Exploring The Dimensions of Emotional Intelligence Amongst Malaysian Public Librarians: A Critical Incident Technique Approach

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ABSTRACT

When the topic of emotional intelligence started to emerge in the mid 80s, the interest amongst psychologist and social researchers became intensified. Since then, various studies have been conducted involving diverse professions including doctors, teachers, lawyers etc. Accordingly, various models and frameworks have been developed depicting the dimensions of emotional intelligence. However, among the many models, the one developed by Goleman is considered as one of the most successful model as it is considered very comprehensive and has been adopted or cited by many researchers investigating the topic. This study is another attempt to validate the dimensions of emotional intelligence identified by Goleman in the context of Malaysian public librarians. Adopting the critical incident technique as the research method, findings of the study suggest that all dimensions and sub-dimensions of the emotional intelligence model by Goleman are indeed applicable amongst Malaysian public librarians. Hence, this study further strengthened the Goleman's model and provides avenue for prospective researchers to further validate the model in the context of Malaysian public librarians using the survey method.
KEYWORDS: emotional intelligence, public librarians, critical incident techniques, Malaysia.

1- INTRODUCTION

Ever since the publication of the book entitled "Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman in 1995, the topic has captured the interest of both social science researchers and practitioners. According to Goleman (1998) emotional intelligence (EI) involves knowing and managing one's emotions, empathizing with others and maintaining satisfying relationships. Goleman (1998) identified four domains of emotional intelligence namely:

- Self-awareness is the ability of an individual to be in tune with her or his own feelings and to recognize the impact of her or his feelings have on others. The emotional competencies that underlay this dimension are emotional self-awareness, accurate self-assessment and self-confidence.
- Self-management is the ability to keep negative emotions and impulsive behaviour under control, stay calm and unflappable even under stressful situations, maintain a clear and focused mind directed on accomplishing a task. The required sub-dimensions included in this dimension are optimism, self-control, transparency and adaptability.
- Social awareness is the ability to read or sense other people's emotions and how they impact on the situations of interest and concern. The competencies for this dimension include empathy, organizational awareness and service.
- Relationship management is the ability to influence, guide and handle other people's emotions. The competencies that underpins this dimension include inspirational leadership, influence, developing others, catalyst change, conflict management, teamwork and collaboration.

While studies investigating emotional intelligence using the Goleman's model have been extensively reported in the literature, very few have focused or tested the model in the context of librarians. In particular, study validating the model in the context of Malaysian public librarians is still not available. Hence, this study is aimed to ascertain whether the dimensions of emotional intelligence developed by Goleman (1995) applicable in the context of Malaysian public librarians.

2-LITERATURE REVIEW

The theory of 'EI' was first described as "a form of social intelligence" by Thorndike in the late 1920's (Thorndike, 1920). In 1990, Mayer & Salovey (1990) coined the term EI in their article, "EI," and in 1995,

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Goleman (1995) introduced EI into the mainstream and developed his own model of EI. Ultimately, the concept of EI has been expanded and made applicable to numerous disciplines including the services sectors such as hospitals, banking, schools and information services.A literature search in the Library and Information Science Abstracts (LISA) database located more than 1000 papers in the past 10 years discussing Library and Information Science (LIS) competencies. However, only 17 articles related to EI were found in LISA. A search in two search engines in July, 2009 shows a stark gap in the number of publications on EI generally, and EI related to library services

Although a few discussions of EI and library services appear in both library and information science literature (Edison, 2000; Nazarova, 2002; Rovengers, 2002; Pellack, 2003; Singer & Francisco, 2005; Quinn, 2007), these are non research pieces and insufficient to promote EI skills. One must go outside of library and information management to find other empirical studies.

In Malaysia, the Malaysian Public Libraries (thereafter, MPLs) are serving the information needs of heterogeneous users and enabling them to connect with the world of information, interact with information and utilize information in all aspects of their lives (IFLA/UNESCO, 1994; NLM, 2004). The organization supports lifelong learner, user's need, decision maker, knowledge enhancement, cultural continuity and human capital development (NLM, 2004). For the past 52 years, MPLs have developed rapidly and provided their services in all the states as well as in some remote areas. Code of ethics in MPLs is vital in making sure the civil service focuses on delivery of services and national development. This public service needs to be seen by Malaysians in its greater function, in relation to a larger global context. To attain this, the government has re-examined the strategies, programme, and methodology and re-evaluated the professional needs, in terms of capabilities, skills and training to civil servants (Najib, 2009). One of the skills, desired among civil servants, is EI (Sidek, 2009).

3- RESEARCH METHOD

Many researchers argued that the critical incident technique (CIT) falls under qualitative research. It was first introduced by Flanagan (1954) and has been used widely in the variety of disciplines including information science. Considering the exploratory nature of the study, hence adopting CIT is very relevant and appropriate. A total of 14 participants were involved in the interview. These participants were purposely chosen as they were very senior and experienced public librarians. Except for one respondent, all other respondents were interviewed at their offices during office hour between 9.00 am to 5.00 pm. The length of the interview ranged between 30 and 75 minutes. Following Spradley's (1979) advice, the first session of each interview was spent establishing rapport, so as to put the participant at ease. Subsequently, the researcher explained the purpose of the interview and presented the Informed Consent form for the respondent to complete. The respondents were also assured of the confidentiality of their responses and profiles. In order to ensure that the interview data was fully and accurately captured, the entire interview session was recorded after getting the approval and consent of the respondents. For the purpose of validation, notes were written down using pen and papers.

Whelsh (2002) suggested that if the data set is relatively small, then it would be appropriate to use only manual method. To this effect, the researcher decided to manually analyze the data. Following Flanagon and Woolsey (1986), the data were analyzed in three stages i.e. (i) extracting events from the transcribed data (ii) grouping the similar incidents into groups or themes, and (iii) examining the validity of the theme and categories.

Two independent judges who had an in-depth knowledge and experiences of the subject matter were appointed to examine the validity of the analyzed data. On separate occasions, each judge was provided with a brief description of the categories. Subsequently, they were required to place a sample of 20 incidents under appropriate categories. By comparing the placement of incidents by judges with the original placement incidents done by the researchers while forming the categories, the number of hits and misses could be summarized statically as a percentage of agreement. In this case, if a judge had 20 hits out of 20 placements, the percentage agreement would be 100%. Flanagan (1954) suggested a 75% level of agreement or more to consider a category to be sufficiently reliable for use. In this study, the percentage agreement for first judge is 88% while the second judge is 86%, hence yielding to an average 87% which suggest that our findings are adequately reliable.

4-Findings

Through interviews with 14 pubic librarians (7 men and 7 men), 176 critical incidents were elicited concerning EI skills in this population. An attempt was also made to obtain critical incidents that reported the encumbrance of EI skills but few hindering incidents were reported it was determined that 3 categories would be added by their inclusion in this study. The themes and categorization process highlighted the need to eliminate incidents which did not contain specific examples or experiences of the EI dimensions received but reflected more general EI dimensions, such as the "selfish", info skills" and its drawbacks (the feeling of isolation and the need to

adapt to the environment). After this process of refinement, 176 critical incidents were identified from the 14 informants, of which 137 were positive and 39 negative. However, 36 incidents were eliminated from the finals because it was unclear which themes or categories they should belong to.

The remaining 140 incidents were divided into four distinct domains of EI for purposes of analysing and reporting the data; Self Management, Self Awareness, Social Awareness, Relationship Management and three additional groups; Communication, Ethics and Spiritual. There were, therefore a total of results 17 were Self Awareness, 45 were Self Management, 19 were Social Awareness and 27 were Relationship Management. While additional groups were Communication 4, ethics were 6 and spiritual were 7. After the classification by the two evaluators and after checking the validity of the process, these critical incidents were finally grouped in 18 dimensions from 4 main clusters or dimensions. Table 2 below shows the summary of positive and negative incidents supporting the competencies of EI as identified by Goleman (1995).

Table 2 Summary of Incidents Related to Theme

Theme	Competencies	Number of Incidents	
		Positive	Negative
Self-Awareness	Emotional Self-Awareness	4	1
	Accurate Self-Assessment	3	2
	Self-Confidence	7	0
Self-Management	Emotional Self-Control	5	2
	Transparency	9	4
	Adaptability	7	0
	Achievement Orientation	5	2
	Initiative	7	0
	Optimism	4	0
Social Awareness	Empathy	5	2
	Organizational Awareness	4	3
	Service Orientation	5	0
Relationship Management	Developing Others	2	3
	Inspirational Leadership	3	0
	Change Catalyst	5	0
	Influence	3	0
	Conflict Management	3	1
	Teamwork & Collaboration	7	0

4-1) Self Awareness

4-1-1) Emotional Self Awareness

The first construct of the three self-awareness competencies is emotional self-awareness. Librarians with this competence would know which emotions they are feeling and why. They could also realize the links between their feelings and what they think and say. In addition, they are also capable of recognizing how their feelings affect their performances. In essence, librarians with this competence would always have a guiding awareness of their values and goals. Table 3 displays incidents supporting the emotional self awareness construct in the context of librarians.

Table 3:Examples of incidents related to emotional self awareness

Positive incident	Negative Incident
" to me, with child users, the tone of voice must be appropriate, a simple language, cannot use a stern voice, sentences that suit their level, instructions must be controlled and courteous, cannot be stern and most importantly, be aware of their emotions. Sometimes, when we do a puppet activity, storytelling and others, they will definitely laugh, jumping up and down because they are happy.."	*"...Sometimes, I do scold my staff because I don't know how to be patient anymore. They give me long faces, and talk about me behind my back. If it were up to me, I would be angry if my staff cannot do their work, are too slow or have no quality. But I have to understand my own emotion and feeling; I have to control their emotion so that the staffs feel appreciated, supported, respected, and trusted in this organization."*

4-1-2) Accurate Self Assessment

The second aspect of the self-awareness competency is accurate self assessment. Librarians with the accurate self-assessment competence are aware of their abilities and limitations. Such librarians, know where they need to improve and when to work with others who have complementary strengths. Librarians equipped with this competence are also open to candid feedback, new perspectives, continuous learning, and self-development. Examples of incidents that reflect accurate self assessment obtained from the interviews are depicted in Table 4.

Table 4: Examples of incidents related to accurate self assessment

Positive incident	Negative Incident
"...I will evaluate myself before I evaluate others. Don't just know how to criticize others, you have your own weaknesses. I always remind myself that I am not perfect, so I need to improve myself.."	*"...actually I have a weakness to communicate with other people. Even though I am the Head of Department here, my subordinates are older and more experienced than me. If I say one thing, they say another, because experienced people are different..."*

4-1-3) Self Confidence

The third aspect of the self-awareness competency is self confidence, which is about having a sound sense of self-worth and capabilities. In the context of librarian, this competency is certainly very relevant, especially when their job nature requires them to present themselves with self-assurance especially to the library users. Librarians with this competency are usually decisive and able to make sound decisions despite uncertainties and pressures. Examples of incidents that reflect the demand of this competency in the context of public librarians are depicted in Table 5.

Table 5: Examples of incidents related to self confidence

Positive incidents
"... I don't have any problem to talk in public because I can communicate well. When there is a discussion, my ideas are mostly accepted because I always read, and ask the seniors here. My staff is confident of me. People never ask me whether I can do something because of my reputation and experience."   *"...actually I am confident with myself and other people in this unit. But there are times when I had failed because I was too confident of other people.."*

4-2) Self Management

4-2-1) Emotional Self Control

Within the self management competency, the first aspect which a librarian needs to be equipped with is emotional self control. This competency is about keeping one's disruptive emotions and impulses under control. Librarians with this competency are able to stay composed, positive and unflappable even in trying moments. In other words, in whatever circumstances, even under pressure, they are able to think clearly and stay focused. Table 6 shows examples of incidents that are related to emotional self control in the context of librarians.

Table 6: Examples of incidents related to emotional self control

Positive incident	Negative Incident
"...the management of self-emotion is subjective but necessary. Subjective here means it is difficult to maintain it because sometimes we are carried away with our emotions to everyone around us even though we only have problems with only one person..."	*"...But my staffs were careless; he/she didn't look thoroughly. We had to reject a lot of forms. The publishers were angry with us. If I had it my way, I was really angry with that staff. But I thought of the consequences like we could start a fight, a bad blood between us, maybe I can lose my job. .."*

4-2-2) Transparency

The second aspect of the self management competency is transparency which is defined as displaying honesty, integrity and trustworthiness. Librarians with this competency act ethically and are above reproach. They are able to establish trust through their reliability and authenticity, admit their own mistakes and confront unethical actions in others. They also take tough, principled stands even if they are unpopular. The examples of incidents that are related to this competency as reported by the subjects in the study in shown in Table 7.

Table 7: Examples of incidents related to transparency

Positive incident	Negative Incident
"...my staffs have different expertise. Some can be a good chairperson because he/she can communicate well; some can design backdrops because he/she is creative. So they have their own unique abilities..."	*"...once I gave a wrong information to my staff. So I had to accept that it was my mistake. If I wanted to evade the blame or put the blame on others, I could say I got the information from some other persons. This is also related to integrity, transparency, and acknowledging our mistakes"*

4-2-3) Adaptability

According to Goleman (1998), adaptability is flexibility in adapting to changing situations or overcoming obstacles. This is the third aspect of the self management competency. Librarians with this competency are capable to smoothly handle multiple demands, shifting priorities, and rapid changes. In addition, they are also able to adapt

their responses and tactics to fit fluid circumstances. Examples of incidents that reflect the need of this competency in the context of public librarians are illustrated in Table 8.

Table 8:Examples of incidents related to adaptability

Positive incident
"...my staff always gives good ideas for the improvement of this unit. When there are complaints from the users, what they should do is to evaluate the complaint and take action to change for the better. Data are very important. Here, we cannot change something without any proof or accurate information."
"...not everything should be changed. Some things do not have to be changed even though there are suggestions from the users. For example, it has been suggested by the users that parking lots should be increased. We have space constraints, cost and so on. So we cannot change such things."

4-2-4) Achievement Orientation

Table 9 presents the examples of incidents that are related to achievement orientation, which is the fourth aspect of the self management competency. By definition, achievement orientation is the drive to improve performance to meet inner standards of excellence. Librarians who mastered this competency are very results-oriented, with a high drive to meet their objectives and standards. They would set challenging goals and take calculated risks. In the process, they would pursue information so as to reduce uncertainty and also find ways to do things better. In a nutshell, they would consistently learn on how to improve their performance.

Table 9:Examples of incidents related to achievement orientation

Positive incident	Negative Incident
"...in this organization, we have our Key Performance Indicator (KPI) yearly target. Everyone has a KPI. For example, my KPI is to ensure that activities are organized 6 times a year, each service must be reported in the blog, and original receipt must be submitted to main office after 7 days of the activity and so on."	*"...here, to achieve the (service) objectives is of course difficult. Different users have different views. To prepare the collection, we have to look at all types of users. If we prioritize the children, the adults will complain, if we prioritize the school children, the university students will be dissatisfied..."*

4-2-5) Initiative

The examples of incidents which fall under the initiative competency in the context of librarians are depicted in Table 10. The initiative competency is the fifth aspect of the self-management competency, which it is about librarians' readiness to act and seize opportunities. Librarians who possess this competency are ready to seize opportunities and pursue goals beyond what's required or expected of them. They are brave enough to cut through unnecessary red tapes and bend the rules when is appropriate so as to get the jobs done. In addition, they also mobilize others through unusual enterprising efforts.

Table 10: Examples of incidents related to initiative

Positive incidents
"...the staff cannot carry out their responsibility well because they tend to wait for the top management's actions and directives. They put the books on the shelves when I ask them to do so although I see that the books are disarrayed every time I look. They are hesitant to take their own initiative..."
"...I am not shy about seizing any opportunity here. Even though I am a senior here, I attend some courses that are offered to the new staff. For example, I attended the basic cataloguing course, the basic abstract course and many more..."

4-2-6 Optimism

The last aspect of the self management competency as identified by Goleman (1998) is optimism. It is about seeing the upside in events. Librarians who acquired this competency are said to be persistent in seeking goals despite obstacles and setbacks. Such librarians operate 'from hope of success' rather than 'fear of failure'. They would see setbacks as due to manageable circumstances rather than personal flaws. The critical incidents that reflect the optimism competency as exercised by the subjects are shown in Table 11.

Table 11: Examples of incidents related to optimism

Positive incidents
"...if I think only about the problems, of course I cannot do my work. It is not easy to achieve the objective of the unit. But I have to be optimistic and think positively..."
"...I learn from my previous experience. Previously, rural libraries were only available in a few districts. Now, we have it in most parts of Malaysia. Previously, it was difficult to provide this service because we were cautious about the response, cost, and location and so on. But I always think and believe that if we do a proper planning, we can solve the previous problems that we encountered."

4-3) Social Awareness

4-3-1) Empathy

The first aspect of the social awareness competency is empathy. Goleman (1998) defined this competency as the ability to sense others' emotions, understanding their perspective, and taking active interest in their concerns. Librarians who possess this competency are usually attentive to emotional cues and also very good listeners. They show their sensitivity and understand others' perspectives. The help or assistance that they rendered would be based on their understanding of other people's needs and feelings. Table 12 shows the positive and negative incidents that are related to the empathy competence.

Table 12:Examples of incidents related to empathy

Positive incident	Negative Incident
"...if I want to fulfill my clients' needs, I must know their feelings, that they are satisfied, happy and excited to use our service. When I get the material that they request, I can see the reactions, they are happy, they smile and thank me. Then they will look for me if they want other materials. So I really understand their feelings if we fulfill their needs."	*"...I must put myself as a user, only then I know about users' problems. That is why sometimes I go to the shelves to find materials, to find out the problems of searching for materials. It is problematic. The OPAC system says the material is on the shelf but the material is not there. It's cluttered and disorganized. For the users, it is like that. I can feel how they feel if the situation is like that."*

4-3-2) Organizational Awareness

The second aspect within the social awareness competency is organizational awareness. By definition, organizational awareness is the ability to read the currents, decision networks, and politics at the organizational level. Table 13 depicts the examples of incidents that reflect the need of this competency for librarians. Any librarians who have this competency is able to accurately read key power relationships; detect crucial social networks; and understand the forces that shape views and actions of clients, customers, or competitors. In essence, they are capable to accurately read organisational and external realities.

Table 13:Examples of incidents related to organizational awareness

Positive incident	Negative Incident
"...this organization is where I earn my salary; I have to uphold its good name, its image, and to work wholeheartedly. I will give the best service to my users. When outsiders give comments, I will feel it too because the self belonging is always there."	*"...here, there is an "office politic" syndrome. With us, they say one thing whereas in front of the boss, they say another. I don't like that kind of staff. Sometimes they work not for the sake of organization or the unit but to impress the boss. In meetings, they talk more than the boss. As I said, they work for their personal gains instead of the organization..."*

4-3-3) Service Orientation

According to Goleman (1998), service orientation is about recognizing and meeting follower, client, or customer needs. Librarians who mastered this competency understand customers' or clients' needs and accurately match them to the services or products. They would constantly seek ways to increase their customers' satisfaction and loyalty. At any circumstances, they would gladly offer appropriate assistance to customers who need their helps. Thus, librarians who are service-oriented, are able to grasp customer's perspective and act as their trusted advisor. The critical incidents that reflect the service-oriented competency as exercised by the subjects are shown in Table 11.

Table 14:Examples of incidents related to service orientation

Positive incidents
"...our service focuses on users' needs. Any materials or services which do not get any responses will be reviewed or discontinued. Recently, we did a survey on users' satisfaction because I would like to know whether users are satisfied with our services. I have to monitor such things, whether our service is good, whether it fulfils user needs, is problematic and so on. *"...it is not easy to satisfy users' needs. Users do complain in the user complaint forms if they are dissatisfied. But their complaints are too general. For example, the collection is not up-to-date and is suitable only for school children. So how do I satisfy such need if they do not specify what they really want? It is a bit difficult, difficult to match user needs and our services."*

4-4) Relationship Management

4-4-1) Developing Others

Developing others entails sensing people's developmental needs and boosting their abilities. This is the first aspect within the relationship management competencies. Goleman (1998) noted that developing others as bolstering others' abilities through coaching, feedback and guidance. Librarians who have this competence are able

to acknowledge and reward people's strengths and accomplishments. They also offer useful feedback and identify people's needs for further growth. In the process, the act as mentor, give timely coaching, and offer assignments that challenge and foster the person's skills. Table 15 illustrates the examples of incidents related to developing others competence.

Table 15: Examples of incidents related to developing others

Positive incident	Negative Incident
"...I also monitor my colleague's development within my department. This culture has long been practiced here. When there is a certain event, I tell all the departments to help the other department...."	*"...some of my staff cannot do budgeting. So I advise and show him/her the correct way, and sit with him/her and give him/her the examples that I have...."*

4-4-2) Inspirational Leadership

The second aspect of the relationship management competencies is inspirational leadership which draws on a range of personal skills to inspire others to work together toward shared goals. Librarians equipped with this competency are conversant in articulating and arousing enthusiasm so as to achieve shared vision and mission. Whenever necessary, they would step forward to lead, regardless of their positions. Table 16 shows two examples of positive incidents that are themed under inspirational leadership, informed by the respondents.

Table 16: Examples of incidents related to inspirational leadership

Positive incidents
"...the relationship with other staff and subordinates in this organization, the head of the department has to be charismatic and possess excellent leadership attributes so that he/she can be the idol/model to the subordinates in terms of appearance, attire, attributes and so on....." *"...but I see the influencing concept is used by head of unit/department and not by the ordinary staff. Although the influencing technique is important, not many are using it...."*

4-4-3) Change Catalyst

Table 17 shows the examples of incidents related to change catalyst which is the third aspect of the relationship management competencies. By definition, change catalyst is about Initiating, managing, and leading in a new direction. Librarians with this competence, recognizes the need to change and remove barriers. The constantly challenge the status quo to acknowledge the need for change. They would champion the change and enlist others in its pursuit.

Table 17: Examples of incidents related to change catalyst

Positive incidents
"...nothing in this world is permanent or does not change. I also need change. Here, changes in demands from users and the government are continuously increasing. Every month we see an increase in the number of users, in the number of requests, collection changes and so on. The users here are now more informative and have higher expectation towards quality, efficiency and the effectiveness of the services given to them. This requires me to continuously change in terms of thinking and work culture. *"...when I receive the head of unit's report, I can discuss with my staff and ask them what needs to be changed, improved and so on. If I want to start a new service here, I have to justify it. For example, there must be a reason to combine the cyber zone and IT, not to simply change it."*

4-4-4) Influence

According to Goleman (1998), influence is about wielding a range of tactics for persuasion. The influence competence is the fourth aspect within the relationship management competencies. Librarians who mastered this competency are skilful at winning people's heart. They are well-versed in fine-tuning their presentations so as to look very-appealing and convincing to the listeners. In short, they are capable to orchestrate dramatic events to effectively make a point. Table 18 depicts two positive incidents that are themed under the influence competence.

Table 18:Examples of incidents related to influence

Positive incidents
"...I have to get the support and influence of my other staff so that I can be confident. When I want to carry out an activity here, I have to ask my staff whether they are willing to do it. If everyone is willing and can influence me to do the same, then I am confident, if only a few say so, then I have to think more about it." *"...I will vary the methods to influence the users to use our services. So we have to organize a lot of programs. We do exhibitions, competitions, improve our services, and provide various facilities and so on. Sometimes they do get influenced. Previously, users have to pay in order to be a PNM member, but now the membership fee has been abolished. We influence our users in such a way. And the number of members is increasing."*

4.4.5) Conflict Management

Table 19 depicts positive and negative incidents that are related to conflict management which are obtained from this study. Simply defined, conflict management is about resolving disagreements. Librarians who have this skill are able to handle difficult people and tense situations with diplomacy. They also capable of spotting potential conflicts; bring disagreements into the open and help to deescalate them. They encourage debate and open discussion leading to win-win solutions.

Table 19:Examples of incidents related to conflict management

Positive incident	Negative Incident
"...I really don't want any conflicts in this unit. If I go into a meeting, there must be someone who disagrees, argues, says things which come to his/her mind, and disagrees with other people's view and so on. But that is for discussion, to give ideas, views and opinions only. After the meeting, everyone is fine. I am quite concerned when I hear they argue but this is a temporary conflict and they do it professionally."	*"...sometimes, when we work in a team, there are arguments from the work distribution, power, communication, emotional and other aspects. Here, a conflict occurs because of the attitude of some staff who do not want to cooperate, because of differences in goals, lack of communication skills, language use and so on."*

4-4-6) Teamwork and Collaboration

Teamwork and Collaboration as identified by Goleman (1998) is about creating group synergy in pursuing collective goals. Librarians with this competence will model team qualities like respect, helpfulness, and cooperation. They will draw all members into active and enthusiastic participation so as to build team identity, *esprit de corps*, and commitment. In the process, they will constantly collaborate, share plans, information and other resources. Table 20 show two positive incidents reported by respondents in this study which are related to teamwork and collaboration competence.

Table 20:Examples of incidents related to teamwork and collaboration

Positive incidents
"...there are many collaboration and cooperation that the staff here and I organize. ...to improve library services through an effective and optimum sharing of good resources, we have created more user groups. So far, there are a few user groups including Medical Library Group (MLG) and Law Library Group. We find that the creation of these groups is very effective and facilitate information sharing among libraries that have a similar background."
"...what I see in this organization is that the staffs do not have any problems to cooperate with other staff or to be committed to their work because the relationship among them is very good. So far, there is no major problem that concerns cooperation or teamwork. It is easy for me to instruct them to organize a certain project. ISO project, KIK, everyone works in a team. They do not object, and if there is any problems, only those which cannot be avoided. But there are younger staff who try to dodge the work."

5-Conclusion

Evidences collected through interviews indicate that all dimensions and sub-dimensions of the emotional intelligence model by Goleman are indeed relevant and applicable amongst Malaysian public librarians. These dimensions are self-awareness, self-management, social awareness and relationship management. Given that the dimensions of emotional intelligence in Goleman's model has been empirical validated in diverse professions in various organizational settings, this study further strengthened the model in a context of Malaysian public librarians.

Unlike previous studies that were mainly adopting the survey method, this study adopted the critical incident techniques using interviews as the main data collection method. Based on the findings of the study, a follow-up study is expected to be carried out using the survey method so as to further ascertain the dimensions of the model. From the practical viewpoint, the study has further strengthened the model developed by Goleman (1995, 1998). The practical implication is that the management of Malaysian public libraries should consider conducting training to improve the level of emotional intelligence among Malaysian public libraries.

The conduct of this study is not without limitation. The number of respondents involved in the study was only 14. Hence, future study focusing on the same subject should consider using the survey method with questionnaire as the data collection tool so as to ensure that more respondents can participate in the study.

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