for students.

Also of note: *happiness*, when coded under the *manager/supervisor/leader* code, was typically found to be examples when superiors recognized the work of the library staff and the impact on the college, such as these two comments: “...some of my happiest moments have been when administration approved a project or understood a

problem we as the library staff were having,” and “completing any project and presenting it to appropriate parties, including superiors, and having it be well received. This always elicits feelings of happiness and fulfillment. Superiors are happy the library is contributing to the college's mission.” Individual contributor employee also indicated, “usually when I proposed and led a project that would move the library forward... It did impact my happiness because I felt that I coordinated a project where people worked as a team and felt they were positively impacting the library. One staff member said it was the only time they had ever felt they were part of a team in the library.” On the contrary, for managers, *happiness* was indicated as more relevant to staff situations as noted, “addressing staff worries and concerns ...it impacted my happiness in the midst of it ...but because I was able to listen and understand more about staff members' unfounded concerns, I think I was able to sort of help them feel happier (certainly less anxious and stressed).”

#### **Perceptions of Emotional Intelligence by Administrators-Managers**

The perceptions and experiences administrators-managers had about emotional intelligence in the workplace differed from individual contributor employees. First, *emotional intelligence* came up as a higher frequency coded for administrators-managers. The following are representative examples from the data, particularly when communications with staff led to some emotional state change. One administrator indicated,

“a time when I was very happy was when I was leading a team that had high morale, transparency, trust, and open communication. All members of the department felt like their emotions were considered and impacted positively by honesty and trust,”

while another expressed,



“speaking one on one with a team member who was upset and I had been having a forthright conversation with them. Understanding their stresses and anxieties made me better able to guide them in their work responsibilities and support them emotionally.”

Secondly, for managers, there were fewer emotional intelligence-related responses, unless they related to *employee engagement* or *other staff members* such as within a staff meeting where everyone was encouraged to share:

“when we had a staff meeting and everyone was able to agree on the need for a project. Each person was encouraged to come up with an idea and allowed to communicate it. Others emotions were impacted by the freedom of the conversation and inclusiveness.”

or when engaging in tough conversations that an employee was going through such as a divorce,

“an employee was stressed, coming in late, not performing as expected. I met with her and asked how I could help, she didn't seem herself. She ended up crying and explaining she was going through a divorce. She felt much better after the conversation and we arranged flexibility with her hours.”

Likewise, a manager indicated,

“I was able to listen to a frustrated part-time coworker who had been trying for years to become full time,...I worried about him and I felt the situation was not fair to him. I believe he felt supported so I believe it impacted him positively.”

A supervisor stated how important EI was with their staff members when dealing with conflict or criticism:

“I've found EI to be most important in situations that involve interpersonal conflicts between team members. As the supervisor, it took a lot of time, energy,

and emotional work to support these two individuals in learning how to work together. I felt like I spent a lot of my time modeling appropriate responses, as well as providing clear instructions to the team members involved.”

For *other staff members*, this was important in supporting one another and for reflection, “I was able to be a non-judgmental sounding board for a colleague who was going through a difficult time.”

### **Soft Skills**

*Soft skills* was coded to all three job types with a higher frequency with individual contributor employees. Of important note is the fact that this thematic code was applied most often when describing the interactions between individuals with different status/power from each other. For example, for administrators, listening was cited often as related to staff, “I listened and reacted sympathetically as she shared her thoughts and concerns about various issues. I later heard that she commented to a mutual friend that she appreciates what a good listener I am,” and “understanding their stresses and anxieties made me better able to guide them in their work responsibilities and support them emotionally. Yes, I felt accomplished as a leader and we both had positive outcomes from the exchange.”

For managers, similar remarks to administrators were made when it came to listening, and staff worries and concerns such as,

“an employee was stressed, coming in late, not performing as expected. I met with her and asked how I could help, she didn't seem herself,” and “...because I was able to listen and understand more about staff members' unfounded concerns, I think I was able to sort of help them feel happier (certainly less anxious and stressed).”

Individual contributor employees focused more on *students*. Each of these examples expressed some level of frustration and/or stress. For example, as one respondent states,

“I regularly have emotionally upset students in my office, exhibiting signs of stress and anxiety related to coursework. Often, they come to me because they know I can help them feel more in control of their emotions and will leave feeling better than they did before.”

### **Organizational Culture**

For individual contributor employees, *organizational culture* was more closely aligned with comments related to happiness that involved feeling respected, valued, and able to contribute. For example, one respondent indicated, “People allowed me to express myself and our team grew stronger because I was allowed to contribute my ideas. Because of this openness to ideas, a happier workplace was created.” In addition, “It made me feel like my work was meaningful. I tried to show my appreciation by taking my staff out to lunch, buying them gift cards, nominating them for awards.”

One administrator commented on the transformation that their campus had,

“Recognizing the toxic nature of long-held positions of power within the academic library system in which I work, I found and required all direct reports to read a book...to set the tone that our campus was DIFFERENT and was actively opting OUT of toxic, hostile interactions. The transformation on our campus was REAL and POSITIVE! The grassroots efforts have spread to other areas of the College...we are impacting OUR campus library and our broader campuses!”

### **COVID-19**

It is worth mentioning that while the researchers did not utilize a thematic code for *COVID-19* or the *pandemic*, respondents did highlight this in their responses about their happiness in the workplace. For example, an individual contributor employee indicated, “I am actually at my happiest right now working remotely, because I can concentrate on doing my job and working with students without the distractions of gossip, passive-aggressiveness, and micromanagement.”

For administrators, one respondent indicated that emotional intelligence was utilized, “Every day since we closed for the pandemic has been an exercise in emotional intelligence to read staff mental and emotional states as we moved from uncertainty to a little more certainty,” while another stated that, “COVID time. Letting team / colleagues know it’s ok to be distracted and unproductive in these uncertain times. We felt unified as people and as a team in such weird times.”

### **Breadth of Thematic Codes**

In order to understand the breadth of thematic codes (a proxy for the breadth of topics discussed by each job type), the authors tallied codes per job type and found the following: individual contributor employee (25 thematic codes); administrator (23 thematic codes); and manager (20 thematic codes). Unique thematic coding for each job type included the following codes:

- Individual contributor employee: *implicit bias, protected class, harassment, pay equity*
- Manager: *span of control<sup>1</sup>, succession planning*
- Administrator: *equity, mission statement, values statement, recognition, stress management*

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<sup>1</sup> SHRM’s definition of ‘span of control’ is “can simply be defined as how many direct reports a manager or supervisor has. It is also a management principle used when determining how many direct reports a manager can have and still be able to manage effectively”

### **Discussion**

The four research questions that guided this study asked about satisfaction with life and emotional intelligence for administrators-managers in contrast with individual contributors. With the data gathered here, the authors have started to answer these questions.

One key area of consideration is the different experiences of managers versus administrators. In retrospect this is obvious, but the authors' research questions did not anticipate the differentiation that became evident in the data. At times, administrators and managers experience similar workplace challenges and exhibit similar emotional intelligence and satisfaction with life. At other times, the two experience very distinct challenges and report correspondingly distinct scores on the two instruments. The authors sought, to the extent possible, to distinguish where managers aligned upwards in the hierarchy with administrators and where they aligned downwards in the hierarchy with individual contributor employees. It speaks to the uniqueness of the role of middle managers, in particular, that sometimes respondent data aligned more with one side and at other times more with the other.

The authors found that the overall scores for both satisfaction with life and emotional intelligence in this study were higher for administrators and managers than they were for individual contributor employees. Scores are self-reported and do not necessarily indicate how an outside observer would score the respondent. When looking at administrators as distinct from managers, it is also notable that their scores are the highest in every sub-area of satisfaction with life and all but one of the sub-areas of emotional intelligence (some areas are reverse-scored such that a low numerical score indicates a high score in the area). In fact, administrators report the highest scores of all three groups. Library administrators, and to an extent managers, are responsible for the

vision, morale, and leadership of their organization. The disconnect between the scores of individual contributor employees and their leadership is concerning.

When looking at the data for satisfaction with life, those with 10-14 and 15-19 years of experience tend to report lower levels than those with fewer or more years, respectively. These lower levels persist across job types. There is a well-known happiness dip in middle age (Blanchflower & Oswald, 2008) which may be affecting satisfaction with life scores for those with more years of experience. While the authors did not measure age directly, years of experience can be used as a proxy. The most recent American Library Association (ALA) demographics - relevant given that the survey population was composed of ALA members - from 2017 indicated that approximately 43% of members can be considered middle-aged (those aged 45 to 64 years old). Thus, a significant percentage of the survey respondents were likely in middle age.

As noted above, our research questions combined administrators and managers, while our qualitative data, in particular, showed meaningfully different experiences for both job types. For example, organizational culture was more prevalent as a coded theme with individual contributor employees than administrators, and less significant with managers. In this sense, organizational culture according to the SHRM's HR Glossary refers to, "the way things are done within an organization. This culture consists of shared beliefs and values established by leaders and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviors, and understanding. Organizational culture sets the context for everything an enterprise does. Because industries and situations vary significantly, there is not a one-size-fits-all culture template that meets the needs of all organizations." This is interesting as Appelbaum et al. (2007) as cited in Brundy (2014) found that the two

most common mistakes made by managers and executives during the first 90 days are, 1) not taking the time to learn the new environment and its culture before making changes, and 2) failing to build relationships and not being sufficiently people-oriented. We didn't find anything specific to the first 90 days of managers or administrators, however, we contend that this effect may persist past the first 90 days. Dewey (2012) warned of situations the transitioning library director is likely to encounter, such as concern over reorganization, past commitments and expectations, and pressure to right past wrongs.

There were eight times when a phrase was coded as both organizational culture and soft skills. What is coded as organizational culture when an individual contributor employee experienced it often ended up coded as soft skills when an administrator reported similar interaction (despite the fact that job types were unknown at time of coding). For example, "being valued and heard in my workplace increases my level of happiness" (coded as organizational culture for an individual contributor) can be framed from the administrator's point of view as "I take the time to really listen to my employees, and it really results in higher morale," which was coded as soft skills. Soft skills and emotional intelligence when coded together were represented eight times for individual contributor employees, six for administrators, and three for managers. The individual contributor employee responses show strong connection to emotion and stress related to student situations whereas with the administrator the connection is aligned more with the understanding of others (namely employees and staff) and when their emotions were considered in situations. For example, "allows me to assess the state of my employees, faculty" from an administrator respondent versus "helping a frustrated student" for an individual contributor employee. This makes sense as individual contributor employees work more directly with students.

When looking further at the qualitative data, employee engagement was most frequently coded for managers. The interactions representative of this coding include, when there is satisfaction or pride, the extent to which people enjoy and believe in what they do for work and have the perception that their employer values what they bring to the table. This was different than for manager/supervisor/leader which was focused more clearly on their staff and the gratification received or as they pursued their career goals. With individual contributor employees, this was also different as respondents indicated times when they were listened to by others and supported by administration. On another note, the authors combined leader with manager/supervisor/ leader as a code even though leader, manager, and supervisor all have distinct meanings and roles. The authors decided to combine all three as a code to indicate when a person was a leader, or a boss as referenced in the response which would include top level supervisors such as deans. It wasn't always clear whether a person referenced in an example held a formal leadership position (as an administrator or manager) or were informally leading (on a project, for example).

The authors decided not to utilize COVID or pandemic as a coded theme for this series of data as they found it outside the scope of the manuscript, even though there were a few qualitative references to COVID and the impact on happiness. This manuscript focused specifically on the relationship between emotional intelligence and happiness in administrators and managers within academic libraries and how they relate to the experiences of individual contributor employees, not on how COVID impacted or related to their experiences. While COVID is an important topic to examine, additional or future research could further dive into the relationship between COVID and happiness in academic libraries.



In summary, the discussion offered answers to the overall level of satisfaction with life and emotional intelligence of those who self-identify as administrators-managers vs those who self-identify as individual contributor employees. The perceptions and experiences of administrators-managers happiness and emotional intelligence in the workplace was further discussed. The authors identified and shared any differences seen in the data between administrators, managers, and individual contributor employees.

### **Limitations**

The research limitations of this study focus on the survey timing, respondents' feelings and understanding, and bias. This survey's data was collected at one point in time, July 2020, during a global pandemic. The survey was only open for one month during the summer and some librarians may have been on leave or off-contract. Some academic librarians likely never responded to this survey due to other surveys demanding their time and the complex demands of their own work. Respondents may have had a different understanding of the terms emotional intelligence and satisfaction with life than study authors, possibly leading to misinterpretation of results. Since respondents volunteered to participate in the survey, there is likely a degree of self-selection bias. In addition, there may have been varied responses when selecting a job type dependent upon the understanding of the definition of the job type. The authors chose a set of codes which commingled administrator and manager experiences despite differences. Finally, there is also the risk that a respondent may have provided dishonest answers, particularly in regard to their self-reported job roles. All of these limitations limit the degree to which generalizations can be made to all academic librarians.

### **Recommendations and Implications**

The implications of this research, as previously stated, are concerning. Administrators and managers in academic libraries are reporting higher scores of emotional intelligence (which is perhaps understandable) and satisfaction with life, or happiness (which is less so). In particular, administrators are reporting the highest scores of all job types. While this may be a case of money buying happiness - or there may be other causes that the authors are unable to determine here - it is still something for library administrators and managers to consider further. The emotional intelligence and happiness of individual contributor employees are essential for the critical functioning of the library (especially but not only in public services) and the experiences and culture within it.

The authors have two recommendations, one for further formal research and one for informal exploration within library workplaces. First, it is clear that further research should be done on this topic. The reasons why administrators and managers self-reported higher emotional intelligence and happiness were beyond the scope of this study. Determining these reasons could lead to better functioning academic library workplaces. Second, individual institutions have the power to use this information to start asking questions and offering serious reflection now (before any study is completed). Higher education, and libraries in particular, are under unique stresses at this moment. Increasing everyone's ability to be emotionally intelligent, if not necessarily happy, is critical to preventing burnout, increasing diversity, and achieving other key goals of the profession.

### **Conclusion**

Emotional intelligence and happiness both have important roles to play in the academic library workplace. Understanding the extent to which administrators and

managers experience these key concepts differently than individual contributor employees is one way to understand how workplaces become toxic and morale low. In this study, the authors found administrators and managers to report higher levels of emotional intelligence and happiness than individual contributor employees. This set of differences is a concerning fact which should be further explored, both in formal studies and in individual academic libraries.

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## Appendix A: Survey Questions

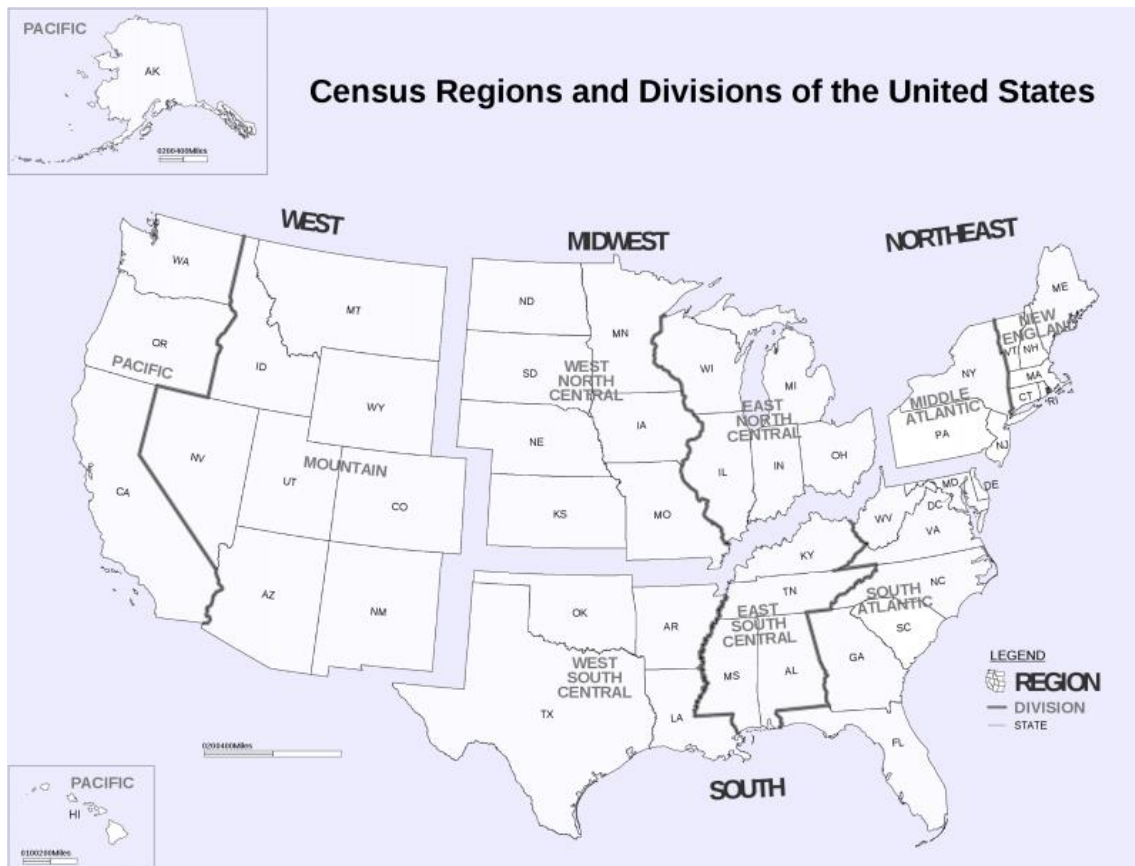
The survey includes: (a) demographic questions; (b) the 5-item 7-Likert scale “The Satisfaction With Life Scale (SWLS);” (c) the 20-item 5-Likert scale “How Emotionally Intelligent and Competent are You? (The Short Profile of Emotional Competence, S-PEC);” (d) open-ended questions related to emotional intelligence and happiness.

### Demographic Questions

- A. What type of academic library best describes where you work?
  1. 4-year public university
  2. 4-year private university
  3. Community or Junior College
  4. Other (please describe)
- B. Does your library have a special emphasis? Select only one.
  1. No special emphasis (general)
  2. Medical/Health Sciences
  3. Law
  4. Science
  5. Engineering
  6. Business
  7. Special Collections
  8. Other (please describe)
- C. What is the size of your institution by enrollment?
  1. Under 2,000 students
  2. Under 5,000 students
  3. Under 10,000 students
  4. More than 10,000 students
- D. Please select all job areas that apply to your position.
  1. Reference (subject, liaison, branch, etc.)
  2. Research services (data management, analysis, or visualization, digital humanities, grants, etc.)
  3. Student success (outreach, engagement, first year experience, etc.)
  4. Instruction (information literacy, teaching and learning, etc.)
  5. Scholarly communication and publishing (open educational resources, open access, copyright, repositories, etc.)
  6. Special collections (archivist, curator, preservation, etc.)
  7. Access (circulation, ILL, media, research commons, makerspaces, etc.)
  8. Acquisitions (licensing, purchasing, etc.)
  9. Cataloging (metadata, resource description, bibliographer, digital materials, etc.)
  10. Technology (user experience, electronic resources, discovery, digitization, etc.)
  11. Management (coordinator, department head, program director, etc.)
  12. Administration (dean/director or associate dean/director, human resources, assessment, development, communications, budget and finance, etc.)

13. Other (describe)

E. What is your geographic location (using the map below)?



By US Census Bureau - [https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\\_regdiv.pdf](https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf)

- Midwest - East North Central (1)
- Midwest - West North Central (2)
- Northeast - Middle Atlantic (3)
- Northeast - New England (4)
- South - East South Central (5)
- South - South Atlantic (6)
- South - West South Central (7)
- West - Mountain (8)
- West - Pacific (9)
- Outside US - Canada
- Outside US - Rest of world

F. How many years of experience do you have working in an academic library?

1. Less than 5 years
2. 5-9 years
3. 10-14 years
4. 15-19 years
5. 20+ years

G. Please select all the education you have completed.

1. 4-year College degree or less
2. Masters degree (MLIS, MA)
3. Doctoral degree (PhD, EdD)
4. Professional degree (JD, MD)

### **The Satisfaction With Life Scale (SWLS)**

Description of Measure: A 5-item scale designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect).

Respondents indicate how much they agree or disagree with each of the 5 items using a 7-point scale that ranges from 7 (strongly agree) to 1 (strongly disagree).

Scale:

Instructions: Below are five statements that you may agree or disagree with.

Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

- \_\_\_\_ In most ways my life is close to my ideal.  
 \_\_\_\_ The conditions of my life are excellent.  
 \_\_\_\_ I am satisfied with my life.  
 \_\_\_\_ So far I have gotten the important things I want in life.  
 \_\_\_\_ If I could live my life over, I would change almost nothing.

Scoring: Though scoring should be kept continuous (sum up scores on each item), here are some cutoffs to be used as benchmarks. 31 - 35 Extremely satisfied 26 - 30 Satisfied 21 - 25 Slightly satisfied 20 Neutral 15 - 19 Slightly dissatisfied 10 - 14 Dissatisfied 5 - 9 Extremely dissatisfied

Reference:

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49, 71-75.

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### **How Emotionally Intelligent and Competent are You? (The Short Profile of Emotional Competence, S-PEC)**

Instructions Here's another measure of emotional intelligence consisting of 20-items to assess emotional intelligence skills and competencies both in relation to oneself (e.g. identifying and understanding own emotions) and others (e.g. identifying and understanding another's emotions).

To assess these emotional intelligence and competencies, state the extent to which the statements below represent you or otherwise. Very much unlike me; Somewhat unlike me; Neither nor Somewhat like me; Somewhat like me; Very much like me

1. When I am touched by something, I immediately know what I feel.
2. When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed.
3. I do not always understand why I respond in the way I do
4. When I am feeling low, I easily make a link between my feelings and a situation that affected me.
5. I find it difficult to explain my feelings to others even if I want to.
6. I am good at describing my feelings.
7. When I am angry, I find it easy to calm myself down.
8. I find it difficult to handle my emotions.
9. My emotions inform me about changes I should make in my life.
10. I never base my personal life choices on my emotions.
11. I am good at sensing what others are feeling.
12. Quite often I am not aware of people's emotional state.
13. I do not understand why the people around me respond the way they do.
14. Most of the time, I understand why the people feel the way they do.
15. Other people tend to confide in me about personal issues.
16. I find it difficult to listen to people who are complaining.
17. When I see someone who is stressed or anxious, I can easily calm them down.
18. If someone came to me in tears, I would not know what to do.
19. I can easily get what I want from others.
20. If I wanted, I could easily make someone feel uneasy.

Scoring Total Emotional Competence score = Average Items 1-20. Total Identification-Self score = Average items 1-2. Total Understanding-Self score = Average items 3-4. Total Expression-Self score = Average items 5-6. Total Regulation-Self score = Average items 7-8. Total Use-Self Score = Average items 9-10. Total Identification-Others score = Average items 11-12. Total Understanding-Others score = Average items 13-14. Total Listening-Others score = Average items 15-16. Total Regulation-Others score = Average items 17-18. Total Use-Others score = Average items 19-20. Reverse Scoring: Items 3, 5, 8, 10, 12, 13, 16 and 18 are reverse-scored. Interpretation: Higher scores indicate higher emotional competence. Take note of the scores obtained between your 'self' and 'other' dimensions; if one is substantially higher than the other, this may reflect better emotional competencies in one form relative to the other.

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#### Qualitative Questions

1. How would you define emotional intelligence and happiness in the workplace?
2. Describe a time when you thought you were exhibiting high emotional intelligence in the workplace.

- a. Did that time impact your own happiness?
  - b. Others' happiness?
3. Describe a time when you considered yourself very happy in the workplace.
  - a. Were your emotions impacted?
  - b. Were others' emotions impacted?

**Appendix B: Codebook**

Tag	Description	Number of Highlights
<b>ally</b>	a person who actively supports an underrepresented group of which they are not a member.	1
<b>career plateau</b>	occurs when an employee has reached the highest position level they can possibly obtain within an organization and have no future prospect of being promoted due to a lack of skills, corporate restructuring or other factors.	0
<b>constructive discharge</b>	occurs when working conditions are made so unbearable or abusive that a reasonable person believes that resignation is the only appropriate action for them to take.	0
<b>disparate impact</b>	intentional discrimination that occurs when rules or policies are applied inconsistently to one group of people over another	0
<b>employee engagement</b>	an employee's satisfaction with their work and pride in their employer, to the extent to which people enjoy and believe in what they do for work and have the perception that their employer values what they bring to the table.	37
<b>equity</b>	the fair treatment in access, opportunity and advancement for all individuals.	1
<b>essential job functions</b>	those job duties that an employee must be able to perform with or without reasonable accommodation.	10
<b>extrinsic award</b>	usually has a monetary value and is given to an employee for achieving something. Examples include bonuses, pay raises and additional benefits.	6
<b>gender identity</b>	refers to a person's internal sense of being male, female, a combination of both, or neither.	0
<b>glass ceiling</b>	a term used to describe the invisible barrier keeping women from advancing into executive level positions.	0
<b>harassment</b>	defined by the Equal Employment Opportunity Commission (EEOC) as "unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive." State laws may further define harassment to include additional protections.	3
<b>horizontal organization</b>	one that consists of few hierarchical levels. These are also called "flat" structures. Such structures often rely on the use of cross-functional teams.	0



<b>hostile work environment</b>	created when harassing or discriminatory conduct is so severe and pervasive it interferes with an individual's ability to perform their job; creates an intimidating, offensive, threatening or humiliating work environment; or causes a situation where a person's psychological well-being is adversely affected.	6
<b>implicit bias</b>	a person's unconscious prejudice, attitude or opinion about others.	1
<b>inclusion</b>	the extent to which each person in an organization feels welcomed, respected, supported and valued as a team member.	1
<b>knowledge, skills, and abilities</b>	job-related behaviors and attributes necessary to effectively perform a particular job.	8
<b>mission statement</b>	a concise explanation of the organization's reason for existence. It describes the organization's purpose and its overall intention.	1
<b>onboarding</b>	the process in which new hires are integrated into an organization. It includes not only an initial new-hire orientation process, but an ongoing introduction to an organization's structure, culture, vision, mission and values. Onboarding can last weeks and even up to a year.	0
<b>organizational change</b>	refers to organization wide changes such as restructuring operations; implementing new programs; and introducing new technologies, processes, services or products.	15
<b>organizational culture</b>	refers broadly to the way things are done within an organization. This culture consists of shared beliefs and values established by leaders and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviors and understanding. Organizational culture sets the context for everything an enterprise does. Because industries and situations vary significantly, there is not a one-size-fits-all culture template that meets the needs of all organizations.	21
<b>pay equity</b>	the practice of ensuring fair and equal pay practices to all employees regardless of gender, race, age or other protected characteristics.	1
<b>progressive discipline</b>	a method of discipline that uses graduated steps for dealing with problems related to an employee's conduct or performance that do not meet defined standards and policies. The ultimate objective of progressive discipline is to help employees correct conduct problems and resolve performance issues in the earliest stages.	1
<b>protected class</b>	refers to certain groups of individuals protected by anti-discrimination laws, such as women, older workers, people with disabilities, minorities and others.	1

<b>reasonable accommodation</b>	under the Americans with Disabilities Act (ADA), is a modification or adjustment of a job process or work environment that will better enable a qualified individual with a disability to perform the essential functions of a job.	0
<b>sexual orientation</b>	refers to the gender, genders or identities outside the gender binary to whom an individual is inherently sexually and romantically attracted to. Examples include gay, lesbian, straight, bisexual and asexual.	0
<b>situational leadership</b>	a management theory where a leader adapts their style to meet the current situation and environment.	2
<b>skills gap</b>	refers to the difference between the skills an employer needs and the skills employees and applicants have. When discussed broadly, it includes the idea that there is a shortage of workers to fill this gap.	5
<b>soft skills</b>	those related to behavioral and interpersonal abilities, such as the ability to effectively communicate, problem-solve, collaborate and organize.	37
<b>span of control</b>	can simply be defined as how many direct reports a manager or supervisor has. It is also a management principle used when determining how many direct reports a manager can have and still be able to manage effectively.	1
<b>strategic planning</b>	the process of identifying an organization's long-term goals and objectives and then determining the best approach for achieving those goals and objectives.	0
<b>succession planning</b>	the process of identifying long-range organizational human capital needs and cultivating a supply of internal talent to meet those future needs. Succession planning is used to anticipate the future needs of the organization and to assist in finding, assessing and developing the human capital necessary to realize the strategy of the organization.	2
<b>talent acquisition</b>	also known as recruiting, is the process of hiring individuals with the skills and abilities needed for the job. This includes sourcing and attracting talent, interviewing, background checking, and onboarding.	0
<b>values statement</b>	lists the core principles that guide and direct the organization and its culture.	3
<b>vertical organization</b>	vertical organization is one with an organizational structure consisting of many levels of management.	4
<b>workforce planning</b>	the process an organization uses to analyze its workforce and determine the steps it must take to prepare for future staffing needs.	4
<b>emotional intelligence</b>	also known as emotional intelligence quotient (EIQ) or emotional quotient (EQ), describes an individual's mental ability to be sensitive and understanding to the emotions of others as well as being able to manage their own emotions and impulses.	27

<b>job enrichment</b>	the practice of increasing the amount of control, responsibility and discretion in an employee's job in an effort to improve employee engagement or satisfaction.	6
<b>performance management</b>	the process of maintaining or improving employee job performance through the use of performance assessment tools, coaching and counseling as well as providing continuous feedback.	3
<b>training needs analysis</b>	identifies individuals' current level of competency, skill or knowledge in one or more areas and compares that competency level to the required competency standard established for their positions or other positions within the organization. The difference between the current and required competencies can help determine training needs.	6
<b>manager/supervisor/leader</b>	when a people leader, or boss, is referenced. Also includes top level supervisors (i.e., deans)	59
<b>other staff members</b>	when the person is not themselves a manager or supervisor and they are referring to colleagues	32
<b>students</b>	when the person is referring to their impact on students	17

### Appendix C: Full Tables of Qualitative Thematic Codes by Job Area

#### Individual contributor/non-supervisory Employee (n=44):

Ally	1
Essential job functions	3
Emotional intelligence	14
Employee engagement	11
Extrinsic award	1
Harassment	1
Hostile work environment	5
Implicit bias	1
Inclusion	1
Job enrichment	2
Knowledge, skills, and abilities	2
Manager/supervisor/leader	19
Organizational change	5
Organizational culture	11
Other staff members	15
Pay equity	1
Performance management	2
Progressive discipline	1
Protected class	1
Situational leadership	1
Skills gap	3
Soft skills	15
Students	10
Vertical organization	2
Workforce planning	3

#### Managers (n=23):

Essential job functions	3
Emotional intelligence	4
Employee engagement	1 4
Extrinsic award	1
Inclusion	2
Job enrichment	3
Knowledge, skills, and abilities	2
Manager/supervisor/leader	1 3

Organizational change	4
Organizational culture	6
Other staff members	7
Performance management	1
Situational leadership	2
Soft skills	7
Span of control	1
Students	3
Succession planning	2
Training needs analysis	2
Vertical organization	1
Workforce planning	1

**Administrators (n=39):**

Essential job functions	4
Emotional intelligence	1 3
Employee engagement	1 2
Equity	1
Extrinsic award	1
Hostile work environment	1
Inclusion	1
Job enrichment	1
Knowledge, skills, and abilities	3
Manager/supervisor/leader	2 6
Mission statement	1
Organizational change	5
Organizational culture	8
Other staff members	7
Recognition	1
Situational leadership	3
Skills gap	2
Soft skills	1 0
Students	5
Stress management	1
Training needs analysis	4
Values statement	3
Vertical organization	2

