Article

JIM
ISSN: 2183-0606
(CC BY 3.0)

Vol. 11, 3 (2023)
p. 1-29
AM: Apr/2023
SM: Feb/2023

Driving Creativity and Innovation through Emotional Intelligence (EI): A Systematic Literature Review

Meeta Dasgupta[1]

[1]Management Development Institute, Mehrauli Road, Sukhrali, Gurgaon-122007, India | *meeta@mdi.ac.in*

Abstract

With the advancing customer needs, it becomes important for companies to predict what they will think and feel and adapt accordingly. Understanding and managing the emotions of internal and external stakeholders can help organizations improve the quality of their innovations. The purpose of this paper is to understand how EI skills can drive creativity and innovation in organizations. The paper through a systematic literature review presents the various intervening variables, that is strategies and behavior, that can ignite the relationship, highlights the role of EI in various stages of the innovation process, proposes a conceptual model illustrating how EI drives creativity and innovation, and identifies research gaps in the area. The findings will help professionals build EI competencies and use them to drive creativity and innovation, and organizations to promote factors that support the relationship. It will allow academics to drive new research using the research gaps identified.

Keywords: Emotional Intelligence, EI, Creativity, Innovation, Self-awareness, Self-control, Managing Emotions, Innovation Process, Empathy, Social Skills.

Cite paper as: Dasgupta, M., (2023). Driving Creativity and Innovation through Emotional Intelligence (EI): A Systematic Literature Review, *Journal of Innovation Management*, 11(3), 1-29.; DOI: https://doi.org/10.24840/2183-0606_011.003_0001

---

standard

1 Introduction

With the needs of the customers and society at large evolving, it becomes important for companies to predict what consumers will think and feel, and adapt their strategies accordingly. Companies failing to do so will fail to be relevant. The essence of organizational growth and survival in current times is creativity and innovation, and businesses respond by either meeting or exceeding the expectations of their customers and of society. Technological development and intense global competition have led to an increasing emphasis on creativity and innovation. The area of creativity and innovation is a vast field and has been explored by various researchers (Baccarella, Maier, Meinel, Wagner, & Voigt, 2022; Bulut, Kaya, Mehta, & Danish, 2022, 2022; Gelaidan, Houtgraaf, & Al-kwifi, 2022, Khalili, 2018; del-Corte-Lora, Vallet-Bellmunt, & Molina-Morales, 2017, etc.). At the core of innovation are ideas and it is people in the organizations that create and modify ideas. It, therefore, becomes important to understand what motivates the innovative behavior of employees (Zhang, Chen, & Sun, 2015).

The ability of organizations to continuously create and innovate depends on a number of innate and extraneous factors. While managing and controlling the extraneous factors might

be difficult, the recognition and handling of human variables like emotion and logic can play a pivotal role in increasing managerial effectiveness, job performance, and in improving the quality of innovations (Yuvaraj & Srivastava, 2007; Hess, 2014)). The contradiction between control and creativity can create tension, frustration, and irritation in employees who are attempting to come up with something new that is far removed from the existing systems and practices in the organization. Managing these emotions and taking advantage of them rather than falling victim to them is critical for successful creative outcomes and emotions (Zhou & George, 2003).

The area of Emotional Intelligence (EI) has also been explored by various researchers (Ansari & Kumar, 2022; Hawthorne & Chikeleze, 2022; Zhou, Weina, & Yan, 2022; Mathur, Vikas, Garg, Dagar, & Verma, 2022). EI, which in short is a blend of awareness of self, control over self, empathy, and social skills is time and again underplayed when compared to a number of other skills like drive, mental toughness, and analytical ability, Schlecht (2013). According to Rosete and Ciarrochi (2005), executives adept at comprehending their own feelings and those of others have a higher probability of achieving business outcomes and being considered effective leaders. EI skills can help in augmenting the quality of innovation and its processes.

Customers look forward to building connections with the companies that serve them. Society, on the other hand, looks forward to businesses contributing through innovation to employment and growth which in turn helps to improve their lives. To develop an understanding of the needs of customers, users, and members of society it becomes important to connect to them at a deeper and emotional level. Employees that are emotionally intelligent are on a better footing to build this connection and deliver a genuine experience, leading to a competitive edge vis-a-vis other competitors. Contrary to treating each interaction as a transaction, personalizing the buying experience of the customers can be the key to successful innovations. These interactions also give hints to companies about what benefits society as a whole. Managing emotions intelligently can help executives drive their customer and society-driven organizations to sustain in the current hostile and unpredictable environment (Suliman & Al-Shaikh, 2006; Lassk & Shepherd, 2013).

The global crisis of the pandemic in 2020 brought into focus the importance of EI as a critical skill for the future, Insights (2021). Organizations to tide over the crisis were forced to innovate and explore new ways of doing business by being sensitive to the needs of different stakeholders. The need to establish clearly the significance of emotional intelligence in organizational innovation initiatives is therefore crucial. Also important is the need to understand the effect of the intervening variables on the relationship between EI and innovation. A lack of understanding of the intervening variables might lead to futile organizational efforts toward building the EI of employees to drive innovation. Following the above line of thinking the researcher in this study explores how innovation and creativity in organizations are driven by EI and the variables intervening the relationship.

Literature offers examples of meta-analysis done exploring EI and entrepreneurial intentions (Maio, Humphrey, Qian, & Pollack, 2018), a review of the effect of EI on health care (Aldaod, Sweis, Alawneh, & Jaradat, 2019), a systematic literature review on EI and conflict management (Winardi, Prentice, & Weaven, 2022), a systematic and meta-analytical review exploring the impact of EI on hospitality employees' work outcomes (Zhu, Doan, Kanjanakan, & Kim, 2022), and a multidisciplinary scoping review of literature focusing on empathy, compassion, mindfulness behaviors or emotional intelligence, and working with the public (Pionke & Graham, 2021). An absence of a systematic literature review converging the two fields of EI and creativity and innovation further motivated the current study. Ignoring how organizations can use EI to drive creativity and innovation might lead to a dispassionate workforce, dissatisfied customers, and deteriorating organizational performance, Schlecht (2013). The novelty of this study lies in its objective to converge the two fields of EI and innovation and creativity, and explore how EI

drives creativity and innovation initiatives in organizations. Such a study, it is hoped, will help organizations identify the various strategies that need to support their efforts to build the EI skills of their employees to promote innovation and creativity. Stated below are the questions that directed the study:

- How does EI drive creativity and innovation?
- Does EI directly impact creativity and innovation or there are intervening variables that moderate or mediate the relationship?
- How does EI support different stages of the innovation process?

To address the above questions the researcher employed the systematic literature review (SLR) process defined by Transfield, Denyer, & Smart (2003) to integrate and evaluate literature in the domain of EI and innovation and creativity. Using the relevant search strings, journal articles appearing in the electronic databases of ABI Inform (Proquest), EBSCO (Business Source Complete), and Emerald Insight were identified. It was anticipated that the identified journal articles exploring the relationship between EI and innovation and creativity, across industries, would help to highlight how EI drives creativity and innovation and the intervening variables affecting the relationship and demonstrate its role in different stages of the innovation process.

The paper has been organized into the following sections. First, how literature defines EI and creativity and innovation has been given. Next, a description of the methodology followed for identifying the papers for literature review is detailed followed by a diagrammatical understanding of the role of EI in different stages of the innovation process. This is followed by integration of the analysis of the identified papers by presenting research exploring the relationship between EI and creativity and innovation, the stakeholder focus while managing emotions, the variables that mediate and moderate the relationship between EI and creativity and innovation, and a conceptual model proposed illustrating how EI drives creativity and innovation in organizations. The paper concludes by highlighting the research gaps identified through the SLR and future research directions.

2 Conceptual Understanding

2.1 What is EI?

The origin of EI can be tracked down to the works of Mayer, Salovey and Caruso (2006) and Thorndlike (1920) created the word social intelligence to represent the skills required to understand and manage people. Although the term EI was used first by Payne (2013), Salovey and Meyer (1990) expressed that emotions could improve rational thinking and it was better for individuals to work with rather than against their emotions. In fact, EI can help entrepreneurs to be innovative and successful by utilizing their emotions (Ngah & Salleh, 2015).

The literature discusses three models of EI: (1) the ability model, (2) the trait model, and the (3) the mixed model. Salovey and Grewal (2005) proposed the ability model wherein individuals had diverse capabilities to handle and react to emotional circumstances, thereby developing behaviors to adapt and deal with social situations. Petridas, Pita, and Kokkinaki (2007) through their trait model proposed that EI represented a bundle of self-perceptions working at the lower levels of personality. This model relied primarily on self-measurement and was different from the human cognitive ability that formed the foundation for the ability-based mixed model proposed by Goleman (1995) that described EI as a wide arrangement of skills and competencies steering leadership performance. According to him emotional competencies were not inborn attributes but were skills that could be learned and perfected (Hess, 2014). According to Lindebaum (2009), organizational endeavors to develop EI may however be impaired by three barriers: (i) interindustry

barriers arising due to the influence of male-dominated culture, (ii) intra-organizational barriers arising due to the differing motivational backgrounds of employees, and (iii) intrapersonal barriers due to differences in the management of emotions.

There have been various definitions of EI offered by various authors. Table 1 presents a conceptual understanding of the same.

Table 1. Conceptual understanding of EI

Understanding EI	Authors
The individual's ability to appreciate their own and the emotions of other people, to distinguish between different feelings and mark them suitably and use information about emotions to guide behavior and thinking.	Goleman, 1996
The potential of individuals to credibly recognize, exhibit, comprehend, control, and balance others and their own emotions.	Parke, Seo, & Sherf, 2015
Model of EI consisting of five inter-related components of awareness of self, ability to regulate self, motivation, empathy, and social skills.	Goleman, 2004
EI is a part of social intelligence involving the capability to keep a check on the feelings and emotions of one's own self and that of others, to distinguish among them, and to use the understanding to direct the self's thinking and action. It is the propensity to appreciate and express emotions, understand and use them, and manage one's own and the emotions of others.	Salovey & Mayer, 1990
EI is the capability to understand precisely, assess and demonstrate emotion; acquire and/or initiate feelings when they promote thought; understand emotion and emotional knowledge; and manage emotions to encourage emotional and intellectual growth.	Mayer & Salovey, 1997
Six dimensions describe EI (i) compassion, (ii) understanding of emotions of other people, (iii) control over self against critique, (iv) encouraging self, (v) controlling emotions, and (vi) comprehending one's emotions.	Rego, Sousa, Pina e Cunha, Correia, & Saur-Amaral, 2007
EI can be described as an arrangement of non-cognitive skills, aptitude, and capabilities, that impact an individual's ability to survive the pressures of the environment.	Martinez, 1997
EI as a mixed model including twenty-five grouped into five capabilities: awareness of self (awareness of emotions, precise judgment of self, confidence in self), managing self (control over one's own self, having credibility, being mindful and dutiful, being resilient and innovation), inspiration (motivation to achieve, dedication, enterprising, optimistic), empathy (understanding and helping others grow, inclination to serve, promoting diversity, being politically aware), and social skills (having the ability to direct, communicate, manage conflicts, lead, bring about changes, build relationships, collaborate, and work in teams).	Goleman, 1995, 1998a
Team EI is the ability of a team to evolve a set of standards for directing and controlling emotional processes which contribute to the collaborative efforts of team members and bonding amongst the members.	Druskat & Wolfe, 2001
Trait EI can be understood as an appreciation of one's emotions defining the lower levels of personality hierarchies and integrating the affective elements of personality.	Petrides et al., 2007

Competencies such as awareness of the self, ability to regulate self, and motivation are personal competencies of individuals, while empathy and social skills are social competencies used when interacting with others (Yang, 2016). According to Fineman (2006a), there might not be

universalization of the concept of EI; what constituted EI action in one culture or sub-cultural setting may not be so in another.

EI can also be applied to corporates with vision and core values reflecting self-awareness, corporate regulations reflecting self-regulation, motivation reflecting incentives the organization offers its employees, empathy getting reflected in customer relationships, and finally, social skills corresponding to stakeholder management (Yang, 2016).

A school of thought talks about the downsides of being emotionally intelligent with a study finding that the stress levels of emotionally intelligent people were found to be higher than the ones with lower EI. The stress levels of the former took a longer time to return to base levels. The study also found that Machivellians with high EI had no regrets about embarrassing their peers for personal gains (Blaszczak-Boze, 2017). Individuals with high EI are also highly likely to resist one's impulses and take measured decisions, thereby leading to risk avoidance. Emotionally intelligent employees are also found to focus more on building relationships rather than challenging the status quo. Lack of risk-taking and the inclination to avoid challenging the status quo might be counter-productive to innovation (Chamorro-Premuzic & Yearsley, 2017).

The divergent views on emotional intelligence further drove the researcher to explore the literature to understand the association between EI and creativity and innovation.

2.2 Creativity and innovation

As per Amabile (1983), creativity forms the basis for innovation wherein the latter may be considered the successful execution of creative ideas in an organization. It is widely agreed that creativity is a precondition for a higher degree of innovative behavior in an organization (Amabile, 1988,1997; Sarooghi, Libaerset, & Libers, 2015). Amabile (1988), defines creativity as the "production of novel and useful ideas while innovation is the refining and implementation of these ideas so that it has an application" (p.26). Creativity can be described as developing practical solutions to problems, or new and compelling ideas across disciplines, which design products and/or artifacts and influence thinking. As a product, the discovery is not only to be new but also useful, relevant, elegant, economical, or valuable. It can also be considered as a mix of imagination, knowledge, and assessment indicating an attitude toward the positive and beneficial use of creativity (Barron, 1969; Zhou & George, 2003; Isaksen, Dorval, & Treffinger, 2011).

According to Schumpeter (1935) innovation can be understood as a new combination of current or new knowledge, resources, equipment, and other factors. According to Peter Drucker, innovation being a structured or systematic process is about generating new business opportunities through technologies, processes, products, services, business models, etc. It is important for one to be proactive and search for the sources of innovation and make use of them (Drucker, 1985). Carter (2007) is of the opinion that innovation that is new to a particular firm may or may not be new to the world. In many studies, innovation has been explored as a stage process, with Narayanan (2001) proposing innovation as a problem-solving process starting with opportunity recognition, solution identification, and development and commercialization or implementation.

3 Methodology

The procedure described by Transfield et al. (2003) was used to do the strategic literature review (SLR). The process comprised three stages: planning for the SLR, execution, and reporting. The first step was to define the research objectives and detail the different steps to be followed to identify the relevant literature for this study. The potential bias for data collection and risk of

error was reduced by clearly defining the search strategy and criteria to be followed for including and excluding papers (Dasgupta, 2021).

Collecting and sorting the data formed part of the second stage. Predefined search words and search criteria regarding the year of publication of the paper, the language, and the nature of the paper were used. A systematic approach was followed to make the process replicable. Firstly, the academic search boundary was laid down to using electronic journal databases with the understanding that these databases have significantly improved the dissemination and accessibility of journal articles. Secondly, as the aim was not to restrict the literature search to any particular journal classification, say those appearing in ABDC or ABS or any other, a comprehensive search using the keywords identified was run using the electronic databases of ABI Inform (Proquest), EBSCO (Business Source Complete), and Emerald Insight to reach saturation with respect to new papers being picked up by the search. The search was restricted to peer-reviewed academic articles written in the English language (Dasgupta, 2021). The period selected for the study was limited to the years 2000 to 2020. It is a regular practice to have articles comprising 20, 25, or 30 years of studies in review papers (Furrer, Thomas, & Goussevskaia, 2008).

A search string based on the Boolean practice was used. A simple "AND" operator was used amongst keywords. The use of "*" following a word was deployed so the search would comprise alterations of the word. The use of quotation marks (" ") across a few terms was to solely search for that particular term. A set of keywords, as well as several alterations of the search, were used, including emotional intelligence, emotional management, emotional competency, managing emotions, creativity, and innovation. The initial search resulted in 13,577 papers. After applying the exclusion criteria as mentioned and elaborated in the methodology (Figure 1), a total of 28 papers were shortlisted. Additional 4 papers were identified by going through the references of the selected papers. The research questions guided the inclusion criteria that enabled to reduce the number of articles that were possibilities for inclusion;

- Does the paper discuss EI ***and*** innovation?
- Does the paper discuss EI ***and*** creativity?
- Does the paper explore the association between EI ***and*** innovation?
- Does the paper explore the association between EI ***and*** creativity?
- Does the paper explore the association between EI ***and*** innovation and creativity?

Papers not meeting the above inclusion criteria were excluded. That is papers discussing either EI or innovation/creativity were not included as part of the sample for analysis. Also, papers making a passing reference to the concept of EI but not exploring its association with innovation and creativity were excluded.

Excel spreadsheets were created at various stages. The initial spreadsheet, downloaded from the electronic database, listed all the papers. A final spreadsheet, after applying the exclusion and inclusion criteria, was created to keep track of the papers selected. Duplicate records along with grey literature consisting of doctoral theses, conference articles, and workshops were deleted. Information about the specifics of the paper that would help in the in-depth analysis of the research was captured in the spreadsheet (Dasgupta, 2021).

The third stage of the SLR, as per Transfield et al., (2003), consisted of analyzing and synthesizing the organized data. Data analysis included the geographic location and industries where the studies were carried out, the research methodology used, the intervening variables moderating and mediating the relationship between EI and creativity and innovation, the variables controlled by the various studies, and the stakeholders in focus with respect to the management of emotions. A systematic content analysis of the research papers (Braun & Clarke, 2006) also

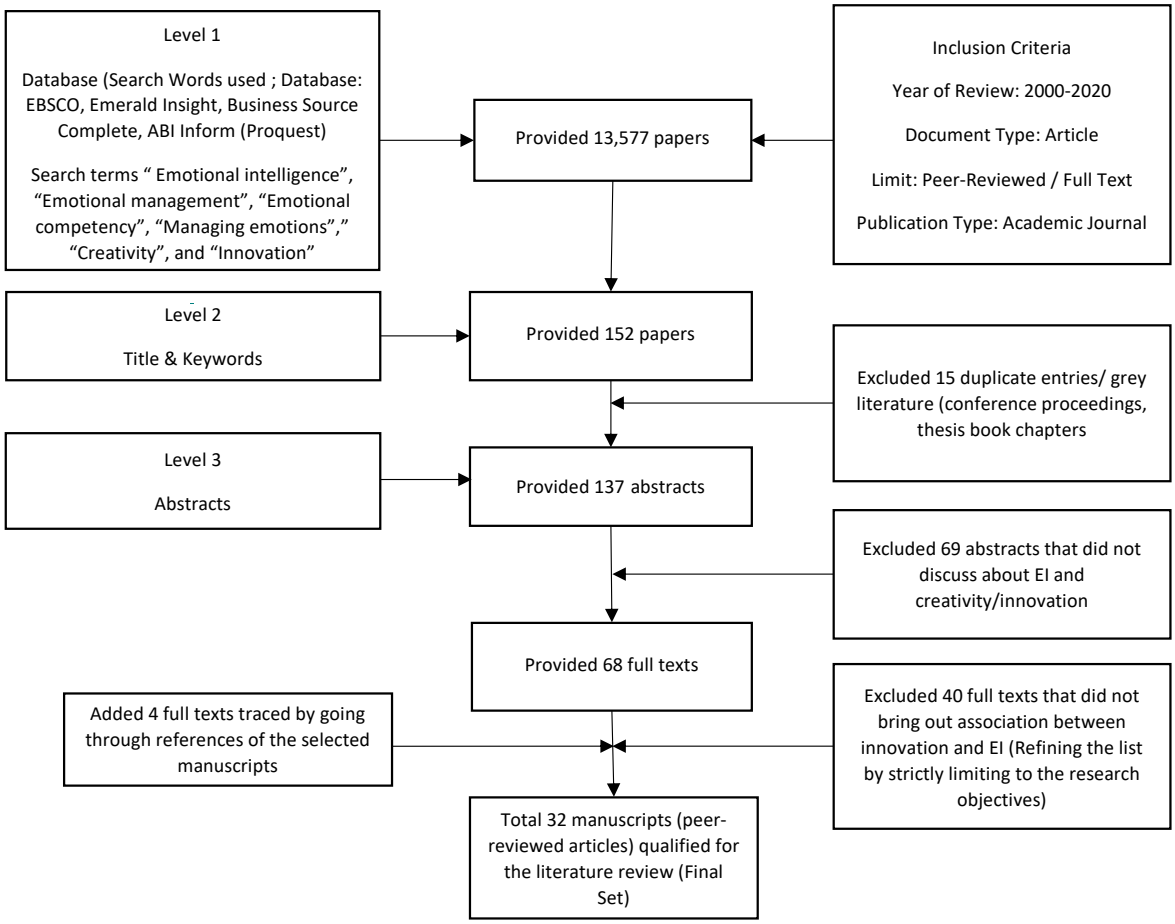

Figure 1. Methodology of paper selection

helped identify how EI can help innovators in different stages of the innovation process. For the sake of simplicity, the three-stage process of innovation proposed by Narayana was used for the illustration. The stage gate process requires details that the researcher felt could be obtained only through an empirical study, and not through a content analysis of existing literature. As the objective was to get an understanding of the intervening variables impacting the relationship between emotional intelligence and creativity and innovation, the categorized moderating and mediating variables were studied to document their impact on the relationship. A conceptual model was, thereafter, proposed and research gaps were explored.

4 EI and innovation and creativity

Creativity and innovation to a large extent depend on the ability to assess and solve complicated problems that require both rational and emotional skills. An innovator self-aware of his or her skills and competencies is better able to identify a role in the innovation process. Experimentation and innovation of new ideas, and their implementation when needed become more noticeable as the employees start managing their own and the emotions of their coworkers in more intelligent ways (Singh, 2007; Tsai & Lee, 2014).

The EI skills of social awareness encompassing empathy, awareness of the organization, and orientation towards service enable problem solvers to assess the influence of their solutions and the way in which the solutions are understood and accepted by the most affected individuals. Control

over self, trustworthiness, adaptability, conscientiousness, drive for achievement, and initiative that describe the EI skills of self-management help innovators to consistently set a record of accomplishment, and earn the trust of both external and internal audiences. Relationship management including skills like influence, communication, managing conflict, leadership, developing others, being a stimulus for change, and building bonds and teamwork helps innovators to convey desired outcomes, influence stakeholders, and effectively manage conflict (Hess, 2014).

Figure 2 illustrates how EI can help innovators in the various stages of the innovation process.

Figure 2. EI in stages of the innovation process Source: Author's representation (based on understanding from literature)

In the stage of idea generation EI helps employees to enhance their thinking and explore and generate creative ideas for problems identified. It promotes sharing of knowledge and ideas with others leading to building varied perspectives and better insights, especially from the field's gatekeeper who judiciously preserves or rejects original products. EI helps employees to develop a positive attitude toward experimentation and be open to trying out new ways of dealing with issues and problems in adverse situations. It helps leaders to be cautious and unbiased when evaluating ideas, thereby also promoting employees to feel free to suggest exorbitant ideas (Rego et al, 2007; Singh, 2007; Barczak, Lassk, & Mulki, 2010; Castro, Gomes, & de Sousa, 2012; Zhang, Chen, & Sun , 2015; Jafri, 2018; Hou, Yuan, Hu, Huang, & Liu, 2020; Yin, Jia, Ma, & Liao, 2020).

In the stage of idea evaluation and development, EI encourages the evaluation of ideas leading to the modification of original ideas and the awakening of further creative ideas. It helps to bring together inter-disciplinary and inter-department teams for a common purpose. EI helps managers to better verify the feasibility of ideas, forecast implications, and gain support. Employees with EI are able to manage conflicts and disagreements with respect to alternative routes to problem-solving (Rego et al., 2007; Castro et al., 2012; Tsakalerou, 2016).

Employees in the stage of execution have to withstand organizational and environmental demands for performance. EI enables employees to manage emotional resources, pushing them to invest more psychological resources to constructively cope with the related pressures and risks. It helps in effective planning and scheduling for implementation and helps employees to integrate the acquired new inputs with existing practices of the organization (Rego et al., 2007; Singh, 2007; Barczak et al., 2010; Castro et al, 2012; Tsai et al., 2014; Zhang et al., 2015; Jafri et al., 2016; Hou et al., 2020; Yin et al., 2020).

5 Results and Discussion

The SLR is based on the analysis of 32 papers, of which 28 are empirical and 4 are conceptual papers. The time period of the study was 2000-2020, and as is evident in Figure 3 the years 2011-2015 saw a marked increase in interest in the domain with again a slight dip during the years 2016-2020. The period 2011-15 exhibits an interest in studying the EI skills of leaders/managers and the impact on the employees' creativity.

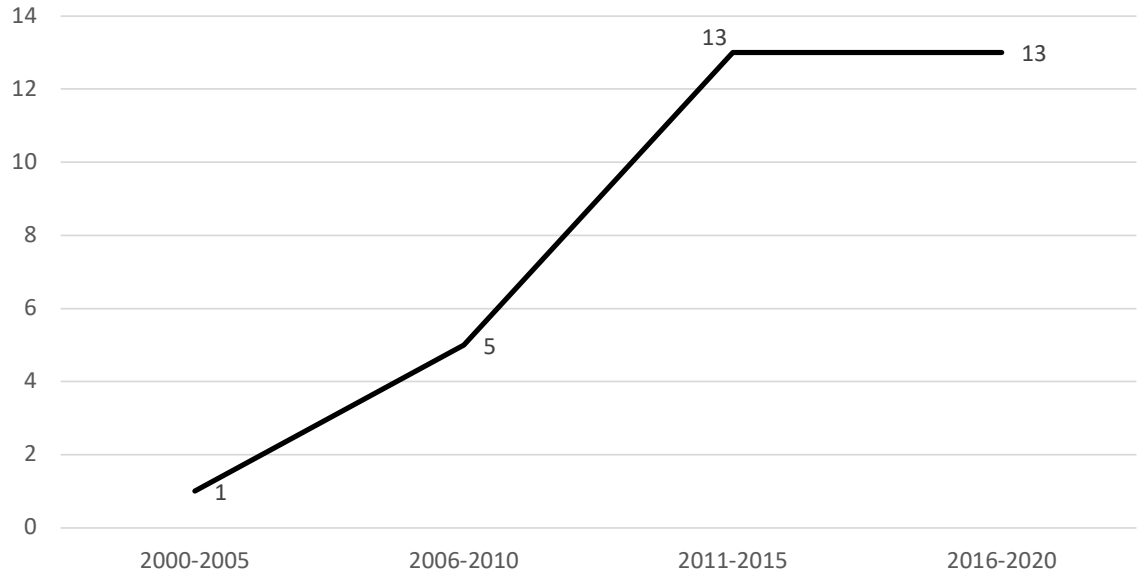

Figure 3. Trend of research in the area (number of papers)

As is evident from Figure 4 United States rules with respect to interest in the domain among scholars, followed by China. A couple of other countries where the area has been explored are India, Japan, Spain, the European Union, etc., but very little research has been done (1 publication each).

5.1 Commonly adopted methodologies

The data analysis (Figure 5), surprisingly, shows that all the researchers (100%) have adopted quantitative research methods to explore the area of research. No research has tried to explore the domain through either a qualitative study or a combination of qualitative and quantitative techniques. Under the quantitative research methods tools like correlational analysis, hierarchical multiple regression, non-parametric tests regression, structural equation modeling, and partial least square methods have been used.

5.2 Industry focus

As is evident from the analysis (Figure 6) 29 percent of the research involves a cross-sector study. In the remaining research, the focus has been primarily on the services industry like business consulting, education, healthcare, telecommunication, etc. There has been no focus on studying EI and its impact on innovation in the manufacturing sector.

5.3 Stakeholder Focus

Although businesses majorly innovate while keeping their customers in mind, the majority of the research in the area (around 85 percent) (Figure 7) has focused on managing and understanding emotions in interactions with internal stakeholders that is the employees, fellow colleagues, or the team members. Very little research, to be precise 4 papers, has focused on the external stakeholders, that is understanding and managing emotions when interacting with customers or other members of society.

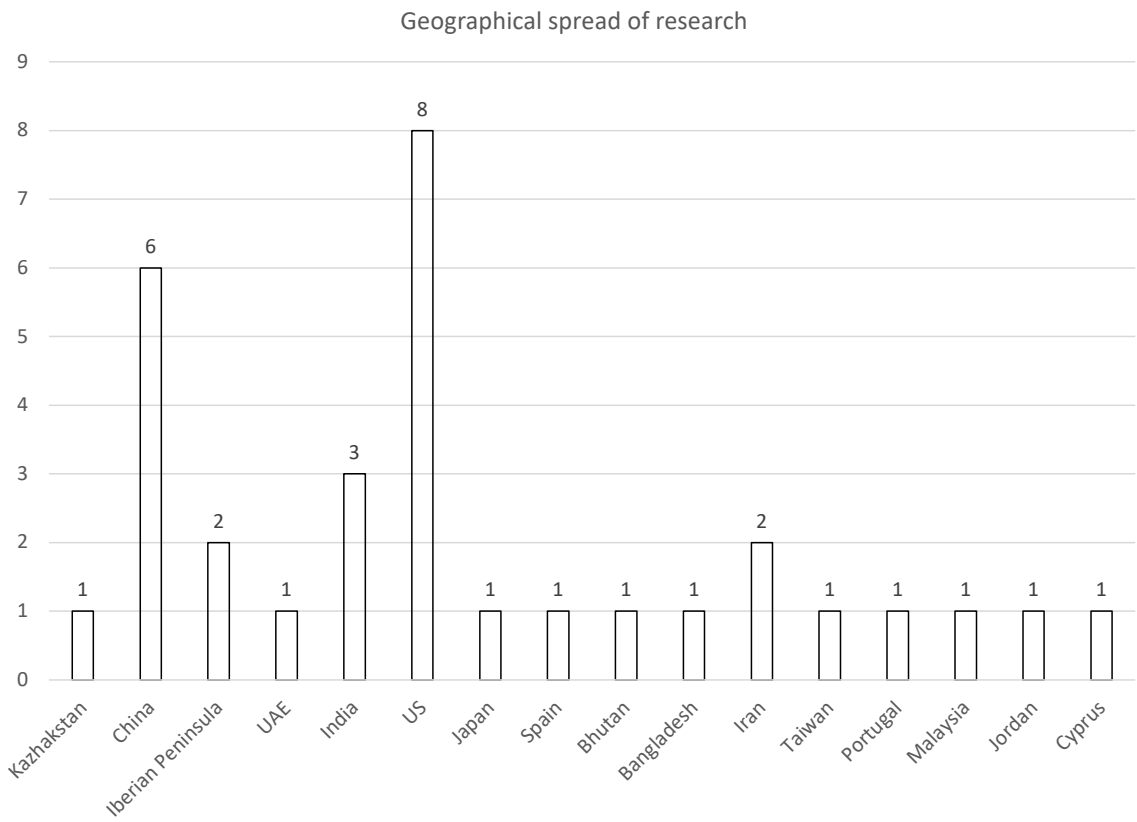

Figure 4. Geographical spread of research (number of papers)

Figure 5. Research methodology mix (%)

5.4 Control variables

There are various variables that have been found to influence innovation and creativity or EI. Researchers have controlled for these variables when studying the relationship. Table 2 depicts the variables controlled for in the area of research.

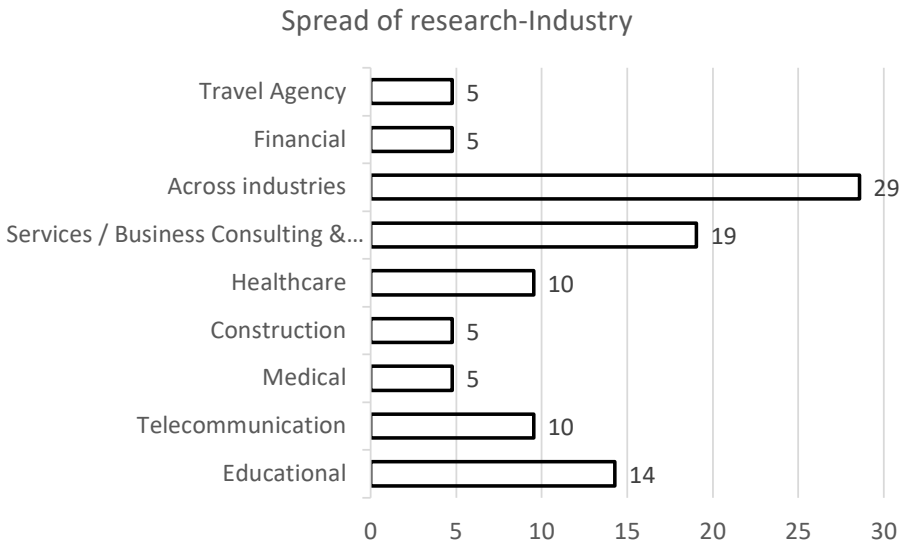

Figure 6. Industry focus (%)

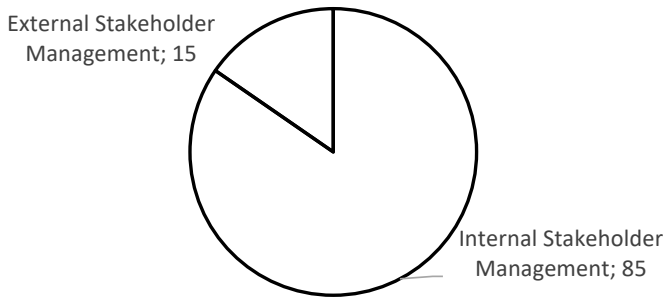

Figure 7. Stakeholder focus (%)

Table 2. Control variables

Variable	Paper
Employee's tenure	Hou et al, 2020; Yin et al., 2020; Jafri, 2018; Jafri et al., 2016; Carmeli et al., 2013
Age	Hou et al., 2020; Yin, et al., 2020; Barczak et al., 2010; Jafri, 2018; Jafri et al., 2016
Gender	Hou et al., 2020; Yin et al., 2020; Jafri et al., 2016
Educational level	Yin et al., 2020; Carmeli et al., 2013
Functional diversity	Barczak et al., 2010
Team size	Barczak et al., 2010
Qualification	Jafri, 2018
Types of Jobs	Carmeli et al., 2013

Literature gives conflicting results with respect to gender differences in EI, wherein they do not seem to differ in terms of total EI but may differ on specific competencies. Females are found to be more empathetic than their male counterparts. Results suggest that it is the higher empathy of females and not the gender that explains higher employee creativity (Rego et al., 2007). Suliman and Al-Shaikh (2006) in their study found that highly educated employees tend to report higher levels of EI and showed higher levels of readiness to create and innovate as compared to less educated employees.

5.5 Indirect impact through mediator and moderator variables

As is evident from the analysis (Table 3), research in the area has tried to explore the relationship between EI and creativity and innovation under the influence of various mediating and moderating variables. In a couple of studies, EI has been explored as a mediating or moderating variable. The focus, of the study, however, is more on the other intervening variables that either mediate or moderate the relationship.

Table 3. Intervening variables – A ○ illustrates the relationship was proved; a cross (X) not being proved

Variable Name	Conceptual Understanding	Mediating	Moderating	Between	Paper
Project Complexity	Three dimensions of complexity- (i) Complexity of faith involving uncertain outcomes but faith in the process (ii) Complexity of fact involving a large portion of interconnected factual data, although no real unpredictability is there in the process; (iii) Complexity of interaction involving unclear and conflicting interests of the parties where inter-relationships are important (Williams, 2002).		○	EI and Innovative New Product Development Processes	Tsakalerou, 2016
Innovative Process Engagement	Innovative process engagement is the process of interest individuals take in innovation and also the degree of their input into the process of innovation or its associated activities (Zhang & Bartol, 2010).	○		EI and Innovative Behavior	Hou et al., 2020

Variable Name	Conceptual Understanding	Mediating	Moderating	Between	Paper
Organization Political Climate	An organization's political climate can be inferred from the emphasis on modes used to impose power, political, tie-ups in an organization, etc. (Hou et al., 2020).		○	EI and Innovative Process Engagement	Hou et al., 2020
Conflict Management Styles	Are conflict-handling approaches wherein conflict refers to a process when one group considers that the other has infuriated, or is about to infuriate, some of its concerns (Thomas, 1976).	○		EI and Innovation Performance	Zhang et al., 2015
Organization Climate	Can be understood as a set of quantifiable attributes of the work environment, understood either directly or indirectly by the people living and working in the environment and it is supposed to impact their drive and behavior (Litwin & Stringer, 1968).	X		EI and Innovation Performance	Castro et al., 2012
Gender	Male vs Female		○	EI and Employee Creativity Skills	Rego et al., 2007
Team Passion	Passion can be understood as a strong leaning towards an activity that people like, consider vital, and in which they spend their time and energy (Vallerand et al., 2013).	○		Team Leader's Conflict Management Style and Team Innovation Performance	Yin et al., 2020
Team EI	Team EI is the ability of a team to evolve a set of standards for directing and controlling emotional processes which contribute to the collaborative efforts of team members and bonding amongst the members (Druskat & Wolff, 2001).		○	Team Leader's Conflict Management Style and Team Passion	Yin et al., 2020

Variable Name	Conceptual Understanding	Mediating	Moderating	Between	Paper
Team Trust	Can be understood as the degree to which a person is positive about and ready to act on the premise of words, decisions taken, and actions of another (Kanawattanachai & Yoo, 2002).		○	Team EI and Collaborative Culture	Barczak et al., 2010
Work Engagement	Can be referred to as a favorable work-related state of mind portrayed by vigor, dedication, and absorption (Schaufeli et al., 2009).	○		EI and Creativity	Toyoma. & Mauno, 2017
EI (trait)	Trait EI can be understood as an appreciation of one's emotions defining the lower levels of personality hierarchies and integrating the affective elements of personality (Petrides et al., 2007).		○	Social Support and Work Engagement	Toyoma. & Mauno, 2017
Job Autonomy	Refers to the extent to which the job provides significant freedom to the individual in organizing work and in ascertaining the processes to be used in executing it (Jaffri, 2018).		○	EI and Employee Creativity	Jafri, 2018
Supervisor Support	Refers to the extent to which employees have a feeling that their supervisor or manager values the contributions made to them and care about their welfare (Eisenberger & Stinglhamber, 2011).		○	EI and Employee Creativity	Jafri, 2018
Proactive Personality	Can be understood as one's temperament towards taking personal initiatives to impact one's environment (Bateman & Crant, 1993).		○	EI and Employee Creativity	Jafri et al, 2016

Variable Name	Conceptual Understanding	Mediating	Moderating	Between	Paper
Organizational Climate	Can be understood as a set of quantifiable attributes of the work environment, understood either directly or indirectly by the people living and working in the environment and it is supposed to impact their drive and behavior (Litwin & Stringer, 1968).		○	EI and Employee Creativity	Jafri et al, 2016
EI	EI is the capability to understand precisely, assess and demonstrate emotion; acquire and/or initiate feelings when they promote thought; understand emotion and emotional knowledge; and manage emotions to encourage emotional and intellectual growth (Mayor & Salovey, 1997).	○		Entrepreneurship Development Programme and Entrepreneurial Abilities (creativity)	Ghosh & Rajaram, 2015
Generosity	Can be understood as an expression of prosocial behavior where the individual believes that the behaviour will benefit the person or persons to whom it is aimed (Brief & Motowidlo, 1986).	○		EI and Creativity	Carmeli et al., 2013
Vigor	Can be understood as a set of connected noncognitive states (e.g. energy) felt at work (Shirom, 2010).	○		EI and Creativity	Carmeli et al., 2013
University Subject Domains	Domains of study like technical and natural (T&N) sciences, social sciences, and arts		○	EI and Creativity	Sanchez-Ruiz et al., 2011

The mediating and moderating variables can be further categorized into individual and organizational attributes (Table 4).

Mediator variables

An organization's climate was interestingly found to not mediate the relationship between EI and employee creativity suggesting a direct link between a leader's EI and the creativity of employees irrespective of the climate (Suliman & Al-Shaikh, 2006). In one of the studies, Ghosh and

Table 4. Categorization of intervening variables

	Individual Attributes	Organizational Attributes	External Environment Attributes
Mediator Variables	-Innovative process engagement - Conflict management styles - *Organizational climate* - Team passion - Work engagement - Generosity - Vigor - Self-motivation - Job resourcefulness - Organizational commitment - Positive affect		-Environmental uncertainty
Moderator Variables	-Gender - Team trust - Proactive personality - Subject domain - Cultural intelligence - Individual success	-Job autonomy - Organizational support - Organizational climate / Organizational political climate - Project complexity	

Rajaram (2015), have explored the relationship between entrepreneurship development programs and entrepreneurial abilities like creativity, with EI mediating the relationship.

Innovative process engagement is found to mediate the relationship between EI and innovative behavior. Innovative process engagement, reflecting an individual's work engagement is affected by emotional factors. Work engagement in the innovative process gets affected by both positive and negative emotional states. According to Zhang and Bartol (2010), high innovative process engagement, by strengthening individuals' efforts and resource inputs in problem identification, information gathering, and solution finding, promotes innovative behavior. Individuals with high levels of EI are more effective than those with low levels in resolving conflicts. An integrating style of *conflict management,* that involves high concern both for self and the other person and an effort to reach a solution that satisfies both individuals, mediates the relationship between EI and innovation. Employees with high EI, in situations of conflict, are capable of controlling emotions and understanding the emotions of their colleagues. They are likely to show cooperative behavior to find constructive solutions. Integrating style contributes to constructive conflict, encouraging employees to communicate their ideas, face conflict, convey the inclination to resolve conflict, and try to come up with new and creative solutions to problems. Compromising and demanding styles of conflict management might on the contrary lead to destructive conflict, thereby reducing an organization's innovation performance. Differences in the culture of countries, however, exhibit different results with respect to the use of different conflict management styles and therefore the impact of EI on innovation performance. Managers in different countries can try to adopt the appropriate conflict management style (Zhang et al., 2015).

Team passion is found to partially mediate the relationship between a team leader's cooperative conflict management style and team innovation performance. Through active communication, a team leader's cooperative conflict management style, helps members feel involved thus driving them to spend time and energy on work that enhances team passion. This passion would encourage

and motivate team members to innovate, thus promoting team innovation performance. Leaders can try to strengthen the team culture to increase the mutual understanding of the team, thereby boosting team passion (Yin et al., 2020).

Work engagement referring to a positive work-related state of mind identified by vigor, dedication, and absorption, is found to mediate the relationship between EI and creativity. Positive emotions and motivation play a critical role in this relationship. Vigor is a critical constituent of work engagement that mediates the relationship between EI and creativity. Higher EI might both directly and indirectly promote the creativity of employees by improving work engagement (Toyoma & Mauno, 2017).

Emotionally intelligent employees demonstrate a high degree of *generosity* that nurtures a sense of *vigor* which in turn promotes creativity. Emotionally intelligent employees use their emotions to understand their social surroundings which helps them to know when and how they need to be generous. This is important in organizational life where work is highly interdependent, and for the effective completion of tasks, helping behavior is very crucial. Also, the likelihood of generosity being reciprocated among emotionally intelligent individuals is high because of their ability to notice and respond to the needs of others. Generosity and more support within the organization lead to an increase in vigor among individuals. Individuals with a sense of vigor in most likelihood engage in creative processes and exhibit creative behaviors. Vigor activates a sense of positive energy which in turn helps to nurture flexible thinking and explore innovative and new ideas. If leaders, followers, and coworkers in the organization use and control their emotions properly, they can create a trusting and compatible environment where sharing of ideas would be encouraged thus making them feel vigorous and motivated to capitalize on their creative potential (Carmeli et al., 2013).

Moderator variables

In one of the studies, Yin et al., (2020), EI measured for the team has been found to weaken the effect of the team leader's cooperative conflict management style on team passion. A possible explanation given is that individuals with high EI having more emotional recognition and regulation abilities cannot be easily integrated into team cooperation. Their personal emotions might affect team emotions and weaken the role of the team leader's behavior. Similarly, another study explored EI as a moderator in a positive relationship between social support and work engagement to creativity, with higher EI boosting the positive effect of social support on work engagement which may be further associated with improved creativity. Higher EI along with higher social support is related to the highest work engagement and creativity (Toyoma & Mauno, 2017).

Project complexity has been found to moderate the relationship between EI and new product development with high complexity in fact, involving a huge amount of interdependent factual data, having a strong correlation with the expected performance score of new product development. Projects having high complexity with respect to uncertainty in outcomes were found to have a negative correlation with respect to innovation performance outcomes, while high complexity of interaction appeared to be unrelated to the performance score (Tsakalerou, 2016).

A strong negative *organizational political climate* is found to negatively moderate the effect of EI on innovative process engagement. When an organization's political climate is featured as being unfair and biased towards self-interest it leads to the unfair distribution of innovation resources, thereby reinforcing the employees' impression of unfairness and uncertainty. This leads to an exhaustion of their positive emotional resources, and weakening of the positive effect of EI on innovative process engagement (Hou et al., 2020). Organizational politics in fact, in China, has been found to escalate the complexity and uncertainty of the innovation environment. It is,

therefore, suggested that organizations can try to remove the dark side of organizational politics so as to drive employees' positive innovative behavior. Organizational managers should value the contribution and all-inclusive development of their employees (Liang & Yi, 2018).

It is found that EI promotes *team trust* that in turn stimulates a collaborative culture which enhances the creativity of the team. In teams, both affective and cognitive trust increases the ability of team members to work together. Emotionally intelligent team members are better able to understand each other's problems, communicate with each other, and reduce conflicts without putting at risk the common team objectives. Team trust being a critical element, managers need to create circumstances for formal and informal communication among team members (Barczak et al., 2010).

Job autonomy and *support from supervisors* strengthen the relationship between EI and employee creativity. Emotionally intelligent employees would be more creative if they are given the freedom and independence in scheduling their work and in identifying the procedures to be followed to carry out the tasks. According to Hackman and Oldham (1975), job autonomy creates a state of mind of experienced responsibility for work outcomes, a feeling of empowerment, emotional attachment, and engagement with work, motivation in turn leading to outcomes such as innovation and creativity. Similarly, higher support from the supervisor helps employees feel heard, valued, and cared about. Managerial support can provide psychological safety, autonomy, risk-taking, trust, and feedback which are very much required for innovation and creativity. Organizations, therefore, need to provide a certain level of autonomy and support to employees so that the employees can work independently, feel motivated, and safe to utilize their talent to create something novel in their organizations (Jafri, 2018).

In the field of education effect of emotions-related traits, especially sensitivity to emotions and emotional instability, on creativity has been found to vary with *subject-related domains*. For example, artists are found to be more impulsive and anxious, and less capable of controlling their emotions as compared to scientists. According to Richards (1999), the emotional nature of the work of artists might require them to express hardship and misfortune. Artists are also understood to vent their emotions and resolve inner conflicts through their works of art. Feist (1998), has in fact proposed high sensitivity as a requirement for creative works.

According to Schneider (1990) and Schneider, Smith, and Goldstein (2000), perceptions about the *organizational climate* focus on the processes, practices, and behavior that are supported and rewarded in an organization. An organizational climate which is the behaviorally oriented aspect of culture influences work outcomes either positively or negatively. A positive climate gives employees a sense of obligation and motivation that promotes innovation and creativity. In fact, individuals having higher levels of EI help in creating and maintaining a climate that builds the organization. When employees perceive the organizational climate as supportive and trusting where coordination and control are possible through empowerment and involvement, where information is shared freely, and where they are encouraged to develop their skills, employees use their EI to produce creative ideas and work in new ways. Organizations should therefore work towards creating a climate that promotes employees to use their EI which might further positively affect their level of creativity (Jafri et al., 2016).

According to Bateman and Crant (1993), *proactive* individuals are found to take initiative, eagerly work to steer their environment, and are always on the lookout for new information and practices in order to better their performance. Proactive individuals are also found to have the inclination to suggest new ways of doing tasks and generate new ideas to improve their initiatives. Employees having high levels of EI have the capability to think in divergent ways, assess multiple options, and come up with novel ideas (Jafri et al., 2016).

6 Conceptual model summarizing the study

The theoretical contribution of the present study is a conceptual framework illustrating research in the area of EI and creativity and innovation over the past two decades. Though research in the domain has not been very vast the conceptual framework gives an overview of the efforts of researchers in the area (Figure 8).

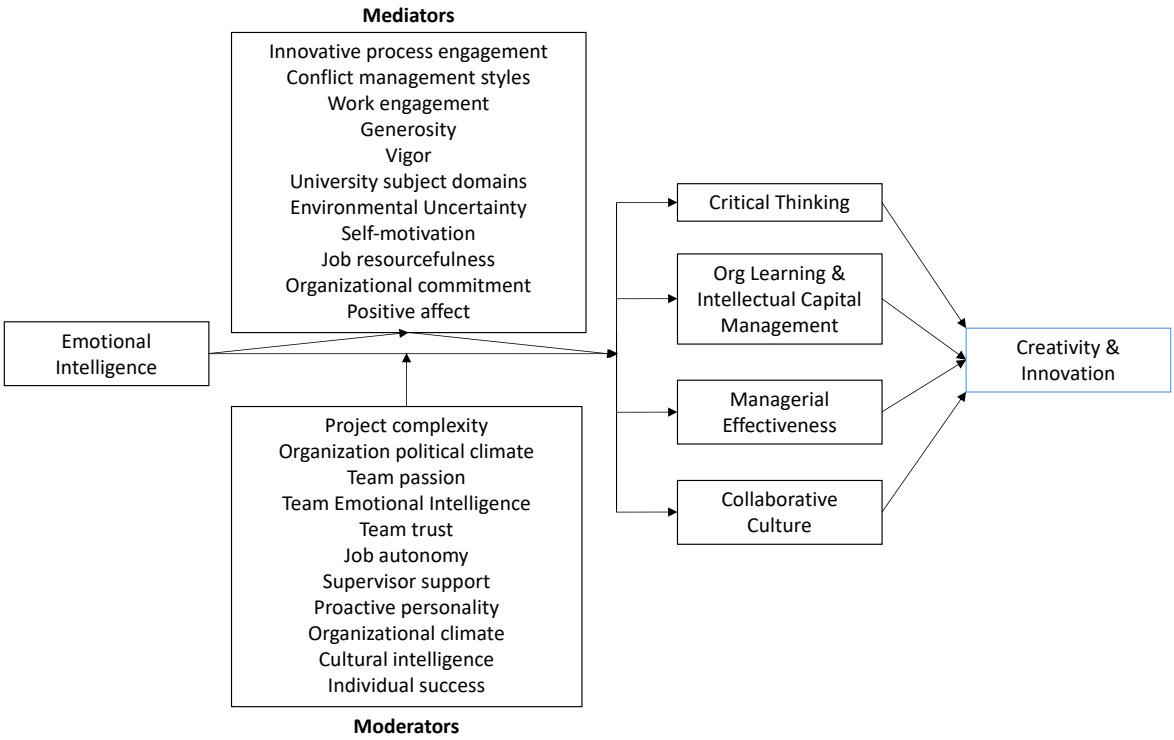

Figure 8. Conceptual framework

As elaborated in the previous section, the relationship between EI and creativity and innovation is in many circumstances not direct. It gets influenced by a number of intervening variables. EI drives creativity and innovation by promoting critical thinking amongst employees, managerial effectiveness, a collaborative culture, organizational learning, and the management of intellectual capital.

Balaraman (1989) defined managerial effectiveness in behavioral terms which assessed managers on specified job-oriented criteria such as awareness about cost, communication, delegation, and interdepartmental cooperation. An emotionally intelligent manager is better equipped to undertake activities to develop his/her potential further, finally leading to the development of the organization (Yuvaraj & Srivastava, 2007). Critical thinking involves recognizing and challenging beliefs and exploring and visualizing alternatives (Brookfield, 1987). Critical thinking is very important for building creativity skills. According to McKee (2011), similar to critical thinking being important for creativity, emotions are regarded as central to the critical thinking process. EI and creativity merge in the critical thinking process.

A collaborative culture is the shared values and beliefs a team has about the organization's support for adaptability, open dialogue, advocating respect, working in a team, taking risks, and diversity (Lopez, Peon, & Ordaz, 2004). A collaborative culture promotes employees and teams to be more creative. EI, also, improves interactions among team members, facilitates the management of intellectual capital, and affects innovation performance (Tsakalerou, 2016).

7 Research gaps in literature and areas for future research

The SLR highlights a number of research gaps in the literature on the role of EI on creativity and innovation.

Scanty research exploring the role of EI on innovation and creativity

The search has brought up limited research in the area in the last two decades, with only 32 papers getting identified in the period 2000-2020. This leaves ample scope for researchers to explore the area.

Studies located predominantly in China and the United States

As is evident the present literature is dominated by studies done in China and the United States. Efforts can be made by researchers in other geographies to study the relationship between EI and creativity and innovation.

Quantitative techniques lead research in the area

Researchers have only adopted quantitative techniques to study the context. The prime focus has been to measure the impact of EI on creativity and innovation. This leaves room open for researchers to apply qualitative techniques to study in-depth and explore how EI propels creativity and innovation.

The services sector is the focus of most of the studies

The services sector, education, healthcare, business consulting, financials, etc., has been the prime focus of most of the researchers in studying how employees manage their and others' emotions and the impact on creativity and innovation. The manufacturing and other sectors have been ignored. Future researchers can attempt to study how employees in the manufacturing sector use EI skills to drive innovation and creativity.

Studying the impact of the various EI constituents

As the SLR documents, EI can be understood by understanding its various constituents. Researchers can focus on studying the impact of the various constituents on innovation. For example, in the study done by Suliman and Al-Shaikh (2006), the strength of the relationship between EI and creativity decreased considerably when EI was broken into its constituent dimensions.

Exploring other intervening variables

The SLR brings out the various variables that moderate and mediate the relationship between EI and creativity and innovation. There is a need to explore other variables, or in other words strategies and behavior that can ignite the relationship between EI and creativity and innovation. For instance, do personality traits of individuals or certain external environmental factors moderate or mediate the relationship between EI and creativity and innovation?

Studies focused primarily on managing emotions with internal stakeholders

As is evident, the majority of the studies have focused on managing emotions with respect to interactions with internal stakeholders, that is fellow colleagues. Customers are very important stakeholders and in many instances the source of innovative ideas. There is very little research, to be precise four papers, that have tried to explore EI skills with respect to interactions with customers or any other external stakeholder. Future research can explore the relationship between EI and innovation and creativity in the context of external stakeholder management.

Focus on the process rather than the outcome

Focus in all the studies has been on the outcome, with no study exploring the process of managing emotions leading to a creative or innovative outcome. This can be an interesting area of study for future researchers.

Organizational climate – a mediator or a moderator variable

The current research has failed to exhibit organizational climate as a mediating variable between EI and creativity and innovation. Future research can take this forward as a potential area of exploration.

The negative impact of EI on creativity and innovation

Literature has portrayed the positive impact of EI on creativity and innovation. There have been some very initial studies done to bring out the dark side of EI. The circumstances where high EI might lead to a lower potential for creativity and innovation is an area that can be picked and explored deeper by future researchers.

8 Practical implications

That EI has a positive impact on creativity and innovation is a signal for organizations to build the EI traits of their employees that will help promote creativity and innovation. One of the objectives of the paper is to explore the direct and indirect impact of EI on innovation and creativity and the paper has highlighted the intervening variables influencing the relationship between EI and creativity and innovation. Building the EI skills of their employees without ensuring the support of various identified strategies and behavior may not lead to a positive outcome in organizations. Organizations, therefore, need to ensure that the intervening variables or the strategies and behavior identified in this paper support their efforts. The paper has attempted to illustrate the role of EI skills in the different stages of the innovation process. Depending on the responsibility of employees in the innovation process efforts can be made to nurture the relevant employee skills. In the idea generation stage, employees can be encouraged to be sensitive and open to the ideas submitted. Having a positive approach to suggestions would help employees not be defensive of the problems identified in the existing products and service offerings. In the idea evaluation and development stage, employees can be groomed to manage disagreements and conflicts when exploring alternative routes to solving problems. Likewise, in the execution stage employees can be groomed to effectively and efficiently manage different resources and emotional sentiments to withstand pressures and meet targets.

9 Conclusion

Although complex technologies like artificial intelligence and robotics are ruling the world, it is still the human connections and interface that stand out. Investment in building the EI competencies can no doubt help firms to stimulate their employees, unleash more innovation, please their customers, solve societal problems, and thereby lead to increased competitiveness. The study using a systematic literature review of peer-reviewed articles helped to address the research questions and identify the intervening variables that influence the relationship between emotional intelligence and creativity and innovation. How emotional intelligence drives innovation and its role in different stages of the innovation process gets demonstrated.

It is evident that employees need to be aware of the way they present themselves to internal and external stakeholders. Self-aware employees are in a position to change their behavior and adapt themselves to the changing environment, the changing needs of their fellow colleagues, customers, and society, and are more prepared to lead innovative initiatives. It is not only the EI of managers, but also the EI of boundary spanners, the employees that have responsibilities to both internal and external stakeholders that have an effect on their creative ventures (Agnihotri et al., 2014).

Over the years, companies have been more focused on strengthening their bond with employees and customers at the human level. Likewise, researchers have been interested in exploring and documenting the impact of EI on innovation and creativity. Although there is still a lot to be explored in this field the SLR brings out some of the key areas of research in the domain. The systematic literature review has highlighted a few research gaps. The author hopes that the arguments proposed and the highlighted research gaps will provide compelling ideas for academicians and researchers to take ahead in future years.

The following limitation may be noted. The time period of the study is limited to twenty years. Also, as the SLR was driven by the research questions, the scope of the study is focused and limited. Future researchers attempting an SLR can try to extend the time period of the study or include more keywords for the search. Also, as the literature exhibits that the majority of the studies are quantitative studies, future researchers can attempt a meta-analysis. The objective of the study was not to critique the existing literature; thus, is a limitation of the study that can be taken forward by future researchers. Understanding the role of EI in different stages of the innovation process as defined by the stage gate process can be taken forward as an empirical study by future researchers. The current study has through content analysis of existing literature tried to understand the same using the framework proposed by Narayanan.

Acknowledgement

The author(s) received no financial support for the research, authorship, and/or publication of this article.

10 References

Amabile, T. M. (1988). A model of creativity and innovation in organizations. *Research in organizational behavior*, *10*(1), 123-167.

Amabile, T. M. (1983). The social psychology of creativity: A componential conceptualization. *Journal of personality and social psychology*, *45*(2), 357.

Amabile, T. M. (1997). Motivating creativity in organizations: On doing what you love and loving what you do. *California management review*, *40*(1), 39-58.

Agnihotri, R., Rapp, A. A., Andzulis, J. M., & Gabler, C. B. (2014). Examining the drivers and performance implications of boundary spanner creativity. *Journal of Service Research*, *17*(2), 164-181.

Aldaod, S. M., Sweis, R. J., Alawneh, A. R., & Jaradat, M. (2019). Emotional intelligence effect in health sector: A literature review. *International Journal of Information, Business and Management*, *11*(4), 08-94.

Ansari, H., & Kumar, R. (2022). Examining the Relationship between Emotional Intelligence with Leadership Styles and Effectiveness among Managers in Indian Banking Sectors. *International Management Review*, *18*(1), 27-103.

Baccarella, C. V., Maier, L., Meinel, M., Wagner, T. F., & Voigt, K. I. (2022). The effect of organizational support for creativity on innovation and market performance: the moderating role of market dynamism. *Journal of Manufacturing Technology Management*, *33*(4), 827-849.

Balaraman, S. (1989). Are leadership styles predictive of managerial effectiveness?. *Indian Journal of industrial relations*, *24*(4), 399-415.

Barczak, G., Lassk, F., & Mulki, J. (2010). Antecedents of team creativity: An examination of team emotional intelligence, team trust and collaborative culture. *Creativity and innovation management*, *19*(4), 332-345.

Barron, F. (1969). Creative person and creative process. Oxford, England: Holt, Rinehart, & Winston. Cliffs, NJ.

Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of organizational behavior*, *14*(2), 103-118.

Bhattacharjee, S., & Rahman, M. S. (2016). Assessing the relationship among emotional intelligence, creativity and empowering leadership: An empirical study. *J Bus*, *37*, 198-215.

Blazsczak-Boze, A. (2017). The Dark Side of Emotional Intelligence in SA Mind 28, 2, 9, doi:10.1038/scientificamericanmind0317-9b

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Brief, A. P., & Motowidlo, S. J. (1986). Prosocial organizational behaviors. *Academy of management Review*, *11*(4), 710-725.

Bulut, C., Kaya, T., Mehta, A. M., & Danish, R. Q. (2022). Linking incremental and radical creativity to product and process innovation with organisational knowledge. *Journal of Manufacturing Technology Management*, *33*(4), 763-784.

Carmeli, A., McKay, A. S., & Kaufman, J. C. (2014). Emotional intelligence and creativity: The mediating role of generosity and vigor. *The Journal of Creative Behavior*, *48*(4), 290-309.

Carter, A.P.(2007). Measurement of the Clustering and Dispersion of Innovation. Edited by Karen R. Polenske.The Economic Geography of Innovation. Cambridge: Cambridge University Press.

Castro, F., Gomes, J., & de Sousa, F. C. (2012). Do intelligent leaders make a difference? The effect of a leader's emotional intelligence on followers' creativity. *Creativity and Innovation Management*, *21*(2), 171-182.

Chamorro-Premuzic, T., & Yearsley, A. (2017). The downsides of being very emotionally intelligent. *Harvard Business Review*.

Cheung, M. F., Wong, C. S., & Chiu, W. C. (2022). Effect of conflict-outcomes: moderating role of psychosocial mentoring and emotional intelligence. *Asia Pacific Journal of Human Resources*, *60*(3), 658-681.

Dasgupta,M. (2021). Sustainable innovation initiatives by small and medium enterprises: a systematic literature review. *Journal of Small Business & Entrepreneurship*, 35(4), 550-573.

Darvishmotevali, M., Altinay, L., & De Vita, G. (2018). Emotional intelligence and creative performance: Looking through the lens of environmental uncertainty and cultural intelligence. *International Journal of Hospitality Management*, *73*, 44-54.

del-Corte-Lora, V., Vallet-Bellmunt, T. M., & Molina-Morales, F. X. (2017). How network position interacts with the relation between creativity and innovation in clustered firms. *European Planning Studies*, *25*(4), 561-582.

Drucker, P.F. (1985). Innovation and entrepreneurship. Harper & Row, Publishers Inc.

Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard business review*, *79*(3), 80-91.

Eisenberger, R., & Stinglhamber, F. (2011). Perceived organizational support: Fostering enthusiastic and productive employees. Washington, DC: Americal Psychological Association

Feist, G. J. (1998). A meta-analysis of personality in scientific and artistic creativity. *Personality and social psychology review*, *2*(4), 290-309.

Fekula, M. J. (2011). Managerial Creativity, Critical Thinking, and Emotional Intelligence: Convergence in Course Design. *Business Education Innovation Journal*, *3*(2).

Fineman, S. (2006a). Emotion and Organizing. In S. Clegg, C. Hardy, T. Lawrence, & W. R. Nord (Eds.), The Sage Handbook of Organization Studies (2nd ed.) (pp. 652-674). London: Sage

Furrer, O., Thomas, H., & Goussevskaia, A. (2008). The structure and evolution of the strategic management field: A content analysis of 26 years of strategic management research. *International journal of management reviews*, *10*(1), 1-23.

Gelaidan, H. M., Houtgraaf, G., & Al-kwifi, O. S. (2022). Creativity and innovation in rapidly developing Qatar: the impact of leadership and the mediation of psychological empowerment amidst rapid growth. *International Journal of Public Sector Management*, *35*(3), 257-275.

Ghosh, N.B., & Rajaram, G. (2015). Developing emotional intelligence for entrepreneurs: The role of entrepreneurship development programme. *South Asian Journal of Management*,22(4), 85-100.

Gupta, R., & Bajaj, B. (2017). Positive affect as mediator between emotional intelligence and creativity: An empirical study from India. *Int. J. Emerg. Ment. Health Hum. Resil*, *19*(4), 1-7.

Goleman D. (1995).Emotional Intelligence: Why It Can Matter More Than IQ. New York: Bantam Books.

Goleman, D. (1995). Emotional Intelligence. Bantman Books: New York

Goleman, D. (2004). What makes a leader? Retrieved from https://hbr.org/2004/01/what-makes-a-leader

Goleman, D. (1998a). Working with Emotional Intelligence. New York: Bantam Books.

Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied psychology*, *60*(2), 159.

Hawthorne, M. J., & Chikeleze, M. (2022). Trait Emotional Intelligence (TEI) & Decision making: An Exploration of TEI & Mood on Decision-making. *North American Journal of Psychology*, *24*(3).

Hess, J. D. (2014). Enhancing innovation processes through the application of emotional Intelligence skills. *Review Pub Administration Manag*, *2*(143), 2.

Hou, X., Yuan, Q., Hu, K., Huang, R., & Liu, Y. (2020). Employees' emotional intelligence and innovative behavior in China: Organizational political climate as a moderator. *Social Behavior and Personality: an international journal*, *48*(11), 1-11.

Insights (2021). Driving innovation with emotional advantage. Retrieved from https://www.technologyreview.com/2021/03/09/1020470/driving-innovation-with-emotional-intelligence/

Isaksen, S. G.,Dorval, K. B. & Treffinger, D. J. (2011). Creative Approaches to Problem Solving; A Framework for Innovation and Change. New Delhi, Sage Publications India Pvt. Ltd.

Jafri, M. H. (2018). Moderating role of job autonomy and supervisor support in trait emotional intelligence and employee creativity relationship. *Vision*, *22*(3), 253-263.

Jafri, M. H., Dem, C., & Choden, S. (2016). Emotional intelligence and employee creativity: Moderating role of proactive personality and organizational climate. *Business Perspectives and Research*, *4*(1), 54-66.

Kanawattanachai, P., & Yoo, Y. (2002). Dynamic nature of trust in virtual teams. *The Journal of Strategic Information Systems*, *11*(3-4), 187-213.

Khalili, A. (2018). Creativity and innovation through LMX and personal initiative. *Journal of Organizational Change Management*, *31*(2), 323-333.

Lassk, F. G., & Shepherd, C. D. (2013). Exploring the relationship between emotional intelligence and salesperson creativity. *Journal of Personal Selling & Sales Management*, *33*(1), 25-37.

LingFeng, M. H. L. Y. (2018). The Influence of Perceived Organization's Political Climate on Work Alienation: Mediating Role of Self-determination Motivation. *Journal of Psychological Science*, (2), 397.

Lindebaum, D. (2009). Rhetoric or remedy? A critique on developing emotional intelligence. *Academy of Management Learning & Education*, *8*(2), 225-237.

Litwin, G. H., & Stringer, R. A. (1968). Motivation and organizational climate. Boston: Harvard Business School

Lopez,S.P., Peon, J.M.M., & Ordaz, C.V.V. (2004). Managing knowledge: The Link between Culture and Organizational Learning, *Journal of Knowledge Management*, *8(6),* 93-104.

Mahwah, N.J., Lawrence, E. S. & Joseph, A. (1935). "The Analysis of Economic Change"in Clemence, Richard V., ed., Essays on Entrepreneurs, Innovations, Business Cycles, and the Evolution of Capitalism, Transaction Publishers, New Jersey, 1991, 134–49

Miao, C., Humphrey, R. H., Qian, S., & Pollack, J. M. (2018). Emotional intelligence and entrepreneurial intentions: An exploratory meta-analysis. *Career Development International*, *23*(5), 497-512.

Martinez-Pons, M. (1997). The relation of emotional intelligence with selected areas of personal functioning. *Imagination, cognition and personality*, *17*(1), 3-13.

Mathur, A., Vikas, S., Garg, U., Dagar, M., & Verma, S. (2022). Emotional Intelligence and Work Satisfaction Among Banking Professionals in India: An Empirical Study. *IUP Journal of Organizational Behavior*, *21*(3), 69-90.

Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? in Salovery, P.A.S.D. (Ed.), Emotional Development and Emotional Intelligence: Implications for Educators, Basic Books, New York, NY

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits?. *American psychologist*, *63*(6), 503.

McKee, A. (2011). Management: A focus on leaders. Boston MA: Prentice-Hall

Narayanan, V.K. (2001). Managing technology and innovation for competitive advantage, Perason Education Inc.: New Delhi.

Ngah, R., & Salleh, Z. (2015). Emotional intelligence and entrepreneurs' innovativeness towards entrepreneurial success: A preliminary study. *American Journal of Economics*, *5*(2), 285-290.

Noorafshan, L., & Jowkar, B. (2013). The effect of emotional intelligence and its components on creativity. *Procedia-Social and Behavioral Sciences*, *84*, 791-795.

Parke, M. R., Seo, M. G., & Sherf, E. N. (2015). Regulating and facilitating: the role of emotional intelligence in maintaining and using positive affect for creativity. *Journal of Applied Psychology*, *100*(3), 917.

Pérez López, S., Manuel Montes Peón, J., & José Vázquez Ordás, C. (2004). Managing knowledge: the link between culture and organizational learning. *Journal of knowledge management*, *8*(6), 93-104.

Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British journal of psychology*, *98*(2), 273-289.

Petrides, K. V. (2010). Trait emotional intelligence theory. *Industrial and organizational psychology*, *3*(2), 136-139.

Pionke, J. J., & Graham, R. (2021). A multidisciplinary scoping review of literature focused on compassion, empathy, emotional intelligence, or mindfulness behaviors and working with the public. *Journal of Library Administration*, *61*(2), 147-184.

Rego, A., Sousa, F., Pina e Cunha, M., Correia, A., & Saur-Amaral, I. (2007). Leader self-reported emotional intelligence and perceived employee creativity: An exploratory study. *Creativity and innovation management*, *16*(3), 250-264.

Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, *26*(5), 388-399.

Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current directions in psychological science*, *14*(6), 281-285.

Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9(3), 185-211.

Sánchez-Ruiz, M. J., Hernández-Torrano, D., Pérez-González, J. C., Batey, M., & Petrides, K. V. (2011). The relationship between trait emotional intelligence and creativity across subject domains. *Motivation and emotion*, *35*, 461-473.

Sakkijha, J. M., Hamdan, R. M., Al-Nabulsi, T. M., & Alzougool, B. (2015). The impact of emotional intelligence on employees' creativity in the innovation companies in Jordan. *Ubiquitous Comput. Commun. J*, *9*, 1472-1473.

Sarooghi, H., Libaers, D., & Burkemper, A. (2015). Examining the relationship between creativity and innovation: A meta-analysis of organizational, cultural, and environmental factors. *Journal of business venturing*, *30*(5), 714-731.

Schaufeli, W. B., Bakker, A. B., & Van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *30*(7), 893-917.

Schlecht, L. (2013).The EI advantage: How four seasons drives innovation and business success through the power of emotional intelligence. Retrieved from https://www.prnewswire.com/news-releases/the-ei-advantage-how-four-seasons-drives-innovation-and-business-success-through-the-power-of-emotional-intelligence-300900417.html.

Schneider, B. (1990). The climate for service: An application of the climate construct. In B. Schneider (Ed.), Organizational climate and culture (383-412). San Francisco: Jossey-Bass

Schneider, B., Smith, D.B. & Goldstein, H.W. (2000). Attraction-selection-attrition: Toward a person-environment psychology of organizations. In W.B. Walsh, K.H. Craik & R.H. Price (Eds), Person environment psychology: New directions and perspectives (2nd ed., 61-85).

Shirom, A. (2010). Feeling energetic at work: On vigor's antecedents. In A.B. Bakker, & M.P. Leiter (Eds.), Work engagement: A handbook of essential theory and research (pp. 69–84). New York: Psychology Press

Silva, D., & Coelho, A. (2019). The impact of emotional intelligence on creativity, the mediating role of worker attitudes and the moderating effects of individual success. *Journal of management & organization*, *25*(2), 284-302.

Singh, S.K. (2007). Understanding the motivations of technology managers in radical innovation decisions in the mature R&D firm context. *Singapore Management Review*, 29(2), 55-74.

Suliman, A.M. & Al-Shaikh, F.N. (2006). Emotional intelligence at work: links to conflict and emotion. *Employee Relations*,29(2),208-220.

Tajpour, M., Moradi, F., & Jalali, S. E. (2018). Studying the influence of emotional intelligence on the organizational innovation. *International Journal of Human Capital Urban Management*, *3*(1), 45-52.

Thomas, K.W. (1976).Conflict and conflict management, in Dunnette, M.D. (Ed.), Handbook of Industrial and Organizational Psychology, Rand McNally, Chicago, IL

Thomdlike, RK.(1920).Intelligence and its issues. Harpers Magazine, 140,227-235.

Toyama, H., & Mauno, S. (2017). Associations of trait emotional intelligence with social support, work engagement, and creativity in Japanese eldercare nurses. *Japanese Psychological Research*, *59*(1), 14-25.

Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British journal of management*, *14*(3), 207-222.

Tsai ,C-T, & Lee, Y.J. (2014). Emotional intelligence and employee creativity in travel agencies. *Current issues in tourism*, 17(10), 862-871.

Tsakalerou, M. (2016). Emotional intelligence competencies as antecedents of innovation. *Electronic Journal of Knowledge Management*, *14*(4), pp207-219.

Vallerand, R.J., Blanchard, C., Mageau, G.A., Koestner, R., Ratelle, C., Léonard, M., & Marsolais, J. (2003). Les passions de l'âme: on obsessive and harmonious passion*", Journal of Personality and Social Psychology*, 8(4),756-767.

Williams T. (2002) Modelling Complex Projects. Wiley, Chichester, West Sussex, U.K

Winardi, M. A., Prentice, C., & Weaven, S. (2022). Systematic literature review on emotional intelligence and conflict management. *Journal of global scholars of marketing science*, *32*(3), 372-397.

Xu, X., Liu, W., & Pang, W. (2019). Are emotionally intelligent people more creative? A meta-analysis of the emotional intelligence–creativity link. *Sustainability*, *11*(21), 6123.

Yang, X. (2016). The impact of corporate emotional intelligence on innovation: Observations from China. *Global Business and Organizational Excellence*, *36*(1), 87-97.

Yin, J., Jia, M., Ma, Z., & Liao, G. (2020). Team leader's conflict management styles and innovation performance in entrepreneurial teams. *International Journal of Conflict Management*, *31*(3), 373-392.

Yuvaraj, S., & Srivastava, N. (2007). Are innovative managers emotionally intelligent?. *Journal of Management Research*, *7*(3), 169-178.

Zhang, S.J., Chen,Y.Q. & Sun,H.(2015). Emotional intelligence, conflict management styles, and innovation performance. *International Journal of Conflict Management*, 26(4), 450-478.

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1),107–128.

Zhou, J. & George, J.M. (2003). Awakening employee creativity: The role of leader emotional intelligence. *The Leadership Quarterly*,14, 545-568.

Zhou,Y., Weina, Q. & Yan, G. (2022). The role of trait emotional intelligence in driving anger:The mediating effect of emotion regulation, Transportation Research: Part F, 88, 281-290.

Zhu, D., Doan, T., Kanjanakan, P., & Kim, P. B. (2022). The impact of emotional intelligence on hospitality employees' work outcomes: a systematic and meta-analytical review. *Journal of Hospitality Marketing & Management*, *31*(3), 326-347.

Biographies

Meeta Dasgupta. Dr. Meeta Dasgupta has a mix of corporate and academic work experience. She has worked as a Consultant with IBM Consulting and in the Import-Export Division of LML Ltd.(a two-wheeler manufacturing company). To her credit, she has published cases with Ivey Publishing, Emerald Emerging Case Studies, and Asia Case Research Centre and research papers with peer-reviewed journals.

ORCID: https://orcid.org/0000-0003-0187-9558

CRediT Statement: Conceptualization, Visualization, Methodology, Writing-original draft, Writing- review & editing.