

The Emotionally Intelligent Mentor

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Abstract:

The purpose of this chapter is to highlight the importance of including emotional intelligence training with programs related to providing mentorship to others. Formal mentoring programs, established with specific goals and objectives, need foundation work for context in order to be successful. This chapter pulls from professional literature, important basic components of both emotional intelligence skills and attributes for successful mentoring. By demonstrating the relationship between emotional intelligence and mentors who are successful, future programs and activities within the workplace regarding formal mentorship structures can be influenced positively. There is a relationship between having good emotional intelligence skills by people who mentor and being successful within the mentoring relationship. Mentors who are more self-aware of their own emotions are more likely to manage a mentoring relationship more positively and with better outcomes. Library and information science professionals are undergoing tremendous change within the professional environment, the establishment of mentoring networks can greatly influence professional turnover. The opinions and concepts presented from professional literature has been used and adapted by the author in various workshops and presentations. It is this practitioner's opinion that any formal mentoring program should start with providing a foundation of emotional intelligence skills for the mentors.

Keywords: Emotional intelligence | mentoring | competence | relationships | leadership | succession planning

Article:

Introduction

Mentoring can be an important aspect in developing a professional career path and/or becoming oriented to new organizations or positions. The process of mentoring can be formal or informal and can be beneficial in many ways. Studies have linked the relationship that can be formed between mentees and mentors to be important in the creation of new knowledge, through the inspiration and relationship novice persons have to individuals who have the patience and skills to guide others. In fact, the process itself can have a larger impact than the actual content

reviewed. It is also important to recognize that mentoring programs need to change as circumstances and needs change.

Developing emotional intelligent skills prior to, or as part of a mentoring program will benefit both mentor and mentee. Then as a team they can work to provide guidance and develop opportunities for persons in all aspects of professional life, which included embracing the values of informal, peer and group mentoring. Benefits or returns gained from investing in a mentoring program can include; improved skills for the mentor who has gained knowledge themselves in the process, improved skills of the mentee, who is more efficient in the performance of their job and motivated for retention, reduces turnover, and succession planning activities would have a stronger foundation from which institutional knowledge is protected and organizational leadership can be sustained.

This chapter covers the basics of emotional intelligence as it relates to skills needed by mentors in a mentoring relationship, formal or informally. Utilizing principles from current literature related to mentoring, one can develop the skills needed for a mentoring relationship or larger program. These skills are also effective in supporting an informal mentoring arrangement. Mentoring is making an investment into a relationship, which is why having an emotionally intelligent mentor can be critical to the success of any mentoring program or relationship.

What is Emotional Intelligence?

The use of the term “emotional intelligence (EI)” began occurring in the mid-1980s with work and research related to cognitive ability as it related to interpersonal skills. It was further popularized by Daniel Goleman’s 1995 publication of *Emotional intelligence: Why it can matter more than IQ*. Since then business and leadership models debate over the use of “EI” versus “IQ” assessment, but both have found use in training and development curriculums and programs. Psychometrics, the study of psychological measurements offers tools and instruments for both areas of study.

Simply, emotional intelligence is having the ability to understand and manage your emotions intelligently, for both yourself and others. This relates to having a clear and creative point of view for managing relationships and stress, meeting challenges and learning to seek positive outcomes. In the workplace this is important for moving organizational goals forward and providing positive and productive workplace environments. In a mentoring relationship, these skills can be critical for successfully achieving the goals intended for both a mentee and mentor.

Goleman’s early work laid out a model of emotional intelligence with four areas of ability which he labeled as leadership skills (Goleman, 1998b). These were:

- Self-awareness — understanding your own emotions and their impact
- Self-management — managing your emotions and moods
- Social awareness — recognizing and being sensitive to the emotions of others
- Managing relationships — influencing and navigating relationships using emotions.

Other researchers have published similar versions of these abilities and the key to utilizing this concept to make a difference in the workplace is to fully understand emotions within yourself

and others. This includes the physical feelings, thoughts and behaviors associated with the emotions, being aware of differences in emotions and how they can change circumstantially (Hasson, 2014). Other considerations can include recognizing cultural and heritage differences in how people perceive certain emotional reactions.

Since Goleman's work, many models and assessment instruments have been developed to identify and foster skill development for emotional intelligence traits. The authors of *Emotional Intelligence in Action* (Hughes & Terrell, 2012) list and discuss four assessments that have risen to predominance in the market; EQ-I/EQ360 (Emotional Quotient Inventory), TESI (Team Emotional and Social Intelligence Survey), MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) and EISA (Emotional Intelligence Skills Assessment). Each model presents a different approach to assessment of emotional intelligence for both teams and individuals. Hughes and Terrell's work provides exercises to accompany each model. This is recommended reading for organizations that are looking to create a mentoring program but need a foundation from which to work.

Other studies on IQ or EI factors refer to brain function and how the limbic system of the brain governs logic and emotional response (Oswell, 2012). This also leads to theories and expectations of how to learn emotional intelligence skills. And it is related to the type of learning activities encountered as to the effectiveness of the outcome. Having expert knowledge as an individual is diminished if that knowledge cannot be engaged in working with others for greater collaboration and usefulness of shared knowledge or wisdom.

The limbic system tracks your emotional relationship to thoughts, situations, things, and other people. It drives behaviors, sometimes unconsciously (Rock, 2009). This system also triggers reactions and can create the tendency to move away or embrace people or objects depending on the emotion being threatening or positively stimulated. Training this system to have conscious reaction from triggered emotion is what a lot of emotional intelligence training is concerned with.

Outside of official testing, many emotional intelligent practitioners and theorists offer anecdotal guidelines from which emotional intelligence characteristics can be measured. For the purposes of this chapter, an example is offered that highlights characteristics of emotionally intelligent people that will be useful in further context of this subject. The work chosen is from Carolyn Gregoire of the Huffington Post (2013). Gregoire identifies and documents with supportive research 14 traits that are common for emotionally intelligent behaviors. Modified they are

1. Being curious about other people which are signs of caring or showing empathy.
2. Demonstrating great leadership which studies have demonstrated utilizes emotional intelligence skills over cognitive abilities.
3. Your self-awareness provides you an understanding of your strengths and weaknesses.
4. Paying attention and being present in the moment.
5. Understanding the "why" of your emotions in order to best handle your reactions.
6. Getting along with others and fostering good relationships.

7. You care about your moral identity.
8. Taking the time to recognize and help others around you.
9. Being good at reading other people's facial expressions.
10. Resilience to keep going after setbacks.
11. Being a good judge of character.
12. Feeling comfortable following your intuition.
13. Being self-motivated consistently.
14. Knowing when to say no.

This list is also indicative of good traits desired for mentors in a mentoring relationship. Understanding that the root sources of these traits are emotional intelligence skills and attributes can help formulate mentor selection and training.

Emotional Competences and Traits

Using the leadership skills discussed before, plus considering motivation as another element or related skill to emotional intelligence skills, Goleman goes on to recognize how these skills can be learned and useful within a working environment. He considered this emotional competence (Goleman, 1998a, 1998b) which indicates the ability to learn skills that impact performance with emotional intelligence elements. In other words, intelligence is the potential and competence becomes what skills are actually translated into useful capabilities. This can be an important distinction in developing mentoring relationships in which individuals might have the intelligence but need the training to actually put those skills to good use.

Table 1 shows the classic breakdown of personal and social competencies which includes Goleman's emotional intelligence skills categories.

Table 1. Personal and Social Competence	
<p>Personal Competence</p> <p><i>Self-awareness</i></p> <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence <p><i>Self-management</i></p> <ul style="list-style-type: none"> • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement driven • Initiative 	<p>Social Competence</p> <p><i>Social awareness</i></p> <ul style="list-style-type: none"> • Empathy • Service orientation • Organizational awareness <p><i>Relationship management</i></p> <ul style="list-style-type: none"> • Developing others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Team work and collectivity

These competencies can become the behaviors that Gregoire describes, or similar, depending upon situational and personality factors.

The field of emotional intelligence research has become quite large in business and industry with ongoing research in many areas. A look at other professions and their research is useful in the study of mentorship within library and information science environments. For example, a study of emotional intelligence attributes (Butler & Chinowsky, 2006) with regard to the relationship between emotional intelligence and leadership behavior, did indeed prove that a relationship exists. This study addressed leadership behavior types such as transformational, transactional and laissez-faire, using a variety of emotional intelligence attributes and research variables to make this determination. The impact to the construction industry is that this study provided the data needed to help prepare the next generation of leaders for that profession in most cases through mentorship. This called for mentors who could display and enact emotional intelligence behaviors.

Another interesting view comes from studies conducted with regards to salespeople and the attributes along with creative activities in which they operate. The rationale for this point of view is the public service and diversity by which librarians operate within our core values. And when we look at mentoring later on, the relationship between mentoring attributes and the self-regulation needs of salespersons will make a connection.

In a study conducted in 2005, it was concluded that salesperson performance was strongly influenced by personal qualities such as perseverance, resilience, and self-control (Leach, Liu, & Johnston, 2005). This study broke down Goleman's self-regulatory element of the emotional intelligence model into finer parts in order to provide training and increase capabilities. This training included content related to emotional control, motivation control and reduction of ambiguity in the self-regulated persona. Examples of how this provides impact are as follows:

Emotional control — the ability to focus on sales task instead of one's personal emotional state

Motivation control — the ability to put forth effort or goal directed behaviors

Role ambiguity — not having the information needed to perform tasks or understanding completely the role expected in accomplishing the work.

The training provided in this research was self-regulated training that allowed salespersons to reduce their ambiguity by directing their training objectives to better understand their role, self-manage their goals to achieve improved motivation levels and learn how to control their emotional state of mind. This training layered on top of core sales training skills improved performance.

In a mentoring relationship, mentors should have a core set of skills and knowledge which is intended to be shared with prospective mentees. But additional training for the mentors, that includes self-regulated aspects of understanding their role, control of their own emotional reactions and being motivated to put forth the effort, can provide a much higher quality to the experience. This intrinsic motivation, or being excited about being a mentor, helps create an environment of success for the goals of the mentoring relationship (Lassk & Shepard, 2013), by providing a creative allowance for doing what needs to be done.

Managing Yourself

It's not only important to understand your emotions, to be effective in building relationships or mentoring others, but also in learning how to manage yourself in a variety of situations. This can include time management, project management, and meeting management as it relates to dealing with other people. Strong communication skills and the ability to balance work and leisure are also important skills for managing yourself.

Some of the basic issues related to time management start with understanding how you spend your time and what kind of tools you use to manage your time and interest. Conducting a time audit on yourself and examining what kind of calendaring system is most efficient for your use are examples of how you can improve your own performance. Recognizing that everyone has the same amount of time, it is how you use it that matters, is also a critical self-realization.

Reflecting on a couple of time management considerations can be helpful in learning how to manage yourself more effectively. For example, recognizing your paradoxes to personal productivity and identifying time robbers are two good self-realization processes. Paradoxes are contradictory thoughts or habits that influence your personal productivity or performance. An open door policy can be a form of creating a paradox in which leaving your door open to improve communication with others can also lead to communication that is trivial or overly social in nature — not productive. The open door is meant to be accessible for work-related needs, not an invitation to socialize and it is up to each individual to manage it effectively.

Likewise, time robbers can be actions, habits, or patterns that eat up your time. Examples of a time robber include; lack of planning, focus on the wrong priorities, over-commitment, or being too hasty. The key to eliminating time robbers is to determine the cause and come up with a solution. This can be a very self-aware exercise as you have to admit you can do something better. So to demonstrate, if you identify lack of planning as a time robber, possible causes could be; not understanding the benefit of planning, or you feel you are more prone to action than planning. Your solutions could be to recognize the value of taking the time to plan or focusing more on results than physical hard work.

As far as prioritizing, the business world has promoted working priorities for a long time, one of the most famous concepts being Covey's Importance Matrix (Covey, Merrill, & Merrill, 1994). This matrix aligns the urgency placed on a task with the importance, in order to determine its priority. This supports emotional intelligence skills of being able to prioritize and organize yourself around them, which requires self-discipline to maintain. This can also include recognizing potential hazards or roadblocks to your achievements and learning how to deal with them effectively.

Application of good project management skills is also important in becoming an effective mentor. These skills include developing the knowledge, tools, and techniques that are needed to direct activities toward successfully achieving goals and objectives that are project related. Project work is increasing within the library profession as change reduces dependence upon the use of legacy systems or processes. Even a mentoring relationship can be considered project based as formal mentoring is not expected to last long term, but provide guidance for mentees for a fixed period of time.

The components of project management that apply to managing oneself in a mentoring relationship would be scope, time, and costs. Scope is the extent or depth that goals and objectives will be based on, time relates to how much are you willing to invest and costs can be actual or unrealized based on your activities. But good emotional intelligence self-realization activities would include considering all of those components before investing in a project, including a project to be a mentor. In the end, the success of your project, or mentoring goals and objectives, will come down to you and how well you have managed the process (Hobbs, 2009).

Finally, in looking how one manages oneself, today's society is all about meetings which can be physical and virtual. A formal mentoring relationship will call for meetings with your mentee(s) so executing effective meeting strategies is important. Those strategies would include having a purpose with an agenda, having a focus on content with parameters for discussion and having expectations for outcomes from each and every meeting (Hindle, 1998). Effective meeting management can be a very strong tool for great mentoring.

What is Mentoring?

Loosely defined, mentoring is the sharing of knowledge, advice, or reinforcement of support related to a relationship between two or more people, usually in the workplace. However, it is not always just about the workplace, mentoring can be formal or informal, work related or not. For this chapter's purpose mentoring is work related, primarily in an academic library setting, and has goals and objectives related to professional creativity and success. Mentoring can be individual, in groups or shared efforts throughout an organization.

The need for mentoring activities can stem from a variety of needs, both personal for individuals but also larger scale to cover organizational needs. These needs can be technology related, mentoring new skills with changes in technology, leadership related, in terms of developing future leaders within the profession or situational, for example, mentoring persons with financial responsibilities during tough economic times (Crumpton, 2011). Diversity initiatives and generational issues might also require mentoring to create relationships with positive and tangible outcomes.

Mentoring can also be part of an organization's succession planning strategy and is a cost effective way to identify, develop and retain talent, skills, and knowledge. Creating a formal mentoring program for an organization as it is challenged, financially or competitively, provides an avenue for strategic review for environmental scanning or positioning of people and services. Informally, this works on an individual basis as potential mentees look for experienced incumbents who can help them get ahead by learning and expanding their perspectives for other opportunities.

Mentoring is meant to be a purposeful learning activity, no matter what form it takes, or who initiates it. The relationship should be built so that mentors are helping building capacity in their mentees or protégés, through advising, coaching, modeling, and sharing of knowledge. Learning can occur from both mentors and mentees and should be approached as a partnership with common goals. Over time, mentoring can mature into deeper relationships that have connections with other professionals so as to expand the knowledge base.

The process of mentoring can go by several names or conceptual labels. Traditionally mentoring was considered the best way to pass along skills and traits of various professions and crafts through apprenticeships. Modern mentoring supports the skill development of newly trained individuals by supporting their new knowledge and helping them achieve the best practical application of that knowledge at that time. The mentor is also helping shape the creation of new knowledge by the mentee by providing the inspiration and motivation to the trainee to move things forward and achieve higher goals than previously established (Seritan, 2005).

Mentoring is also about helping new people understand who they are and what their role in the organization is and could be in the future. This can reduce that stress of ambiguity and create a positive and productive attitude for the mentee/trainee, which certainly benefits the organization (Massey, 1995). Another organizational benefit of mentoring is the development of organizational political and work structures that are productive and united against outside competitors or influences.

Within our profession, the associations that provide and foster professional development opportunities also create mentoring programs to promote conversation and guidance between experienced members of the profession and newer, less experienced members. This also promotes diversity and inclusion initiatives by creating groups of interest and support for multicultural and ethnic minority recruitment efforts. Other examples of mentoring needs within our profession include the developing of academic credentials, such as achieving tenure, and recruitment of leadership to replace retiring leaders, which is a professional concern (Zhang, Deyoe, & Matveyeva, 2007).

Learning to be a Mentor

Reading and knowing what emotional intelligence traits are but learning how to apply and use them can be very different things. Libraries are very diverse environments with people from a variety of backgrounds, education, and age grouping. A basic starting point for learning emotional intelligence traits that can transfer into good mentoring skills is considering transformative learning initiatives in secondary education.

Nelson, Low, and Ross (2007) addressed how transformative learning helped students learn how to manage themselves, form productive relationships and generally behave in a wise and responsible manner. At the foundation of this is the development of the emotional mind by learning emotional intelligence skills. Mentoring through transformative learning is about the development of behaviors through an experiential learning process. Nelson, Low and Ross's work with students proved that by focusing on emotional intelligence skills first, other activities and processes became more effective.

The determination of emotional intelligence traits has been focused on measures derived from self-perceptions and behavioral dispositions. Thus, based on the subject involving the emotion; traits can be described as capabilities, both desired and demonstrated. Table 2 shows some facets of emotional feelings and the self-perceptions or capacities that would be attributed to them.

Table 2. Trait Emotional Intelligence Skills	
Facets	Self-Perception
Adaptability	Flexible and willing to adapt to new conditions
Assertiveness	Forthright, frank, and willing to stand up for their rights
Emotion perception (self and others)	Clear about their own and other people's feelings
Emotion expression	Capable of communicating their feelings to others
Emotion management (others)	Capable of influencing other people's feelings
Emotion regulation	Capable of controlling their emotions
Impulsiveness (low)	Reflective and less likely to give in to their urges
Relationships	Capable of having fulfilling personal relationships
Self-esteem	Successful and self-confident
Self-motivation	Driven and unlikely to give up in the face of adversity
Social awareness	Accomplished networkers with excellent social skills
Stress management	Capable of withstanding pressure and regulating stress
Trait empathy	Capable of taking someone else's perspective
Trait happiness	Cheerful and satisfied with their lives
Trait optimism	Confident and likely to "look on the bright side" of life

To expand this to competences of good mentors, the following categories are offered, modified from Goleman's Working with Emotional Intelligence:

Accurate self-assessment — Knowing one's strengths and limits

People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, always learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

Trustworthiness — Maintaining standards of honesty and integrity

People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

Conscientiousness — Taking responsibility for personal performance

People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives

- Are organized and careful in their work

Adaptability — Flexibility in handling change

People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Achievement drive — Striving to improve or meet a standard of excellence

People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Optimism — Persistence in pursuing goals despite obstacles and setbacks

People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

Empathy — Sensing others' feelings and perspective, and taking an active interest in their concerns

People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Leveraging diversity — Cultivating opportunities through diverse people

People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Communication — Sending clear and convincing messages

People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Being a mentor can be one of the most rewarding experiences in your life. The role(s) of a mentor can be simple or complex based on the need. Some of the roles or responsibilities that mentors might have include:

- Providing guidance and advise on career-related moves
- Is a role model for behaviors and situational actions
- Helps to problem solve and find answers to complicated issues
- Provides constructive feedback
- Becomes a sounding board
- Helps develop socialization skills
- Shares experiences including mistakes or missteps
- Is a good listener who helps create value
- Keeps a focus on goals and professional expectations

Learning to be a mentor takes an investment in time and effort and can have a level of complexity that impacts many areas of your life. Table 3 provides a breakdown of mentoring attributes and functional duties.

The knowledge, skills and abilities (KSAs) shown are general skills or orientations that mentors should be expected to have beyond their primary responsibilities. Having a “big picture” point of view enables a mentee to see their role in the larger context of the work environment. The functions of career and psychosocial activities, demonstrate the impact that a mentor can have on a mentee in many parts of their life.

As a mentor, you have and should develop personal influence at work. So in considering yourself for mentorship, an exercise is offered to test yourself before making the commitment. In her book, *The EQ Difference: A Powerful Plan for Putting Emotional Intelligence to Work*, Adele Lynn (2005) suggests an exercise to help you determine if mentoring is right for you. She suggests that you “Act as If,” in this case you are acting as if you were a mentor giving advice and complete the following (modified):

For a month, keep a log of each time you practice “Act as If” in relation to influencing yourself to give advice to a potential mentee. After each opportunity mark on a scale from 1 to 10 the level of difficulty you experienced and what resources or knowledge you might have needed. If done regularly for the 30 days, it should get easier by the end, but also give you a taste of what performing in a mentor role would be like.

This exercise is an example of finding ways to become more self-aware. The literature is full of other examples as well as the tests mentioned earlier. The most powerful proponent of addressing your own needs to become a mentor is you.

Table 3. Mentoring

Mentoring KSA's	Mentoring Functions
Management perspective	<i>Career</i>
Organizational know-how	<ul style="list-style-type: none">• Sponsorship
Credibility	<ul style="list-style-type: none">• Exposure and visibility
Accessibility	<ul style="list-style-type: none">• Coaching
Communication	<ul style="list-style-type: none">• Protection
Empowering orientation	<ul style="list-style-type: none">• Challenging assignments
Developmental orientation	<i>Psychosocial</i>
Inventiveness	<ul style="list-style-type: none">• Role modeling
Maintaining a relationship	<ul style="list-style-type: none">• Acceptance and confirmation• Counseling• Friendship

Iqbal (2008) links the emotional intelligence components into skills needed for mentoring by looking at it as thinking intelligently about our emotions. She breaks it down as follows:

- Reflective Regulation of Emotions to promote Emotional and Intellectual Growth
 - Ability to stay open to feelings, both those that are pleasant and those that are unpleasant
 - Ability to reflectively engage or detach from an emotion depending upon its formativeness or utility
 - Ability to reflectively monitor emotions in relation to oneself and others, such as how clear, typical, influential, or reasonable
 - Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones without repressing or exaggerating information they may convey
- Understanding and Analyzing Emotions; Employing Emotional Knowledge
 - Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.
 - Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies loss
 - Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise
 - Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame
- Emotional Facilitation of Thinking
 - Emotions prioritize thinking by directing attention to important information
 - Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings
 - Emotional mood swings change the individual perspective from optimistic to pessimistic, encouraging consideration of multiple points of view

- Emotional states differentially encouraging specific problem approaches such as when happiness facilitates inductive reasoning and creativity
- Perception Appraisal and Expression of Emotion
 - Ability to identify emotion in one's physical state, feelings, and thoughts.
 - Ability to identify emotions in other people, design, art work etc., through language, sound, appearance, and behavior
 - Ability to express emotion accurately and to express needs related to feelings.
 - Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings

By developing these abilities, you gain more control over your own emotions to react appropriately and according to the situation or response needed. You also become more sensitive to other people, their emotions and reactions so as to offset or blend as needed.

Mentoring in Academic Libraries

The library and information science profession has undergone tremendous change since the wide spread use of the Internet emerged. The economic issues within higher education also have impacted libraries and their role and function on campus and career paths within libraries are no longer well defined. Most formal mentoring programs within libraries are created for a specific purpose, such as achieving tenure, repurposing skills into other areas or preparing librarians for promotion into administrative or leadership roles. Some value is still present for peer mentoring activities, which is less formal but has the advantage of being very effective based on increased comfort levels for both mentors and mentees (Murphy, 2008).

With the changes occurring, however, is a growing need for knowledge and guidance for librarians outside of traditional professional areas in library and information science. Re-conceptualizing the relationships needed, based on changes to technology, subject expertise, or user demands is certainly appropriate and desired (Murphy, 2008). Some organizations have taken this to heart and have revitalized their programs to update mentoring opportunities for new librarians and existing librarians with new challenges (Farmer, Stockham, & Trussell, 2009).

A Canadian study conducted with university and college librarians (Harrington & Marshall, 2014) looked at how mentoring programs in Canada were viewed and valued. They identified a trend of valued mentorship focused on psychosocial support, career guidance, and role modeling. The research also showed a trend of sustainability for current mentees willing to become the mentors of the future. Canada had previously conducted a more intensive study on the future of Canadian Libraries, which is referred to as the 8R's study. Three of those R's, recruitment, retention and restructuring, became important in the results studies on mentoring. Overall, mentoring was expected and valued.

This study also highlighted some particular points about mentoring in academic libraries that can be considered universal in nature. It was mentioned in the report that the differences in the mentoring programs reviewed outnumbered the similarities considerably. While programs can and should be customized to fit each organization's need, a consistent framework within the profession would be appropriate. This would include bringing emotional intelligence skill

training into a program's design so that movement within the profession would have a solid baseline from which to refer.

Five themes were generated from this study that bear consideration regarding the role of the mentor and the expectations of mentees:

- Evaluation — The evaluation of the mentee by the mentor is debatable given the non-judgmental nature by which most people view being mentored. However, there is value in mentors at least having a role in a mentee's evaluation so as to coach for improved performance.
- Academic Expertise — Academic proficiencies are gained over time and this becomes part of the knowledge and experience that mentors should be sharing with mentees. Much of these skills come after graduation from library school and can be critical to future success.
- Career Guidance — Recognizing that making career recommendations for a mentee might not be in the best interest of the individual organization, it can benefit the profession by providing experience into the field overall.
- Psychosocial Support — Mentees need and expect their mentor to provide emotional support and feedback as well as indoctrination into the workplace's culture. This is where having emotionally intelligence mentors makes the biggest difference.
- Role Model — By being a good role model, a mentor allows mentees to observe and form their own opinions of professional behavior and how to interact with others. This also requires strong emotional intelligence skills to be successful.

These themes and their related activities and purposes should be consideration for any organization looking to develop or revamp their mentoring program.

Clearly a need does exist for academic libraries to create formal mentoring programs. Other studies, such as one conducted by ALA's New Members Round Table (Robbeloth, Eng, & Weiss, 2013), confirm that not enough programs exist. In their study only 36% of the respondents had formal programs in their organization. Because this group is made up of newer librarians, the study was focused on institutions with residencies and fellowship programs, academic libraries, library associations and library and information science graduate programs. These kinds of numbers indicate a great need for experienced librarians to step up and provide mentoring opportunities for the future of the profession.

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This frame of reference can be particularly important for the recruitment of minorities and the retention of younger generations entering the profession. The profession has invested much time

and effort into the recruitment of minorities or librarians of color, into the profession in order to better represent the populations they serve. Mentoring of these folks is critical to instill confidence and provide skills needed to be competitive in the workplace (Ross, 2014). This is especially important where minorities are working in an environment that is predominately white (or not their own culture) which is the target of many residency programs and fellows or scholarship initiatives.

Likewise, much of the profession is still part of the Baby Boomer generation and library schools are turning out the next generation of librarians, who have different characteristics and attitudes toward the information profession (Ross, 2014). In the near future, Baby Boomers will be in the minority and the knowledge and values of building the profession will be lost without programs that cultivate and harvest their knowledge and experiences. New generation librarians will move on to other career paths without a conscientious effort to retain them (Bloomquist, 2014). This is another example of a need to mentor with a high level of emotional intelligence skills. Skills that can reflect back on the emotions of the mentee and help build strategic relationships for the organization.

Mentoring across different generations and cultures can actually be a huge benefit to all parties involved if it is approached with emotional sensitivity. Shankman, Allen, and Haber-Curran. (2015) have developed a Wheel of Difference, in which the differences in people's core beliefs, social identities, and experiences are shared in a way to promote learning and gaining perspective by all. These differences are seen as assets, not barriers to the process of establishing emotional bonds. It can be a matter of developing alternative strategies to mentoring that appeal to the target group needing to be mentored.

Bloomquist (2014) discusses several different alternative mentoring models in working with Gen-X librarians. These include reverse mentoring in which the mentor teaches, progressive mentoring in which employees move through a series of mentors for particular skills or knowledge or peer or group mentoring programs that allow mentees to share knowledge more independently with each other.

Indeed, some library and information science programs can create an immediate need for new graduates to require mentoring based on practicum and internship requirements (or lack of). A study of LIS students in the SLIS program at Indiana University - Purdue University Indianapolis (IUPUI) and their academic library revealed that the need was great, as many students graduated without even knowing or working with a professional librarian (Lacy & Copeland, 2013). They created a mentor program to help students better understand the day-to-day work experience of academic librarians, workplace expectations, and learn job seeking skills.

Another program at the University of North Carolina at Greensboro, called Real Learning Connections, not only pairs LIS students with working librarians, but also with a faculty member in order to find balance between theory and practice (Bird & Crumpton, 2014). This type of mentoring model has created a proven method for experiential learning by all parties involved. Students gain experience, librarians are refreshed on their curriculum studies and faculty can make content adjustments to eliminate gaps.

Shupe and Pung (2011) studied the changing dynamics of the library and information science profession from a psychological point of view. They suggested that given the amount of change occurring and the ambiguity of the role of librarians, in general, that a strong mentoring program addressing the broad range of knowledge and duties would be a welcome tool to reduce the stress librarians are feeling. This would include a way to incorporate a stronger sense of self and each individual's place within the organization and profession.

Building Strategic Relations

While good mentoring programs can help people achieve goals and objectives the social aspect of emotional intelligence helps people learn how to build relationships that are strategic in nature. A study at the University of Nebraska Omaha (Kobe, Reiter-Palmon, & Rickers, 2001) found a positive correlation with emotional intelligence and social intelligence. This study was significant for addressing leadership aspects of building relationships by studying organizational behaviors in a social context.

Much of this chapter is concerned with building or developing a mentoring program for your organization. But recognizing the value of informal or personal relationships is important as well. No matter what program your organization offers, individuals are still ultimately responsible for their own development, career goals, and future work activities. Murphy and Kram (2014) identify four key issues and trends in the 21st century that are impacting individual career building and recommend building strong strategic relationships to navigate through them. These trends are:

- Job mobility — careers are not defined by single organizations anymore so career movement is more accepted and prevalent
- Globalization — the world is a much more connected place and requires different contextual relationships
- Technology — greater connectivity requires a greater need for prioritization, an area in which mentoring can help
- Pace of change — increasing rapidly, so skills need to be fine tuned

The authors of this book feel that everyone needs a mentor to help cope with these trends and issues in a dynamic and diverse working environment. Whether this need is filled formally or informally is up to the individual and their personal career goals and choices. They define new success as having a network of mentors that offer flexible advice and counseling base on different needs and objectives.

Developing the relationship between mentors and mentees is critical to the success of the program. Cooper and Wheeler (2010), in developing their program for nursing, identified three key ingredients for success. They felt that a solid understanding of the why of the relationship, along with knowing the how of the relationship, was essential to having the commitment to the success of the relationship. Their why, how and commitment elements were then drawn into five phases for implementation; purpose, engagement, planning, emergence, and completion. This also affords that many mentoring relationships will act like a project and be completed once

specific goals are achieved. At this point mentees might strategically seek different mentorship to achieve their next set of goals.

Leadership Development

In 2013 a report by the Human Capital Institute (HCI) addressed the relationship between emotional intelligence and organizational leadership development (Human Capital Institute [HCI], 2013). This report concluded that an organizational leader impacts workplace norms, which impacts organizational performance. While this might sound like common sense, other parts of the report indicated that many organizations still do not offer emotional intelligence content for leadership development programs. While this is in a business context the question should be asked of library leaders, and those being developed: are emotional intelligence skills part of training and/or mentoring programs?

A starting point would be to consider mindful leadership and its impact on libraries (Beverage, DeLong, Herold, & Neufeld, 2014). Mindful leadership is the connection between the brain and leadership. This means paying attention to those around you and staying in the moment, which is an emotional intelligence trait. Resonant leaders manage their emotions; read others emotions as individuals or in groups and acts accordingly. The authors named participated in a College Library Directors' Mentor Program that used mindful leadership attributes for mentoring and this is used as an example of successful library leadership.

The impact to the individual in a mentoring relationship can be significant. Suzanne Sears (Farrell, 2013) describes her experiences as both a mentee but also as a mentor as she assumes the leadership role later in her career. Sears advocates for a culture of mentoring within academic libraries that extends from a formal program into informal relationships and includes students as appropriate. She also feels strongly that the future of the profession lays in how well we postulate mentoring as part of professional responsibilities.

The profession needs leadership. Leadership that can provide the guidance and insight to move library and information science professionals through the tremendous change that is expected to come as technology continues to help us, but change who we are and what our role will be in society. Mentoring programs that instill leadership training are needed to guide the next generation into those areas of managing change and sustaining our relevance within an information heavy world. Since much of our work is project based, a look at a study from the Project Management Institute (Turner & Muller, 2005) reinforces the need for emotional intelligence for effective project management. This study focused on the leadership styles of project managers outside of total organizational management or leadership styles and determined project success was impacted the most by the emotional intelligence factors of project leaders.

Daniel Goleman has studied effective leadership quite extensively and has found that effective leaders all have the common element of strong emotional intelligence skills (Goleman, 1998a, 1998b). Great ideas, incisive mind, and first class training, all cannot replace emotional intelligence skills for leading people and organizations to achieve their goals. Goleman goes on to explain that emotional intelligence is born larger from the brain's limbic system that governs

feelings, impulses and motivational drives. Mentoring programs that focus on the limbic system, or the emotions, will help people break old habits and establish new ones.

Emotional intelligence can be learned and improved at any age. People who perform well individually do not always perform well with others or in leadership roles. Understanding this calls for assessing skills needed and tailoring a program that would focus on emotional behaviors that influence other people. Emotionally intelligent leaders can be characterized by their team empathy, organizational awareness, self-confidence, and drive to achieve. Mentoring programs can provide this type of training by pairing established leaders with new people looking to move up or achieve more.

Other Considerations, Costs, of Programs, and Virtual Mentoring

The diverse nature of mentoring programs in academic libraries across the country demonstrates the eclectic nature of mentoring needs. Libraries with high turnover might have greater need for onboarding type of mentoring programs, while libraries with rank and tenure might have programs tailored to coach and support librarians striving to achieve those goals. Institutional changes or economic slowdowns can create a need for streamlining or repurposing procedures, methods and techniques, which could also create a need for specific content presented in the mentoring format.

Formal programs cost money, both in dollars spent, time invested, and effort put forth. Having a cost-benefit analysis (Villar & Strong, 2007) of any formal mentoring program will provide documentation for tracking and justification for the investment. It can also add credibility to a program by providing a financial value and help with decision making. Some of the costs to consider would include (Crumpton, 2014):

- Calculation of time spent both in the mentoring process and in place of performing other duties, as well as prep time of mentors and leaders
- Specialized training for particular topics or skills in which outside facilitation is used
- Logistical costs of facilities for meetings, refreshments or food, travel if appropriate and recruitment if needed
- Administrative costs of scheduling, materials, and support as needed
- Intrinsic value of not having a formal program

These costs can be weighed against the benefit or value that the program offers (Crumpton, 2014):

- Knowledge and skills gained by the mentor within the program
- Improved skills of mentees who become more efficient in the performance of their job and related activities by advancing the organization
- Lower turnover and retention issues related to librarians being more engaged and comfortable in their positions
- Succession planning becomes more streamline and organizational leadership becomes more sustainable

Although these costs and benefits are highly subjective, they can be documented and reported out to provide value to the process. Villar and Strong (2007) recommend these costs and benefits be viewed over time for the most efficient analysis.

At a panel discussion for the Southeastern Library Association's Mentoring Program the use of Mentoring 2.0 tools were discussed related to the organizational benefits such tools can provide (Mendelsohn, Martin, Graham, Stone, & Doolittle, 2014). In a world devastated by budget cuts and economic hardships, utilizing web 2.0 tools has its advantages. This panel discussed the use of tools like blogs (Wordpress, Blogger, etc.) or creating a website that could host a virtual mentoring program.

Other options include social media sites that have places for chats, email, message boards, and group discussions. Having a mentoring relationship virtually can be more cost effective but also invokes different skills and potentially different emotions in the participants. Some situations might actually work out better by having a broader range of options without physical constraints like distance (travel) or need for space and food.

Physical or virtual, expensive or not, formal mentoring programming should still have the investment of preparatory time to have resources, materials, expectations, and concerns addressed prior to starting a program. Part of this preparation should be an understanding of how emotions will play out in the proposed arrangement. Studies have shown that emotions do play a part in human-computer activities (Lopatovska & Arapakis, 2011) and should be considered a factor in developing any kind of virtual mentoring program. Guidance and training on emotional intelligence skills could be a good starting point.

What Can Go Wrong?

In the introduction to Scott Adam's latest collection of Dilbert cartoons (Adams, 2013), the author makes reference to not being good at mentoring. He elaborates on reasons why, such as not having developed the proper relationship with potential mentees, not saying the right things and not having confidence in his own accomplishments to the point of sharing sage advice for others to pursue particular successful habits in order to be accomplished. Adams is of course taking a lighthearted look at mentorship and some of the drawbacks, but in reality mentoring activities that aren't purposefully driven, with the right components in place, can do more harm than good.

The need and use of emotional intelligence skills are also critical for reaping the benefits of good mentoring. In cases where mentoring is meant to improve standards, raise performance, create succession planning avenues for future growth, not having emotional intelligence skills can become a detriment to achieving any of those objectives. Program coordinators and administrators as well as potential mentors themselves should embrace learning emotional intelligence skills as part of mentor development. What is sought here is to strengthen self-awareness skills of mentors so as to avoid the Dunning-Kruger effect.

The Dunning-Kruger effect (Sheldon, Dunning, & Ames, 2014) is a phenomenon in which the expertise or skill needed to judge one's own performance, in this case as a mentor, is the same expertise or skill needed to produce performance. Thus, mentors with poor performances will fail to recognize deficiencies in their own performance, even in a difference setting or role. This study of the Dunning-Kruger effect makes the case for emotional intelligence training for managers, or for these purposes mentors, in order to motivate new behaviors toward performance through self-realization of performance deficiencies before their expertise is shared with mentee candidates.

As mentoring has grown over the years as a modern means for knowledge transfer and ongoing development of the workforce, recognition of negative or poor aspects of mentoring relationships is vital. Control over how a mentoring program is working becomes an organizational responsibility so that the effort and investments made will be fruitful. This becomes a discussion in the business world, where a return on the investment is expected, so watching for signs of problems is appropriate. From the Wall Street Journal comes a view of possible scenarios where mentoring has gone or could go bad (Chandler, Eby, & McManus, 2010), as seen in Table 4, modified for this chapter.

The authors also provide advice on how to keep relationships positive; give the program structure, have a backup plan, recruit mentors carefully and make sure there is training and orientation to the needs of those involved. They see that successful mentoring requires a full commitment by mentors, or they shouldn't do it at all.

Just like Carolyn Gregoire's list of things that emotionally intelligent people do, Dr. Travis Bradberry, author of Emotional Intelligence 2.0, has a list of things that emotionally intelligent people "don't" do. He (Bradberry, 2014) developed this list of key behaviors to avoid or watch out for in developing your emotional intelligence persona. Once again, modified for our topic, they are:

Table 4. Characteristics of Non-Working Mentoring Relationships.	
<i>Oil and water</i>	The more a mentor and mentee have in common, the more successful their combined work and activities will be toward achieving goals and objectives.
<i>Neglect of mentees</i>	Protégés who are neglected or ignored by their mentors lose more than just the knowledge or experience that was expected, they can also suffer from loss of confidence or ego.
<i>Manipulative mentors</i>	Especially in cases where the mentor is the mentee's supervisor or connected within the working environment, mentors who abuse or undermine the mentee's efforts through tyranny, inappropriate delegation, or politicking can cause tremendous damage to the efforts of both.
<i>Manipulative mentees</i>	Mentees who take advantage of their "learning" situation by bad mouthing, reporting inaccurate information or resisting authority, in order to make themselves look good, can also damage the process. This can also be a form of jealousy.

Sabotage against mentors

Mentors who are putting themselves on the line with honesty can be vulnerable to mentees who might take advantage of such honesty or vulnerability.

Mentee in a submissive role

A mentee who becomes too dependent upon a mentor, does not think independently or critically and allows the mentor to control everything, can be a risk for not gaining value in the experience.

- Feeling confident in your accomplishments — self-worth comes from within.
- Forgiveness of others provides the ability to move forward, but not forgetting guards against future disruptions.
- Allow room for imperfection, because it's realistic.
- Don't live in the past.
- Don't dwell or fixate on problems, keep moving.
- Don't hang with negative or gossipy people.
- Don't hold grudges, it creates more stress.
- Only say yes when you really want to.

This annotated list could be a useful reminder if things aren't going right or in providing support for mentors and their charge.

Trends and Future Implications

An example from the business world, regarding the use of emotional intelligence and mentoring others, comes from Dr. Martyn Newman, a consultant psychologist at Sheffield Business School. In his institutional blog (posted June 19, 2013, <http://extra.shu.ac.uk/sbsblog/2013/06/how-greatleaders-are-using-emotional-intelligence-eq-to-build-business-capital/>), Dr. Newman talks about leadership and how great leaders use emotional intelligence to strengthen their workforces. He identifies the challenge in terms of expectations, newer, younger workers expecting a more personal relationship with their leaders. He says this is fundamental in obtaining and retaining talent with needed skills.

Chun, Litzky, Sosik, Bechtold, and Godshalk (2010) conducted a study on emotional intelligence and formal mentoring programs. Their focus on the impact of trust in these relationships, not only correlated with the degree of emotional intelligence by mentors and mentees, but also implied trends within workplace cultures that will prove significant in the future. They recognized that challenges in the workplace with social issues such as multiple gender considerations, race, and culture or ethnicity concerns will increase the need for emotional intelligence training and education for organizational leadership.

We all need advice and help navigating a complex world and academic libraries recently have had the added burden of tough economic times that impact and influence career planning or skill development. So the need for mentorship has never been greater. Not all mentoring is the same and as an individual you need to make the most of what you have but also strategically develop those relationships that will do you the most good.

This discussion is about the importance of emotional intelligence skills in the mentoring process. Having an emotionally intelligent mentor is critical to the success of the relationship for all participants. In a formal program, skill training for emotionally intelligent skills is essential to be included in the prep work. In an informal program, knowing how to manage yourself and build the strategic relationships that are important for you is also essential to meet your goals and career ambitions.

Academic libraries in particular need to cultivate a mentoring culture in which senior librarians are positively influencing the future of the profession by mentoring new professionals. Everyone is not cut out to be a mentor, but those that do also reap the rewards of learning something new. And beware of the pitfalls that can be encountered, good mentoring is not a given, it takes effort and persistence.

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