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Abstract

Research indicates that emotional-social intelligence is essential in providing quality customer service. Library and information science (LIS) literature emphases the need to know more about the skill set librarians need to weave themselves into the personal workspace of users and to provide high quality customer service. The purpose of this mixed methods study, designed using Creswell's (2014) recommendations for explanatory sequential mixed methods in two phases, was to investigate the phenomenon of emotional intelligence in academic RIS librarians. Nineteen participants, who are award-winning academic RIS librarians, completed the Bar-On EQ-I 2.0 by Multi-Health Systems, Inc. (2011). Participants' total, composite scale and sub-scale scores were analyzed to determine levels of emotional-social intelligence. Additionally, the study gathered age, gender, and years of experience demographic information from the participants. Eleven participants responded to semi-structured interview questions addressing foundational beliefs of RIS, views on essential competencies and traits for customer service, and perceptions of the need for continuous development of competencies and traits. Although findings indicate that not all participants scored in the high-range on the EQ-I 2.0, they had emotional-social intelligence levels comparable to other professionals. The highest scores of the participants were on the Interpersonal composite scale and the three sub-scales associated with it: social responsibility, empathy, and interpersonal relationships. Analysis of age, gender, and years of professional experience found some significant differences in the composite scales and sub-scale scores. This study demonstrates that the Bar-On mixed-model of emotional-social intelligence, as operationalized in the EQ-I 2.0, can be used to inform the creation of a new model comprised of the essential components of the emotional-social traits and competencies necessary for providing quality customer service in today's academic libraries.

Keywords: reference and information services librarians, emotional intelligence, Bar-On Mixed Model of Emotional Social Intelligence, EQ-I 2.0, academic libraries, reference and information services, customer service

Thinkers with a Heart: Emotional-Social Intelligence of Award-Winning Reference and Information Services Librarians in Academic Libraries

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Chapter 1: Introduction

Imagine this academic library scenario. A student enters the library, sent there by an instructor to complete a research project for a class assignment. The student, likely to be overwhelmed and anxious, looks around and sees other students who appear to be competent in using the library's resources. A reference and information services (RIS) librarian recognizes the student's apparent distress and approaches the student to offer assistance. The RIS librarian listens carefully while the student describes what is needed to complete the assigned research project. To encourage the student to say more, the RIS librarian asks open-ended questions. As the student and the RIS librarian form a personal connection, it appears to put the student at ease. The student leaves the library with a smile and a sense of relief ready to finish the assignment. The next time the student has a research assignment, the student may likely recall this experience with this RIS librarian remembering that the librarian was friendly and open to providing assistance.

The Research Problem

As emphasized in this introductory scenario, the need to provide quality customer service to students who come to the academic library and to make concerted professional efforts to connect personally with library users is at the heart of the work of an academic RIS librarian. Saunders and Jordan (2013) emphasize the service nature of RIS librarianship, regardless of the type of library in which the RIS librarian works. They conclude that developing personal connections to provide quality customer service to library users is the essence of RIS librarianship. According to O'Gorman and Trott (2009), the focus for RIS librarians is on the library user, as they state, "our reason d'etre is to serve the user" (p. 329). In their article on service expectations in academic

libraries, Millson-Martula and Menon (1993) discuss the need for academic libraries to continue to evolve as service organizations focusing on providing exceptional customer service to academic library users. This need is similar to that of other service organizations in the United States. As the shift to a service-based economy occurs in the United States (U.S.), many people want and expect more from service organizations, including exceptional customer service. To be successful, customer service employees in this present day service sector must develop competencies that facilitate their emotional connection with customers such as empathy, an awareness of customers' emotional states, and managing the emotional responses of customers. Mayer, Caruso, and Salovey (1999) define these abilities in their concept of emotional intelligence that make a customer service employee a "thinker-with-a-heart" (p. 295).

Research Purpose and Central Research Question

Even though library and information science (LIS) researchers have suggested that RIS librarians need to develop emotional intelligence traits and competencies, research has not directly linked specific aspects of emotional intelligence to the provision of personalized customer service in libraries. The purpose of this study is to understand better the phenomenon of emotional intelligence in academic RIS librarians. More specifically, this research seeks to discover aspects of emotional intelligence of librarians by investigating emotional intelligence traits and competencies in individuals who have received service awards for their work as RIS professionals in academic libraries.

The central question answered in this study is: What are the social and emotional skills of award-winning RIS librarians who provide RIS in academic libraries? By focusing on individuals recognized by the profession, this research can help identify the

competencies and traits needed to be a highly successful RIS librarian in an academic setting. For this study, I selected emotional intelligence as the framework for those essential skills and traits. While emotional intelligence is mostly conceptualized using three models, the theoretical framework for this research is a mixed model (an amalgamation of traits, competencies, and abilities) of emotional-social intelligence developed by Bar-On (2006).

In colleges and universities, unless RIS librarians provide high levels of customer service, many college students may avoid using the academic library. Consequently, academic RIS librarians must develop the emotional and social competencies and traits to provide quality customer service. The problem is that although research has identified competencies that RIS librarians should cultivate in themselves, there has not been a good framework identified to teach and evaluate those emotional and social competencies and traits. As this introduction and literature review point out, there is much to indicate that emotional intelligence can provide that framework of competencies and traits essential to providing high quality customer service in today's libraries, particularly academic libraries.

Public Perception of Customer Service

What changed the public perception of customer service? In 1955, the opening of Disneyland began changing the public perception of quality customer service in the U.S. Guests were immersed in total sensory and emotional experiences in this newly developed concept of a theme park. By placing an emphasis on the emotions of their customers, Disney and his employees established a new standard for customer service and customer relationship management in all types of organizations beyond amusement

parks (Pine & Gilmore, 1999). Disney's emphasis on customer service is central to understanding the importance of providing customers with personalized service in today's society.

In the last 50 years, the U. S. economy has slowly been transitioning to one that is service-based from a manufacturing-based economy. According to the U. S. Department of Labor (2015), in 2014, employment in service-related jobs was at 80%, up from 76.8% in 2004. This growth is expected to increase to 81% by 2024, with most new jobs and job growth in service sectors, including health care and social assistance, professional and business services, leisure and hospitality, retail trade, and education. This shift to a service economy indicates that a majority of companies and organizations provide services, and not tangible goods, to individual consumers. This means that those companies and organizations, including non-profit educational organizations, must provide quality customer service. To do so, they must "upgrade their emotional offerings to maintain a distinct competitive advantage" (Barlow & Maul, 2000, p. 1). Although academic library users are not charged service charges or fees for transactions when using the library, academic library employees are held by library users to similar expectations of quality customer service as are employees in for-profit enterprises. Parasuraman, Berry, and Zeithaml (1991), who conducted focus groups with business customers and individual consumers in a variety of service sectors including auto repair, insurance, and banking, addressed this expectation of customer service. They discovered minimal differences in service expectations between business customers and individual consumers. Both types of customers wanted fair treatment and for organizations to develop relationships with them. Parasuraman et al. (1991) concluded that to provide

exceptional customer service, companies and organizations must understand and respond to customers' expectations. Many companies and organizations, including academic libraries, may struggle to have the culture or employees to maintain this distinct competitive advantage by providing the level of customer service that most people have come to expect as this transition to a service economy has occurred.

Pine and Gilmore (1999) addressed this shift to a service economy with the development of their concept of "the experience economy" (p. 11). They based their experience economy concept on the idea that quality customer service is an affective experience, engaging the mind and emotions of the customer. When employees engage interactively with customers, they help to create service experiences by connecting with customers in a "personal, memorable way" (p. 11). Barlow and Maul (2000) further explain that customer service employees need to provide "a distinctive personal and emotional experience" (p. 4). For quality customer service, Bagshaw (2000) emphasizes that there is a need for a combination of cognitive abilities (the head) and emotional competencies (the heart) stating that customer service employees "need to be affective to be effective" (p. 64).

An Overview of Emotional Intelligence

I selected emotional intelligence as the focus of this research because research indicates that emotional intelligence is crucial to providing high quality customer service (Bardzil & Slaski, 2003). Developed by Mayer and Salovey (1997), emotional intelligence is defined as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p.

5). Popularized by Goleman (1995), emotional intelligence has its antecedents in the work of Thorndike (1920) with social intelligence and Gardner's (1993) theory of multiple intelligences. Gardner specifically included the ideas in his concept of personal intelligences, composed of interpersonal and intrapersonal dimensions. There are several conceptualizations of emotional intelligence: an ability model, the trait model, and the mixed model. All the models, according to Salovey and Mayer (1990), share the same conceptual framework: self-awareness of emotions, self-management of emotions, self-regulation of affective responses and behaviors, emotional awareness of others' emotional states, use of emotional awareness to adapt and attain goals, and the capacity to develop and maintain relationships.

Research indicates that emotional intelligence is important for customer-oriented positions as it enhances the service climate. Individuals who have high levels of emotional intelligence are able to provide quality customer service (Bardzil & Slaski, 2003; Naeem, Saif, & Khalil, 2008; Prentice & King, 2012), develop stronger customer relationships (Beaujean, Davidson, & Madge, 2006; Manna & Smith, 2004), and achieve higher levels of customer satisfaction (Kernbach & Schutte, 2005). Over time, for-profit businesses have had a financial incentive to provide a personal and emotional experience that resonates with their customers and keeps them coming back. Financial concerns have not had the same impact on public sector entities including libraries.

In the last several years, researchers have investigated the role of emotional intelligence in public sector employees who provided customer service as they interacted with citizens (Lee, 2013; Rathi, 2014; Vigoda-Gadot & Meisler, 2010). Findings indicate that employees who work in public service organizations believe they do not typically

have an explicit financial motivation to provide quality service. Often customers criticize public sector employees, especially those employees under the auspices of local, state, and federal government, for conducting impersonal transactions with citizens rather than providing the personal customer service that people have come to expect. As public institutions, libraries are public sector organizations without high financial incentives for employees. In recent years, libraries have experienced fiscal and societal pressures to view library users as customers and improve customer service in order to remain relevant. As Rowley (2000) points out, "customer is the generic term for any stakeholders, individuals or groups for whom the organization in some way provides a good or service" (p. 159). To prevent the demise of libraries, pressure to change comes from external factors such mobilization of society, ubiquitous information, and technological advances.

A Need for Change in Academic Libraries

In 2001, Carlson sent shockwaves through the academic library world when he pointed out the potential demise of the academic library unless librarians made changes in how they provided service to the public. Carlson warned that with the proliferation of online information sources, faculty members and students would no longer need to go to the library. Consequently, they may not view academic libraries and librarians as essential to their educational experience, which is where we are today.

I have observed that today's students find the use of library databases to be confusing and frustrating. Additionally, they are often uncertain as to where to find help and are hesitant to ask questions. Mellon (1986) created the concept of library anxiety to describe this phenomenon of hesitance to ask for help when she found that 75-85% of students experienced anxiety when confronted with library research assignments. As a

result, students have become a generation of library users who are inclined to adopt the principle of least effort (Zipf, 1949), preferring ease in finding information to the quality of that information. Connaway et al. (2012) pointed out that "convenience affects all aspects of information seeking" (p. 316), as faculty and students turn to the Internet first, which they perceive as familiar, more expedient, and easier to use.

The proliferation of readily available electronic information sources outside of the library raises questions from the campus community about the role, vision, and future of the academic library. Library users' changing perceptions of libraries and evolving information-seeking behaviors are pushing academic libraries to transform traditional services. Gardner and Eng (2005) assert that today's academic library users value immediacy, interactivity, mobility, and personalization. They expect 24/7 services, anytime and anywhere, with resources that are accessible through their ever-present mobile devices. This questioning of roles includes academic librarians, especially RIS librarians who often are the frontline of public service in academic libraries. Fagan (2003) found that 92% of college students do not ask questions of librarians because students are not aware of the expertise that librarians bring to the research process.

Current library and information research indicates that to provide quality RIS, academic librarians need to engage with library customers and campus communities to create emotional connections and provide user-centered customer service (Frank, Raschke, Wood, & Yang, 2001; Miller & Murillo, 2012; Wilcox & Chia, 2013). RIS librarians in academic libraries must become a part of their communities, build relationships with individuals in those communities, and provide excellent customer service. The key to building relations, creating interpersonal relationships, and providing

quality customer service are the research-based traits and competencies needed by academic RIS librarians. The next section discusses research findings about essential competencies and traits for RIS librarians.

Essential Competencies and Traits of RIS Librarians

Studies in the LIS field have identified traits that are essential in RIS regardless of the type of library in which a RIS librarian is employed (Bronstein, 2011; DeVries & Rodkewich, 1997; Fine, 1997; Mills & Lodge, 2006; Quinn, 1994; VanScoy, 2013). Although the library profession tends to divide public and academic RIS librarians, Saunders and Jordan (2013) discovered that the professional competencies and expectations of RIS librarians in those two types of libraries were the same. The main difference between the two types of libraries was the clientele served by the two types of libraries and their service philosophies (Saunders & Jordan, 2013). In academic libraries, there is an emphasis on the curricular and research needs of students and faculty. Academic RIS librarians tend to adopt a teaching philosophy when working with library users. Librarians in academic libraries view each interaction as an opportunity to provide instruction in the use of library resources. This helps to develop self-sufficiency in academic library users, especially students. According to Saunders and Jordan (2013), RIS librarians in public libraries work with a more diverse clientele. They work with library users of various ages with diverse ethnicities, educational levels, religious beliefs, and socioeconomic statuses. Most RIS librarians in public libraries adhere to the philosophy that library users just want the answer to their question and not instruction on how to find it themselves (Saunders & Jordan, 2013). Because of this distinction between the two types of libraries, I focused on academic RIS librarianship in this study.

Additionally, professional organizations, such as the American Library Association (ALA), have developed guidelines and competencies for RIS librarians (Reference and User Services Association, 2003; Reference and User Services Association, RSS Management of Reference Committee, 2013). These guidelines and competencies focus on specific behaviors and not on the social and emotional skills needed to be successful as a RIS librarian in a service economy. Transformations in academic libraries require that RIS librarians continually update their skill set to provide high-quality customer service in this competitive information environment.

The services that libraries provide need to be client-centered, personalized, and delivered at the point-of-need. They must add value to the teaching, learning, and research processes of the academic community. As Martell (2005) points out, academic libraries and librarians need to continue to discover ways to weave themselves into the personal workspace of users: anytime, anywhere. This requires transforming the roles of librarians and the acquisition of a new set of competencies, including emotional intelligence. Although research has identified competencies that RIS librarians believe are important to provide quality RIS services (Saunders, 2012; Saunders & Jordan, 2013; VanScoy, 2013), researchers have not conducted studies to determine the extent to which RIS librarians have those skills. For many of these social and emotional competencies, emotional intelligence provides the framework.

As Matteson, Anderson, and Boyden (2016) point out, many of these emotional and social competencies and traits are “soft skills” or interpersonal and intrapersonal competencies necessary to work with and manage people. According to Matteson et al. (2016), these competencies include sociability, self-management, communication skills,

ethics, diversity, sensitivity, teamwork, problem-solving, critical thinking, customer service competencies, and leadership. Haddow (2012) and Saunders (2012) add adaptability and flexibility to the list of identified competencies. Sherrer (1996) emphasizes the importance of the user and includes the attributes of empathy, sincerity, respect, tenaciousness, and a commitment to providing quality customer service. Chawner and Oliver (2013) include self-motivation, stress management, and the ability to build relationships with library users. Many of these competencies and traits needed by academic library personnel include emotional and social skills, which match those traits and abilities defined as emotional intelligence. Gonzalez (2010) points out that the competencies "associated with emotional intelligence and leadership, such as self- and social awareness and self- and relationship management" (p. 283) enhance RIS in academic libraries. As Colbert-Lewis, Scott-Branch, and Rachlin (2015) indicate, "librarians who demonstrate a high aptitude for emotional intelligence tend to have their expertise (or personal competence) evaluated positively" (p. 194).

Connaway et al. (2012) identified library personnel and professional growth of library employees as two of the top workplace issues affecting academic libraries. These libraries must provide developmental opportunities for librarians and library staff to equip them to meet emerging challenges facing libraries and higher education. Attaining these competencies is paramount for personnel who interact with library users and provide customer service, such as RIS librarians. A recent survey by Schwartz (2016) provided results from academic and public library leaders regarding skills needed for librarians in the next 20 years. Eleven essential skills emerged, the majority of which are

connected to emotional intelligence, including building partnerships, collaboration, flexibility, communication, and people skills.

RIS librarians must have the emotional and social competencies necessary to be successful at recognizing the subtle emotional cues of library customers to provide a high level of customer service. Mills and Lodge (2006), recommend RIS librarians "embrace the key tenets of emotional intelligence as useful assistance strategies in user-librarian interaction" (p. 595). Building skills in the four areas of emotional intelligence as defined by Goleman (1995), (self-awareness, self-management, social awareness, and relationship management) is critical to the survival of RIS librarians.

Theoretical Framework

The Bar-On mixed model "describes a cross-section of interrelated emotional and social competencies, skills, and facilitators that impact intelligent behavior" (Bar-On, 2006, p. 14). Bar-On's model was developed through his doctoral research regarding psychological well-being and its relationship to effective emotional and social functioning. For this reason, Bar-On refers to the broader concept of emotional-social intelligence in his writings.

According to Bar-On (2006), "to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to cope successfully with daily demands, challenges, and pressures" (p. 14). Emotionally and socially intelligent individuals can utilize emotional knowledge to solve problems and make decisions as they face personal, social, and environmental challenges with a positive attitude and optimistic outlook. Bar-On's model includes the key components of emotional intelligence: self-awareness and self-management of emotions, empathetic

perception of the emotions of others, management of change, and self-motivation and optimism (Bar-On, 2004a).

The Bar-On mixed model of emotional-social intelligence is operationalized by the Emotional Quotient Inventory (EQ-I), the first measure of emotional intelligence to be developed and published (Bar-On, 2004a). The EQ-I was developed with a 1-5-15 factor structure consisting of a total score of emotional-social intelligence, five composite scales, and 15 sub-scale scores.

Recently, Multi-Health Systems (2011) updated and revised the assessment developing the EQ-I 2.0. In the revised instrument, the organization retained the 1-5-15 factor structure. However, they renamed several composite scales and rearranged sub-scales to categorize three sub-scales under each composite scale. The current five categories and their sub-scales include self-perception (self-regard, self-actualization, emotional self-awareness), self-expression (emotional expression, assertiveness, independence), interpersonal (interpersonal relationships, empathy, social responsibility), decision-making (problem solving, reality testing, impulse control), and stress management (flexibility, stress tolerance, optimism) (Multi-Health Systems, 2011).

Significance of the Study

This study is significant not only in the field of librarianship, but has implications in other disciplines such as psychology, business, and health-related fields. Initially, this study fills a gap in the professional literature in LIS by examining the effect of emotional intelligence on the provision of customer service by RIS librarians in academic libraries. Additionally, it will add to the professional literature on the competencies and traits needed by today's RIS librarian. Thirdly, it has implications for the teaching of pre-

professional librarians and for the professional development of professional librarians. It adds to the psychological literature on emotional intelligence, especially research on the Bar-On emotional-social intelligence model and the EQ-I 2.0. Finally, this study adds to the research on the role that emotional intelligence plays in providing user-centric customer service.

Chapter 2: Literature Review

To provide context for the changing expectations for customer service in academic libraries, this review begins with information on how external factors are eliciting transformations in academic libraries, RIS services, and RIS librarians. Two of the underlying concepts guiding the understanding of the emotional intelligence levels of RIS librarians are included, the affective nature of information seeking (Kuhlthau, 2004) and library anxiety (Mellon, 1986). Empirical research on the three major conceptualizations of emotional intelligence is presented with an emphasis on the Bar-On mixed-model of emotional-social intelligence as the theoretical framework for this research. Additionally, an overview of studies in a variety of fields is included, focusing on customer service and relationship building. Finally, the chapter concludes with research on emotional intelligence in LIS.

Overview

Research suggests that in a service- or experience-based economy, customer service employees must provide personalized and emotional experiences for their customers, which leads to repeat visits and the development of long-term relationships (Barlow & Maul, 2000; Pine & Gilmore, 1999). To provide quality customer service, front-line personnel must continually develop and improve their emotional and social competencies needed to connect personally with customers. It is essential that RIS librarians have these emotional and social competencies to provide quality customer service to library users. Although research has identified competencies perceived to be essential for success as an RIS librarian, the problem is that there has not been a framework to measure the interpersonal or soft skills identified in these studies

(Saunders, 2012; Saunders & Jordan, 2013; VanScoy, 2013). The concept of emotional-social intelligence, as defined by Bar-On (2004a, 2006) and operationalized in the EQ-I 2.0 (Multi-Health Systems, Inc., 2011), provides a theoretical framework for these emotional and social competencies. Studied in a variety of academic disciplines, including LIS, research on emotional intelligence has explored its impact on job performance, academic success, leadership, social functioning, and customer service.

Creswell (2007) suggests that research should "fill a gap in the literature" and "provide a voice for individuals not heard in the literature" (p. 102). In LIS, research studies have focused mainly on emotional intelligence and leadership in libraries with few studies researching the impact that emotional intelligence may have on customer service in libraries. By investigating the emotional and social skills and traits needed to be a successful RIS librarian through the theoretical framework of Bar-On's mixed model of emotional-social intelligence this study will fill those gaps in the LIS literature.

RIS in a Changing Academic Library Environment

To remain relevant in this competitive information environment, it is imperative that academic librarians reinvent themselves, their libraries, and the services provided to library users. Saunders (2012) points out that fiscal and societal pressures along with external factors, such as evolving information technology, shifting expectations of users, distributed learning, and changes in higher education, are triggering transformations in academic libraries. Additional issues facing academic libraries include articulating and communicating value to the campus community, increasingly ubiquitous information sources, and a significant growth in mobile devices (Connaway et al., 2012). As a result, academic libraries and librarians must redefine their roles, promote services and

resources, and increase their visibility by moving outside of the physical library building to engage with the campus community. As Bronstein (2011) states, "librarians have to function in a complex, dynamic, and multidimensional environment where information transcends library walls and where the provision of information services to users through different channels is constantly developing" (p. 792).

RIS librarians are responding with services that are more proactive and mobile by moving away from the physical reference desk to engage users and actively provide customer service. Ferguson and Bunge (1997) acknowledge that the role of the RIS librarian is transitioning from just-in-case services in the academic library building to the provision of just-in-time services to academic library users, regardless of location. This allows RIS librarians to meet information needs as they occur and integrate into the teaching and learning processes on campuses.

D'Couto and Rosenhan (2015) identify time as a primary concern for today's students influencing their research behaviors. Consequently, students turn first to the Internet considering it to be more expedient and faster than seeking assistance in the library. Wilcox and Chia (2013) discovered that academic library users as a whole mostly valued relevance and convenience of information resources over engagement with the library and creating a sense of a research community. Graduate researchers valued relevancy of sources, whereas undergraduates wanted convenience. As Denison and Montgomery (2012) point out, students will compromise on resource selection if searching library databases is difficult and frustrating, making them less convenient.

With a do-it-yourself attitude, college students believe they can learn to use the library through experimentation, only seeking help when they encounter barriers.

College students do not realize the important role that RIS librarians can play in their academic success. Although RIS librarians have the expertise to make the research process easier for students, Miller and Murillo (2012) discovered that asking a librarian is often the last choice when students need assistance with a research project. Frequently, students will turn to individuals with whom they have an existing relationship, including their course instructors, peers, and parents. Dow et al. (2012) discovered that distance students will seek research assistance from instructors, classmates, and professionals employed in their field of study, before asking a librarian for help. According to Dow et al. (2012), over 50% of the participants in their study had not asked a librarian for help to complete course assignments. Miller and Murillo (2012) postulate that a lack of knowledge regarding the education, skills, and expertise of RIS librarians might deter students from seeking help from RIS librarians. They found a majority of students did not know about the existence of RIS and RIS librarians (Miller and Murillo, 2012). Jenkins (2001) discovered that "many students do not have a clear perception of the purpose of the reference collection or the reference librarian" (p. 239).

Librarians need to make students aware of the benefits of seeking assistance from RIS librarians to facilitate the research process. Course-integrated instruction is one way to raise students' awareness of the library, its resources, services, and librarians. D'Couto and Rosenhan (2015) identified instruction sessions as a way to introduce students to a librarian, thereby lessening students' feelings of anxiety and making them more comfortable using the library by providing students with a familiar face. According to Owens (2013), a majority of individuals feel emotionally uneasy when approaching a

stranger to ask a question. This uneasiness manifests itself in feelings of nervousness, uncomfortableness, intimidation, uncertainty, and anxiety.

The professional literature discusses the affective nature of information seeking. Mellon (1986) explored the thoughts and emotional responses of college students during the research process. She discovered that a majority of the students felt anxious and afraid when faced with using the library for research, which she termed "library anxiety" (p. 163). Student participants in Mellon's study believed they should know how to use a library. However, they found the library to be overwhelming. Additionally, Mellon (1986) discovered "students' fears were due to a feeling that other students were competent at library use while they alone were incompetent" (p. 163) as they incorrectly perceived that they were the only ones lacking library skills. Students were hesitant to ask questions because they did not want to admit to problems finding information. Kuhlthau (2004) discovered that students experienced a roller coaster of emotions throughout various stages of the information seeking process. At the lowest points in the process, these emotions often included anxiety and uncertainty. A variety of reasons led to these negative emotions, such as not finding enough information, finding an overwhelming amount of information, and unfamiliarity with using a library.

Negative emotions can be a psychological barrier to effective information seeking and library use. According to Jiao, Onwuegbuzie, and Lichtenstein (1996), emotional distress experienced in a library has "cognitive, affective, physiological, and behavioral ramifications" (p. 152). These negative emotions can be cognitively debilitating for some library users. Feelings of anxiety, helplessness, and other emotions can impede creative and mental processes, hindering a student's ability to approach a research task logically

and effectively (Keefer, 1993; Kwon, Onwuegbuzie, & Alexander, 2007; Mellon, 1986). Bostick (1992) identified five factors contributing to library anxiety in her development of the Library Anxiety Scale: barriers with library staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. Other barriers encountered by students in using academic libraries include time limitations (Dow, et al., 2012; Harrell, 2002), employment (Harrell, 2002; Jiao, Onwuegbuzie & Lichtenstein, 1996), a lack of subject content and searching expertise (Dow, et al., 2012), and psychological barriers such as mental stress, fear of failure, or lack of self-confidence (Dow, et al., 2012; Hatchard & Toy, 1986, Kwon et al., 2007).

When RIS librarians provide affective customer service, they can make the library user feel more comfortable asking for help. Westbrook and DeDecker (1993) identify three principles of excellent service: a knowledgeable staff that is committed to customer service, identification and knowledge of the information needs of the academic community, and services that are client-centered and responsive to meet those needs. To provide personalized customer services and create memorable user experiences, RIS librarians need a new skill set, one that allows them to meet the challenges facing academic libraries, and academia as a whole (Connaway et al., 2012).

Competencies and Skills of RIS Librarians

The LIS literature provides research-based competencies and skills needed by RIS librarians to provide effective customer service to academic library users. Library users should be the focus of services in the library as Fine (1995) emphasizes, "reference is not just about resources. It is about users" (p. 17). The success of users' experiences depends upon the quality of the customer service provided by RIS librarians and may be the

difference between those users returning to the library or not. According to Mendelsohn (1997), during the reference transaction "a three way connection is made between knowledge, emotional well-being, and the service provided" (p. 554). The RIS librarian must actively involve and engage the user to develop rapport and build a relationship. Therefore, the success of reference transactions is dependent upon the RIS librarian possessing the right skills and competencies (Saunders, Rozaklis, & Abels, 2015). As Bell (2011) indicates, RIS librarians must develop social and emotional competencies to engage library users and build user loyalty.

Through emotionally and socially intelligent behaviors, RIS librarians can decrease levels of library anxiety and help library users, especially students, feel more comfortable asking questions (Carlile, 2007). Masuchika (2013) points out that by using empathy and other emotional skills, the RIS librarian is able to increase the success of the interaction and create an emotionally positive experience for the library user. RIS librarians must develop the right competencies to engage fully on campuses, to develop relationships with faculty and students, and to provide quality customer service.

The Reference and User Services Association (RUSA) (2003) of the American Library Association (ALA) defines competencies as "behaviors that excellent performers exhibit more consistently and effectively than average performers" (Introduction section, para. 4). RUSA divides the competencies into five categories: Access, Knowledge Base, Marketing / Awareness, Collaboration, and Evaluation / Assessment. The competencies within these categories include engaging users, sharing knowledge, mentoring, communication, and developing relationships with library users and colleagues. Additionally, RUSA provides more specific guidelines focused on the behavioral

performance of RIS librarians. The RSS Management of Reference Committee of RUSA (2013) divides the skills needed to be an effective RIS librarian into five main areas: visibility/approachability, interest, listening/inquiring, searching, and follow-up.

Pellack (2004) presents several personal competencies needed by librarians, as defined by the Special Library Association (SLA), including communication, lifelong learning, self-awareness, mindfulness of others, the ability to develop relationships with colleagues within the library, and the capacity to establish partnerships outside of the library. Many of these competencies and specific guidelines delineated by professional organizations are similar to the traits and abilities comprising the Bar-On mixed model of emotional-social intelligence.

VanScoy (2013) identified five themes regarding the work of RIS librarians including the importance of library users, variety and uncertainty, fully engaged practice, emotional connection, and the sense of self as a RIS professional. Quinn (1994) defined twenty-two categories of behaviors and abilities associated with quality RIS librarians in multiple library types. Several of these categories relate to emotional-social intelligence such as empathy, flexibility, a talent to make people feel at ease, capacity to work with colleagues, good listening skills, and an enthusiastic and passionate attitude toward library work. Both of these studies utilized exemplar librarians, making it especially useful in identifying traits and abilities needed by RIS librarians to provide quality customer service. Similarly, Ratzek (2002) divided competencies needed by RIS librarians in German academic libraries into several areas: methodological, academic, social, cultural, business administrative, value adding, and technological. Social competencies identified by Ratzek (2002) include interpersonal communication,

relationship building, conflict management, psychological knowledge, and a customer-centered focus for RIS in academic libraries.

The globalization of colleges and universities has led to an interest among LIS researchers regarding the nature of RIS in academic libraries worldwide. Several international studies compared the competencies and traits essential for academic RIS librarians in various countries (Chawner & Oliver, 2013; Saunders et al., 2013). Researchers used this data to develop an international list of those competencies and traits divided into three categories: general, technology, and personal / interpersonal skills. According to Saunders et al. (2013), people skills or personal characteristics emerged as the top competencies needed for a twenty-first century RIS librarian.

Matteson et al. (2016) present new roles for the academic librarian including campus leadership, outreach, collaboration, and the ability to communicate library value. According to Matteson et al. (2016), these new roles require academic RIS librarians to develop their soft skills. Matteson et al. (2016) define soft skills as interpersonal and personal skills including sociability, self-management, communication skills, ethics, diversity, sensitivity, teamwork, problem-solving, critical thinking, customer service, emotional intelligence, and leadership skills. As they state, "academic librarianship centers on developing relationships with faculty, students, and administration, endeavors that require high levels of interpersonal skills" (Matteson, Anderson, & Boyden, 2016, p. 72).

Stephens (2013) identifies many of the same "soft skills" needed by today's librarians such as communication skills and problem-solving; however, he adds others including: initiative, empathy, adaptability, flexibility, intuition, a commitment to lifelong

learning, an awareness of organizational politics, and a customer service focus. Saunders, Rozaklis, and Abels (2015) point out that the focus on competencies needed by RIS librarians have changed because of technological advances and not shifts in the fundamental philosophies underpinning RIS, which they believe have remained relatively stable since they were developed in the late 19th century. According to Saunders et al. (2015), "rapid changes in technology have encouraged employers to look beyond the specific set of skills and knowledge that job applicants have to their personality and behavioral characteristics" (p. 56). In addition to the competencies and skills already mentioned, they advocate for librarians to cultivate skills for marketing and outreach, instruction, assessment and evaluation, and project management. Additional research has further identified personal characteristics or interpersonal skills including the ability to communicate and listen, a customer focus, social skills, approachability or friendliness, adaptability, flexibility, and the ability to build and sustain relationships (Chawner & Oliver, 2013; Haddow, 2012; Saunders, 2012; Saunders et al., 2013).

Building relationships to connect with library users and personalizing services to meet the needs of those users are dominant themes in much of the research regarding the skills and competencies of RIS librarians. As Sherrer (1996) states, "Libraries will fail if they forget the importance of the individual user and that user's specific information need" (pp. 13-14). In order to meet these individual needs, RIS librarians need to develop social and emotional qualities to provide a high level of customer service. Qualities include good communication skills, the ability to be outgoing, friendly, approachable, and empathetic, and the capacity to make users feel comfortable (Bronstein, 2011; Bunge, 1999; DeVries & Rodkewich, 1997).

Many of the personal competencies identified as essential for RIS librarianship are similar to those measured by emotional intelligence instruments. These include traits such as empathy, flexibility, and independence, and competencies such as the ability to build and maintain relationships, manage one's emotions, and manage the emotions of others (Bronstein, 2011; Sherrer, 1996; VanScoy, 2013). Because of the affective nature of information seeking, RIS librarians who have the ability to add that emotional connection to the academic library experience enhance RIS (Colbert-Lewis, Scott-Branch, & Rachlin, 2015). According to Saunders (2013), the most important competencies for RIS librarians to have are interpersonal and customer service skills.

Customer Service

Customer service providers are one of the principle factors that determine whether customer service encounters are successful. According to Bharwani and Jauhari (2013), human interaction is the essential key to success in the provision of customer service. Bharwani and Jauhari (2013) identified three dimensions of service essential to move frontline personnel in the hospitality industry from service providers to providers of experiences: emotional intelligence, cultural intelligence, and hospitality intelligence. Developing skills in these three dimensions assists frontline employees in providing customer-centric service and delivering a high-quality experience for the customer (Bharwani and Jauhari, 2013).

Personnel that provide customer service must have the right competencies to deliver quality experiential customer service. As Robles (2012) writes, "people skills are the foundation of good customer service, and customer service skills are critical to professional success" (p. 457). In interviews with corporate executives, Robles (2012)

identified ten categories of attributes: communication, courtesy, flexibility, integrity, interpersonal skills, positive attitude, professionalism, responsibility, teamwork, and a strong work ethic. Varca (2004) identified 15 top characteristics of effective customer service providers divided into four distinct dimensions: cognitive, interpersonal, self-mastery, and technical. The top interpersonal skills included oral expression, oral fact finding, social sensitivity, behavioral flexibility, and empathy. Additionally, self-mastery skills included stress tolerance, ability to plan, attention to detail, and mindfulness.

Russ-Eft (2004) developed the SERVE model to assist customer service representatives around the world. The SERVE model includes:

> *S*ee the 'big picture' and how customer service fits into it, *E*stablish an authentic human connection with each customer, *R*ender timely, accurate, and thorough service, *V*alue and respond to unique customer needs, and *E*xtend a hand to repair and strengthen relationships with customers who are upset or angry (p. 217).

Competencies or behaviors inherent in the model include basic interpersonal skills, organizational knowledge, patience, friendliness, courtesy, empathy, awareness of customers' emotions, listening, problem-solving, provides explanations to customers, follows up, explores alternatives, flexibility, and provides personalized attention (Russ-Eft, 2004).

Paterson (2011) identified staff characteristics essential for quality customer service in Scottish academic libraries, such as responsiveness, competence, effective listening, communication skills, a student focus, and the capacity to understand the needs of academic library users. As with competencies recommended for RIS librarians,

competencies identified as essential for customer service align with those that comprise emotional intelligence.

Emotional Intelligence: Models, Measurement, and Development

Although researchers agree on the components that comprise emotional intelligence, there is not one standard definition or model. Researchers debate whether emotional intelligence is an ability, similar to cognitive intelligence, or a collection of abilities and traits. Salovey and Mayer (1990) developed the concept and coined the term emotional intelligence, which they viewed as a subset of social intelligence. Goleman (1995) built on the work of Mayer and Salovey, popularizing the concept in his book, *Emotional Intelligence: Why it Can Matter More Than IQ*.

A variety of models and definitions of emotional intelligence exist in the research literature, mainly in psychology. Bar-On, Handley, and Fund (2013) delineate the key components shared amongst the various models and definitions. These include self-awareness and self-expression, the ability to understand others and relate interpersonally, the capacity to manage and control emotions in oneself and others, the capability to manage and to adapt to changing environments and conditions, the ability to solve personal and interpersonal problems, self-motivation, and the capacity to generate a positive mood.

Antecedents of emotional intelligence. Emotional intelligence as a concept has its antecedents in the work of earlier psychologists on social intelligence (Salovey, Bedell, Detweiler, & Mayer, 2000). E. L. Thorndike (1920) described intelligence not as a single concept but "varying amounts of different intelligences" (p. 228) in three categories: mechanical intelligence, abstract intelligence, and social intelligence.

Thorndike (1920) defined social intelligence as "the ability to understand and manage men and women, boys and girls--to act wisely in human relations" (p. 228). Because of the relationship of social intelligence to human social interactions in everyday life experiences, Thorndike believed social intelligence was difficult to assess in an experimental laboratory environment.

R. L. Thorndike (1936) examined various measures and assessments of social intelligence. He paid particular attention to the George Washington Social Intelligence Test and the various factors measured by it: judgment in social situations, recognition of mental states, observation of human behavior, memory for names and faces, sense of humor, and identification of emotional expression (Thorndike, R. L., 1936; Thorndike & Stein, 1937). Thorndike and Stein (1937) concluded that researchers had not and could not adequately measure social intelligence. Finally, Thorndike and Stein (1937) wondered if social intelligence was "a complex of different abilities" or a conglomeration of "specific social habits and attitudes" (p. 284). Wechsler (1940; 1943) indicated that some individuals are more successful in life because of higher competencies in non-intellective intelligences, beyond cognitive abilities. However, Wechsler did not adequately define what he believed was encompassed in non-intellective intelligences.

Gardner (1993) further developed this idea of a range of human intellectual competencies and abilities beyond the intelligence quotient (IQ). It was his conviction that standard IQ testing evaluates if an individual can answer questions correctly, rather than measuring that individual's ability to reason. His belief that individuals have differing strengths or competencies led to his Theory of Multiple Intelligences, which is comprised of a spectrum of intelligences: linguistic, musical, logical-mathematical,

spatial, bodily-kinesthetic, and personal. Personal intelligence relates to the concept of social intelligence and is divided into two aspects: intrapersonal and interpersonal. Intrapersonal intelligence deals with internal aspects of the individual, including feelings and emotions. Interpersonal intelligence is outwardly focused on others and includes the ability to identify the moods, emotions, motivations, and intentions of other individuals. Additionally, interpersonal intelligence refers to social interactions and interpersonal relationships.

Models of emotional intelligence. Research by Thorndike (1920) and Gardner (1993) on multiple intelligences, influenced Salovey and Mayer (1990) as they developed emotional intelligence as a sub-concept of social intelligence. Characteristics of social intelligence include social perception and insight, social knowledge, empathy, social memory, adaptation to social environments, and the ability to exhibit effective behaviors in social situations. Hedlund and Sternberg (2000) point out that some of these same qualities or characteristics have also been associated with emotional intelligence.

Several researchers propose that one of the dominant problems with emotional intelligence is the variety of definitions used to conceptualize and operationalize the construct (Hedlund & Sternberg, 2000; Locke, 2005; Matthews, Emo, Roberts, & Zeidner, 2006). The conceptualizations of emotional intelligence fall into three categories: ability, trait, and mixed models. Trait and mixed models expand what is included in the ability model by adding additional competencies and traits to the existing abilities. Although research indicates that these models are distinct, there are consistencies in their definitions. Additionally, the models may supplement each other.

Davis and Humphrey (2014) found that using several models in tandem was more effective in assessing emotional intelligence levels.

The ability model of emotional intelligence was developed by Mayer and Salovey (1997) and is defined as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p. 5). Caruso, Mayer, and Salovey (2002) view emotional intelligence as an ability that involves the interaction of emotion and cognitive processing independent of one's personality traits. Murphy and Sideman (2006) point out that in the ability model of emotional intelligence it is difficult for individuals to take steps to intentionally improve their emotional intelligence level as it develops on a trajectory as individuals age, similar to cognitive intelligence. Caruso et al. (2002) visualize emotional intelligence as a Four Branch Ability Model. The four branches include 1) the perception and identification of emotion in self and others, 2) the use of emotion to facilitate cognitive processing, 3) understanding and analyzing emotions of self and others, and 4) the management and regulation of emotions in self and others to attain goals (Caruso, Mayer, & Salovey, 2002; Mayer & Salovey, 1997; Mayer, Caruso et al., 2000; Mayer, Salovey, & Caruso, 2008; McCrae, 2000; Salovey & Mayer, 1990; Salovey et al., 2000).

Based on the work of Salovey and Mayer, Goleman (1995) developed his own trait model of emotional intelligence, viewing it through a constructivist lens. His concept of emotional intelligence consists of learned competencies or traits that are developed or intentionally enhanced throughout the lifetime of an individual. Goleman's model consists of five dimensions of emotional intelligence (self-awareness, self-

regulation, motivation, empathy, and social skills). These dimensions are subdivided into twenty-five emotional competencies: emotional awareness, accurate self-assessment, self-confidence, self-control, trustworthiness, conscientiousness, adaptability, innovation, achievement drive, commitment, initiative, optimism, understanding others, developing others, service orientation, leveraging diversity, political awareness, influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities (Goleman, 1995; Goleman, 1998).

The third major conceptualization of emotional intelligence is the mixed model of Bar-On, emotional-social intelligence. This model is an amalgamation of traits, competencies, and abilities. Murphy and Sideman (2006) point out that Bar-On, one of the pioneers in emotional intelligence research, coined the term "Emotional Quotient" or EQ. Bar-On's research on personal well-being and the adaptation or coping of individuals in changing environments provided the basis for his conceptualization of emotional-social intelligence. McCrae (2000) characterized it as "personality characteristics related to life success" (p. 266). Bar-On (2004b) defines emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14). As he states, "people who are emotionally and socially intelligent are able to understand and express themselves, to understand and relate well to others, and to successfully cope with the demands of daily life" (Bar-On, 2007, p. 2). Similar to Goleman, Bar-On has a constructivist view of emotional intelligence with research indicating that individuals can intentionally develop their emotional intelligence throughout their lifetime.

This Bar-On mixed-model of emotional-social intelligence provides the theoretical framework for this study. Bar-On's model includes self-awareness of emotional states, strengths, and weaknesses, the ability to express feelings in a constructive manner, flexibility and the ability to cope with changing external environments, interpersonal problem solving, empathetic awareness of the feelings and needs of others, and the ability to establish and maintain cooperative, constructive, and satisfying interpersonal relationships (Bar-On, 2007). The original Bar-On model was comprised of five broad areas of competencies: intrapersonal, interpersonal, adaptability, stress management, and general mood (Bar-On, 2007; Hedlund & Sternberg, 2000). Recently, Multi-Health Systems, Inc. updated this model, changing some of the names of the competencies and modifying the categories of sub-scales. Currently, the five composite scales are self-perception, self-expression, interpersonal, decision-making, and stress management (Figure 1) (DiPerna & Sandilos, 2011; Multi-Health Systems, Inc, 2011).

Controversies and issues regarding emotional intelligence. Research on emotional intelligence controversies focuses on three main concerns: the absence of a single unified definition, the distinctiveness of emotional intelligence as a concept, and the measurement of emotional intelligence. Locke (2005) concluded that the conceptualization of emotional intelligence is too broad and includes too many dimensions for one concept. Additionally, there is a divide in the conceptualization of emotional intelligence with the original model focused more narrowly on abilities. Later models broaden the concept by including more traits and competencies.

Locke (2005) considered emotional intelligence, as defined by Mayer as the capability to reason with emotion, to be an oxymoron because an individual cannot reason with emotion as they employ different cognitive processes. Instead, he postulated that emotional intelligence is actually cognitive "intelligence applied to a particular aspect of life" (p. 427), the emotional aspect not a separate concept. Other researchers raised similar questions about the viability of emotional intelligence as a distinct concept. They theorized that emotional intelligence might be a part of personality traits measured through existing personality measures (Caruso et al., 2002; Hedlund & Sternberg, 2000; Locke, 2005; McCrae, 2000; Petrides, 2011; Petrides, Pita, & Kokkinaki, 2007). In their narrower conceptualization of emotional intelligence, Caruso et al. (2002) postulated that their ability model of emotional intelligence was unique from personality traits and personality measures. Caruso et al. (2002) found little correlation between the ability model of emotional intelligence and measures of the five-factor personality traits. They discovered high correlations in only three categories: reasoning, sensitivity, and extraversion. As a result, Caruso et al. (2002) concluded that their ability model was not measuring the same construct as personality. McCrae (2000) and Petrides, Furnham, and Mavroveli (2007) found that trait and mixed models overlap with personality measures more than the more narrowly defined ability model of Mayer, Salovey, and Caruso. Because trait and mixed models of emotional intelligence have a stronger correlation with personality measures and may be isolated within personality space, Petrides et al. (2007) indicated that these models of emotional intelligence may actually be a compound of several personality dimensions. According to McCrae (2000), the mixed model of traits

and abilities may be the preferred model because the "processing of emotional experience involves both specific abilities and particular personality traits" (p. 272).

Researchers have indicated that there are issues with measuring emotional intelligence because of the subjective nature of emotional experience and human emotional responses, especially through maximum performance tests usually associated with the ability model of emotional intelligence (Petrides, 2011; Petrides, Furnham et al., 2007). According to these researchers, self-perceptions and emotional dispositions fit better with the trait or mixed-model approach to emotional intelligence. However, researchers express concerns in the literature about the use of self-report measures of emotional intelligence. Trait and mixed-models of emotional intelligence typically utilize self-report measures to assess emotional intelligence.

Assessing emotional intelligence. Typically, researchers use two main approaches to assess emotional intelligence: self-report and maximum performance-based measures. Petrides (2011) states that the instruments used to operationalize the concept are what characterize or define the various models of emotional intelligence. Because research indicates that there is a low level of correlation between self-report and maximum performance-based measures of emotional intelligence, the assessments and their corresponding models may operationalize different conceptions of emotional intelligence (Conte, 2005; Petrides, 2011; Petrides, Furnham et al., 2007; Petrides, Pita et al., 2007).

A maximum performance-based assessment, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), is employed to measure the Four-Branch ability model of emotional intelligence developed by Mayer, Salovey, and Caruso (2002).

Papadogiannis, Logan, and Sitarenios (2010) define this model as: "(a) the ability to identify or perceive emotions, (b) the ability to use emotions to facilitate thought, (c) the ability to understand emotions, and (d) the ability to manage one's emotions and the emotions of others" (p. 44).

Self-report measures are used to assess conceptualizations of trait and mixed models of emotional intelligence. These assessment instruments focus on cognitive abilities, personality traits, and affective competencies. Self-report measures include the Emotional Quotient Inventory (EQ-I) developed by Bar-On (Bar-On, 2000; Bar-On, 2004a), the Emotional Competence Inventory (ECI) designed by Goleman and Boyatzis (Wolf, 2005), Petride's (2010) Trait Emotional Intelligence Questionnaire (TEIQue), and the Schutte Self-Report Emotional Intelligence Test (Schutte, et al., 1998). The instrument that is selected to measure emotional intelligence is dependent upon what definition or construct of emotional intelligence the researcher would like to assess; the ability model, trait model, or the mixed model (Brackett & Mayer, 2003; Livingstone & Day, 2005; Wood, Parker, & Keefer, 2010).

Researchers have raised concerns about the use of self-report assessments to measure emotional intelligence citing inaccurate results and potential bias in responses (Caruso et al., 2002; Petrides, Furnham et al., 2007). Research indicates that individuals may not have the capacity to accurately perceive their own level of emotional intelligence (Brackett, Rivers, Lerner, Salovey, & Shiffman, 2006; Fineman, 2004; Mayer, Caruso et al., 2000). Brackett et al. (2006) discovered that individuals with lower levels of emotional intelligence may overestimate their levels of emotional intelligence. Whereas, individuals with higher levels may underestimate their emotional intelligence levels.

Additionally, they found social desirability bias might influence an individual's self-perception of their level of emotional intelligence. In this case, individuals respond with answers they believe are more socially appropriate (Brackett et al., 2006). On the EQ-I / EQ-I 2.0, Bar-On included correction factors to reduce this type of bias (Bar-On, 1997; Bar-On, 2004b; Multi-Health Systems, Inc, 2011).

Maximum-performance measures are not without their critics. The main maximum-performance measure of emotional intelligence is the MSCEIT, developed by Mayer, Salovey, and Caruso (2000) and designed to measure their four-branch ability model of emotional intelligence. Conte (2005) expressed concerns with the absence of scientific standards to determine scoring on the MSCEIT. Objectivity in scoring the MSCEIT is an issue for MacCann, Matthews, Zeidner, and Roberts (2003), as they believe it is difficult to determine the 'right' answer when it comes to highly individualized emotional responses. As with self-report measures of emotional intelligence, social bias is a concern as Matthews et al. (2006) concluded that "answers may reflect social conformity rather than emotional competence" (p. 15).

Developing emotional intelligence. Humans have the capability to modify and change behaviors with intentional learning and self-motivation. Research indicates that individuals may develop and increase their levels of emotional intelligence throughout their lifespan. In the literature, research involving a variety of successful programs designed to increase emotional intelligence levels demonstrate that emotional intelligence may be developed through personal training and staff development (Boyatzis, 2007; Cherniss, Goleman, Emmerling, Cowan, & Adler, 1998; Dulewicz & Higgs, 2004; Fletcher, Leadbetter, Curran, & O'Sullivan, 2009; Kruml & Yockey, 2011; Slaski &

Cartwright, 2003; Zijlmans, Embregts, Gerits, Bosman, & Derksen, 2011). Beigi and Shirmohammadi (2011) found that individuals participating in training or workshops were able to increase their emotional intelligence levels. However, the emotional intelligence levels prior to training may influence the results of that training. Kruml and Yockey (2011) discovered that individuals with low or average emotional intelligence levels showed greater improvements in their emotional intelligence levels than individuals who originally possessed emotional intelligence levels.

Since research indicates that emotional intelligence competencies are related to job performance and service quality, Dulewicz and Higgs (2004) "propose that organizations should introduce programmes and processes designed to develop the emotional intelligence of their employees" (p. 109). Beyond job performance, Slaski and Cartwright (2003) discovered that developing emotional intelligence has benefits for the health and well-being of individuals. As with other customer service professions, RIS librarians would benefit from training and professional development opportunities to enhance emotional intelligence competencies.

Emotional Intelligence Research

Extensive empirical research exists on each of the three major models of emotional intelligence, including the instruments that assess these conceptualizations of the construct. The research presented in this section focuses on the Bar-On mixed model and the EQ-I / EQ-I 2.0 because it is the theoretical framework for this study. Researchers have utilized the Bar-On model of emotional intelligence and the EQ-I / EQ-I 2.0 in a variety of professions and environments with findings published in dissertations, journal articles, and books.

To provide an optimal service experience, service providers must develop a range of competencies including those in the emotional, cognitive, and behavioral dimensions. These allow the service provider to connect with the customer, focus on the needs of the customer, and deliver high quality pro-active service. Customer service providers with competencies in all three dimensions are able to deliver higher quality service by creating a better service climate, reducing problems during interpersonal interactions, and garnering higher levels of customer satisfaction (Bardzil & Slaski, 2003; Heffernan, O'Neill, Travaglione, & Droulers, 2008; Kernbach & Schutte, 2005; Wong, 2004). According to Bardzil and Slaski (2003), employees in customer-oriented positions need to develop high levels of emotional intelligence leading to a "strong self-awareness and high levels of interpersonal skill" (pp. 98-99), which are essential in providing affective customer service.

Higher levels of emotional intelligence, or emotional competence, lead to more positive emotional responses by both the employee providing customer service and the customer, during and after the service encounter (Giardiani & Frese, 2008; Naeem et al., 2008; Pettijohn, Rozell, & Newman, 2010; Prentice & King, 2011; Prentice & King, 2012; Wong, 2004). Beigi and Shirmohammadi (2011) discovered that customers perceived that they received better customer service when interacting with customer service providers who had higher levels of emotional intelligence. On the other hand, Giardiani and Frese (2008) discovered that the affective states of bank customers did not directly relate to the emotional competence of bank employees. However, the researchers concluded that in successful customer service interactions, employees must be able to regulate their own emotions before they can influence their customers' emotional states.

According to Leadbetter, Curran and O'Sullivan (2009) emotional intelligence competencies and abilities are crucial for physicians and other medical personnel who provide customer service in the medical field and interact effectively with patients. Leadbetter et al. (2009) found that patients believe physicians and nurses with higher levels of emotional intelligence are more successful. This belief leads to higher levels of patient satisfaction. Gerits, Derksen, and Verbruggen (2004) and van Desseldorp, van Meijel, and Derksen (2010) learned that mental health nurses had higher levels of emotional intelligence scores than the general populace. However, Swift (1999) revealed that physicians had lower levels of emotional intelligence than the general populace, with their highest scores in stress management and reality testing. Swift (1999) discovered that those physicians who had a higher overall level of emotional intelligence also exhibited high levels of empathy and the ability to read people more successfully.

Although gender differences were not evident in overall scores, Gerits et al. (2004) and van Dusseldorp, van Meijel, and Derksen (2010) found female nurses scored higher on the Interpersonal composite scale and associated sub-scales: Interpersonal Relationships, Empathy, and Social Responsibility. According to van Dusseldorp et al. (2010), female nurses also scored higher on the following sub-scales: Emotional Self-Awareness, Self-Actualization, and Assertiveness. In contrast, Gerits et al. (2004) learned that male nurses scored higher on the Assertiveness and Self-Regard sub-scales and found no significant difference on the Emotional Self-Awareness sub-scale between genders. Jordan and Troth (2002) revealed that nurses who had higher levels of emotional intelligence were more likely to use collaborative methods to resolve conflict and were more effective at building relationships with co-workers and patients.

Additionally, Gerits et al. (2004) found that nurses with higher levels of emotional intelligence more consistently utilized active dealing and social support seeking coping styles during stressful situations.

Emotional intelligence is an essential component in developing relationships and prosocial behavior. The ability to manage one's own emotions, or the intrapersonal aspect of emotional intelligence, is believed by Lopes, Salovey, and Straus (2003) to be a crucial element in forming quality relationships with others. In a series of studies, Schutte et al. (2001) determined that emotional intelligence is a fundamental element of interpersonal relationships. Many of the qualities of an emotionally intelligent individual are vital to developing and maintaining relationships, including work relationships, friendship, and marriage. These important qualities include the ability to be empathetic, to self-monitor emotions and behavior, capability for cooperation, and to build social skills. Schutte et al. (2001) further determined that emotional intelligence is a desirable quality between mates and leads to interpersonal attraction in marriages.

Customer relationship management is an important component of customer service. This is the ability to form long-term and mutually beneficial relationships with customers so that they will continue to return for assistance. Heffernan et al. (2008) and Manna and Smith (2004) identified emotional intelligence as a key element in customer relationship management finding that a customer service provider with higher levels of emotional intelligence had enhanced capabilities for developing and maintaining relationships with their customers.

Emotions are an integral part of life. With more of an emphasis on the experiential nature of customer service, examining and emphasizing the affective nature

of transactions is essential, whether they are in the medical field, business, or in libraries. Customer service and customer relationship management is more than a cognitive transaction. It has an affective component, or as Manna and Smith (2004) state, "a more complete customer solution is the head working with the heart" (p. 68). Prentice and King (2011, 2012) assert that to ensure that frontline employees are able to provide quality service from the heart, organizations need to recognize the affective nature of customer service and include emotional intelligence competencies in personnel training and professional development.

Emotional Intelligence Research in LIS

The impact emotional intelligence has on service transactions has been researched in the business and medical fields. However, a gap exists in the literature regarding emotional intelligence and customer service provision in LIS. As Matteson and Miller (2013) point out, all aspects of library work have affective components, including providing quality customer service, assisting library users during the information seeking process, leading library employees, and collaborating with library colleagues. Mills and Lodge (2006) state that emotional intelligence abilities and competencies are important for interactions between librarians and library users, in professional interactions with colleagues, and as a part of interpersonal exchanges and relationships within the library.

Much of the research regarding emotional intelligence in the LIS literature concerns leadership in libraries. Many of these studies express a need for librarians, especially library leaders, to develop soft or people skills through emotional intelligence (Gragg, 2008; Nazarova, 2002; Promis, 2008; Schachter, 2009). Promis (2008) contends

that emotional intelligence competencies are important for library leaders to cultivate after discovering that job announcements often focus on hard skills.

Using a content analysis of job advertisements and surveys of library deans and directors, Hernon and Rossiter (2006) created sets of competencies correlating with five categories of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. In the area of self-awareness researchers identified the following: cognitive abilities, self-awareness, organizational direction, a sense of humor, and a respect for diversity and for others were the competencies identified as the most important. In the self-regulation category, the number one ability was emotional self-management, followed by integrity, flexibility, decision-making, comfort with ambiguity, and the ability to reason strategically and tactically. Under motivation, Hernon and Rossiter (2006) identified competencies or traits including visionary, ability to motivate others, optimism, commitment to profession and organization, and skill in determining the direction for the organization. Treating people with dignity and respect was the top competency in the empathy category, followed by interpersonal skills, the ability to attract and retain talent, good judgment, listening skills, and the ability to foster high quality service. Finally, in the area of social skills, the ability to function in a political environment topped the list along with effectiveness in leading change, developing partnerships, building rapport, collaboration, and resonance or inspiring excellence (Hernon & Rossiter, 2006). Hernon and Rossiter (2006) determined that those hiring library leaders do not always seek individuals with soft skills associated with emotional intelligence. To be successful, Hernon and Rossiter (2006) indicated that library leaders should learn which traits or competencies are the most critical for an individual in

leadership positions to develop and seek professional development opportunities to cultivate them.

Kreitz (2009) identified academic traits and competencies important for effective library leaders using four domains of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. In the study, Kreitz (2009) compared responses from academic library deans with those from members of senior management teams regarding the top traits essential for library deans and for members of senior management teams. The top two traits identified for a library dean were the ability to set a direction to guide the organization and to articulate that strategic vision. Other ideal traits include the talent to develop a shared vision and engage others in that vision, the ability to function in a political environment, the capacity to motivate people to undertake a shared vision, and the skills to obtain outside resources. The top trait or ability identified for members of senior management teams was the cognitive ability to handle multifaceted situations. Kreitz (2009) categorized all of the other traits or abilities for senior management teams in the relationship management or social awareness domains because they involve interpersonal interactions. These include understanding staff and their behaviors, shared governance, consensus building, availability to others, team building, leadership, and the ability to enable others (Kreitz, 2009). Finally, Kreitz (2009) identified "the ability to listen and delegate, having integrity, exercising good judgment, and having good interpersonal skills" (p. 544) as most important for both library deans and senior management team members to cultivate.

Research identified several competencies essential for library leaders corresponding with emotional intelligence including the ability to establish and maintain

relationships, the skill to control their own emotions, the capacity to anticipate and respond appropriately to the emotions of others, the ability to delay self-gratification, effective communication, and to utilize empathy in working with others such as employees and library users. Gragg (2008) and Hernon and Rossiter (2006) proposed that library professionals at all levels should develop emotional intelligence competencies to create a better library environment and potentially be prepared for future roles requiring leadership competencies. Schachter (2009) emphasized the importance of emotional intelligence as an indicator of how someone will perform in the work environment, especially in positions of leadership and those working with people. As libraries deal with the changing information landscape and continue to transform to meet evolving user needs, Hendrix (2013) viewed emotional intelligence as a crucial component in change management and implementation. As Hendrix (2013) states, "librarians in the midst of change who focus on understanding, assessing and strengthening their own emotional intelligence, no matter their place in the library organizational chart, can better cope with workplace stress" (p. 173).

Khan, Masrek, and Nadzar (2015) and Kahn and Ullah (2014) determined that cultivating emotional intelligence competencies are important for librarians because of connections to job satisfaction, commitment, and overall work. Khan et al. (2015) recommended training for Pakistani librarians in all aspects of emotional intelligence to help manage job stress, improve employee satisfaction and commitment, and to increase their service orientation and relationship building capabilities. Eidson (2000) asserted that RIS librarians could enhance reference interviews by intentionally striving to augment their levels of emotional intelligence. Additionally, improvement in RIS

transactions will occur as librarians place more of an emphasis on the socio-emotional aspects of librarian-user interactions. As with other customer service providers, RIS librarians need to be aware of the affective and individualized nature of the library experience of each individual user, understanding how personal constructs of library users determine their information seeking behaviors. According to Mills and Lodge (2006), RIS librarians will be able to manage the user's library experience more effectively by utilizing emotional intelligence skills and competencies in customer service. As a result, RIS librarians need to develop their own emotional intelligence competencies to utilize those skills in assisting library users. Emotional intelligence levels of library users may also affect user experiences. Hosseini, Khosravi, and Jahromi (2014) discovered that students with higher levels of emotional intelligence experienced less library anxiety.

There is a need to develop emotional intelligence competencies in LIS students to facilitate their becoming successful professional librarians. In a content analysis of job advertisements for new LIS graduates, Reeves and Hahn (2010) identified several personal attributes listed for potential job candidates. Many of these attributes relate to traits and abilities that comprise emotional intelligence, such as social skills, self-regulation, empathy, and motivation. Job advertisements articulated social skills using terms such as communication skills, collaboration, and the ability to work in teams. In advertisements, employers defined self-regulation as innovation, adaptability, self-control, and conscientiousness. Employers categorized service orientation and the ability to work with diverse individuals under empathy. Finally, in the area of motivation, the top traits found were initiative and achievement drive. Since the majority of jobs

advertised for new LIS graduates were in the areas of RIS or public services, Reeves and Hahn (2010) concluded that employers are seeking individuals that are socially competent with specific personal attributes.

Professional development of pre-service / in-service RIS librarians

According to Saunders (2013), two keys for developing a culture of quality customer service are education and evaluation. In order to remain relevant and continue to offer quality service, professional librarians must be lifelong learners, continually seeking opportunities to develop themselves professionally and personally. As library users become more sophisticated in their knowledge of customer service, they expect more than transactional experiences in libraries. Frontline personnel in libraries, including RIS librarians, need to continue to develop their social and emotional competencies to provide quality experiential customer service.

Saunders (2013) emphasized that LIS schools focused on educating pre-service librarians need to include transferable personal skills such as customer service, working in teams, communication skills, interpersonal competencies, and the ability to be a lifelong learner in their curriculum. Adding these skills to the curriculum will provide pre-service RIS librarians with the skills to be employable and successful in their future career. Pellack (2004) believes the use of self-testing or self-assessment as a component of the LIS curriculum is beneficial in identifying strengths and potential areas for improvement for pre-service librarians. Along with personality testing, Pellack (2004) indicated that emotional intelligence assessments were a way for individual RIS librarians personally to improve themselves and their skills.

Professional librarians and pre-service library students will benefit from developing emotional intelligence competencies. Believing that emotional competencies are crucial in working with people, Freshwater and Stickley (2004) present a model of transformative learning for nursing education to integrate emotional intelligence into nursing education. LIS education could apply this model in the curriculum for pre-service library students. In the model, Freshwater and Stickley (2004) advocate for reflective learning experiences, supportive supervision and mentorship, modeling emotional intelligence competencies and behaviors, and the provision of opportunities for creative work to develop empathy and dialogic relationships.

A variety of methods are used to increase emotional intelligence levels including modeling, mentoring, oral and video feedback, role playing, lectures, and one-on-one coaching. Kruml and Yockey (2011) discovered that hybrid instructional models combining mostly online training with some face-to-face instruction were as effective as face-to-face emotional intelligence training. Additionally, Kruml and Yockey (2011) examined the length of training and found no differences between a 7-week training program and one that was 16 weeks long.

Goleman, Boyatzis, and McKee (2001) developed a five-part process that individuals may utilize to adopt more emotionally intelligence behaviors. Because self-understanding and self-awareness is an essential component of emotional intelligence, Litvin and Betters-Reed (2005) advocate for the use of personal mapping exercises as a self-development tool. Sojka and Deeter-Schmelz (2002) proposed a similar model for sales professionals using three steps. Many of the programs begin with self-awareness and the assessment of current levels of emotional intelligence, learning experiences to

increase emotional intelligence levels, real world applications of the knowledge, and mentoring with constructive feedback and support (Goleman et al., 2001; Kruml & Yockey, 2011; Sojka & Deeter-Schmelz, 2002).

Further Emotional intelligence research

Bar-On et al. (2013) expressed a need for more emotional intelligence studies in a variety of occupations to develop emotional quotient (EQ) profiles for those occupations. Through EQ profiling, the factorial components of emotional intelligence relevant to specific occupations may be identified and assist in the development of personalized training and education. According to Bar-On (2007), another potential area of research is to further study the impact of emotional intelligence on professional behavior and human performance. Additional empirical research on emotional intelligence would assist in the creation of evidence-based programs to improve emotionally and socially intelligence behavior in individuals. Bar-On (2007) indicated that further research on the development of emotional intelligence in individuals can inform educational programs that are either independent emotional intelligence development programs or programs that are integrated into other professional and academic curriculum and courses.

This study is a significant addition to the empirical research on emotional intelligence, especially regarding the Bar-On mixed model of emotional-social intelligence. Because the EQ-I was recently updated in the EQ-I 2.0, this research adds to empirical studies regarding the use of that assessment. In the LIS field, it substantially influences the provision of RIS services and the professional development of pre-service and in-service RIS librarians by identifying the social and emotional skills and abilities needed to provide quality customer service in a technological society.

Conclusion

A myriad of external forces provides challenges to academic libraries, and subsequently, the librarians that work in them. These include demonstrating impact on student learning, decreased external funding, constantly changing technology, Google-ization of everything, and the ubiquitous availability of information. Consequently, many individuals point to Carlson's (2001) landmark article as a wakeup call to academic libraries that they must transform in order to survive. Because of the rapid influx of mobile technologies, information sources are available to the campus community outside of the academic library. Academic libraries and librarians must make changes in how and where they provide RIS, moving away from a passive service model to one that is more active, mobile, and personalized. Consequently, RIS librarians must have the emotional and social skills necessary to provide quality customer service to library users. As this literature review indicates, research has identified some of these competencies needed by RIS librarians to cultivate relationships, help relieve library anxiety, engage students, and provide quality customer service in academic libraries. Many of these competencies are similar to those identified to belonging to emotionally literate individuals.

Chapter 3: Methods

To achieve the purpose of this study, which was to better understand the phenomenon of emotional intelligence in academic RIS librarians, it was designed using Creswell's (2014) "explanatory sequential mixed method design" (p. 224). The central question was: What are the social and emotional skills of award-winning academic librarians who provide RIS? This study answered the following four sub-questions:

Research question #1**:** What are award-winning RIS librarians' emotional intelligence sub-scale, composite scale, and overall scores as measured by the EQ-I 2.0?

Research Question #2: How do award-winning RIS librarians' emotional intelligence sub-scale, composite scale, and overall scores measured by the EQ-I 2.0 compare with the age of the RIS librarians and by their years of professional library experience?

Research Question #3: What do award-winning RIS librarians identify as the personal and interpersonal traits or skills most needed to provide quality RIS and how do these compare with factors described in the composite scales and sub-scales of the EQ-I 2.0 model?

Research Question #4: How do the personal and interpersonal traits or skills identified by award-winning RIS librarians compare with their own sub-scale, composite scale, and overall scores on the EQ-I 2.0?

Explanatory Sequential Mixed Methods Design

Johnson and Onwuegbuzie (2004) define mixed methods research as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study" (p. 17). In

keeping with this description and Creswell's (2014) recommendations for an explanatory sequential mixed methods design in two phases, this study began with a quantitative phase including data collection and analysis followed by qualitative data collection and analysis. This mixed methods approach helped to create a rich and deep study leading to new understandings of the competencies and traits needed by a RIS librarian to provide quality and experiential customer service in the academic library.

Selection of Participants

Participants in this study were award-winning RIS librarians recognized by peers in professional organizations at national, regional, state, and local levels as exemplar professionals. Purposive sampling (Creswell, 2007) was used to select participants for this study, which allows the researcher to select a homogeneous sample of participants who will "purposively inform an understanding of the research problem and central phenomenon in the study" (p. 125).

To identify awards distinguishing excellence in librarianship, I examined library association websites. Table 1 provides a listing of the awards from library association websites used to identify participants for this study. After examining the reasons that the various associations recognized those individuals, I identified and selected librarians acknowledged for building relationships and developing services that have a positive impact on their library and its users. From these individuals, I narrowed the list to individuals who work as RIS librarians, resulting in forty individuals who met my criteria to participate in this study. To solicit their participation, I contacted potential participants through email and if an individual did not respond, I followed it up with a second request for participation. Out of the forty individuals that I contacted, twenty individuals

responded affirmatively to my personal invitation to participate in this research study. In the emails, I provided details about this study including specific information about me, the researcher, and described the two phases of the study. Nineteen individuals committed to participating in the study by signing an informed consent document (Appendix A). These documents are stored electronically and I have them secured in a locked file.

Sample size. I included more participants in the quantitative phase than the qualitative phase of this study. In the quantitative phase of the study, all 19 individuals completed the EQ-I 2.0. To select participants to interview for the qualitative phase of the study, I numbered each of the 19 participants in the quantitative phase of the study and then used an online random number generator to randomize the numbers. I used these random numbers, numbers 1 to 11, to select the 11 participants to interview. Although Smith, Flowers, and Larkin (2009) recommends a sample size of three to eight participants for PhD research utilizing interpretative phenomenological analysis, I interviewed 11 participants.

Quantitative Data Collection and Analysis

To determine the emotional-social intelligence scores of participants, I used the emotional intelligence measure originally developed by Bar-On (2007), the EQ-I 2.0, in the quantitative phase of the study. Published by Multi-Health Systems (MHS), this measure was available online through the MHS website. To encourage the use of the EQ-I 2.0 in research studies, MHS offers a student research program with access for one year and the option to have it extended through reapplication as needed. The organization approved my application to use this research discount for this study. The

application required that an advisor, with the academic credentials to assist in data analysis, supervise students using the assessment. Dr. Brian Schrader, Professor in the Department of Psychology at Emporia State University, agreed to be the supervisor for this component of the study. Administering the test is free of charge; however, the datasets used to provide the data for this study are available to students at a 30% reduced cost. According to an email received from Shawna Ortiz (personal communication, July 29, 2015), a customer service representative at MHS, these datasets are not to be provided as feedback to the participants. For participants who requested a report of their scores on the EQ-I 2.0, I provided an official report using a research grant from the Emporia State University Graduate School to pay for the reports.

EQ-I 2.0. The EQ-I 2.0 is a self-report measure that assesses emotional-social intelligence. It is an updated version of Bar-On's original measure, modified in 2011 by Multi-Health Systems. The measure is composed of 133 items with a five-point response format, providing an overall score, five composite scale scores, and 15 sub-scale scores, three under each composite scale. After the test is completed, the raw scores are converted into standard scores using research-based norms (Bar-On, 2004b; Bar-On, 2007, Multi-Health Systems, Inc., 2011).

According to Multi-Health Systems, Inc. (2011), a score less than 90 on the EQ-I 2.0 is considered in the low-range, scores between 90 and 110 fall in the midrange, with scores over 110 in the higher range (Multi-Health Systems, Inc, 2011, "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," Understanding Norms section, para. 3). Approximately 95% of individuals who take the EQ-I 2.0 score between 70 and 130. Therefore, scores below 70 and above 130 are atypical. Individuals who score high on

the EQ-I 2.0 have a higher level of emotional intelligence, have a greater sense of emotional well-being, and are able to cope with challenges in their lives more effectively. Lower scores on any of the composite scales or sub-scales indicate deficits that provide areas in which the individual may make improvements (Bar-On, 2004b; Multi-Health Systems, Inc, 2011).

Data collection procedures. After I secured the agreement of the 19 individuals to participate in the study and received their signed informed consent form, I set up records in the Multi-Health Systems (MHS) Portal for each participant. To assist with confidentiality, I assigned each study participant a numerical identifier. Using the MHS portal to generate the emails, I sent an email (Appendix B) to all of the participants in the study, which included a link to the EQ-I 2.0. After sending the emails, I contacted each individual participant to confirm receipt of the email and reminded the participants to schedule an hour of uninterrupted time in a quiet place free from distractions and interruptions to complete the EQ-I 2.0. According to the EQ-I 2.0 manual (Multi-Health Systems, Inc., 2011), time to completion is tracked by the measure and if a participant completed the EQ-I 2.0 in less than 7 minutes or took longer than 90 minutes, a red flag appeared in the results for the participant. This indicated that the researcher would want to address the reasons for the shorter or longer completion time in a follow-up conversation with the participant. None of my participants took less than 7 minutes or longer than 90 minutes to complete the EQ-I 2.0, as the range for participants to complete the assessment was 7-29 minutes with an average time of approximately 12 minutes. I tracked the completion of the assessment by using the MHS portal and if a participant did not complete the EQ-I 2.0 assessment within ten working days of receiving the email, I

contacted them a second time to remind them of the pending assessment and once again secure their consent to participate in this research.

As each participant completed the EQ-I 2.0, I received a notification from MHS. Once all of the participants completed the assessment in an acceptable length of time, I logged into the website and ran the program to create the dataset with the results using the professional norms. According to the *EQ-I 2.0 User's Handbook* (2011), individuals from the selected region, United States and Canada, used for the professional norm for the EQ-I 2.0 were more educated possessing some post-secondary education (Multi-Health Systems, Inc.). The general population norms included working and non-working individuals along with those with high and low levels of education (Multi-Health Systems, Inc., 2011). I used the professional norms because professional librarians possess the minimum of one Master's degree with many academic librarians earning a second Master's degree or at times, a doctorate. The EQ-I 2.0 includes three demographic questions at the beginning of the assessment: age, gender, and profession. Additionally, I gathered data from each participant regarding the number of years they had been a professional librarian.

Preliminary data analysis. MHS provided both raw and adjusted standardized scores for total emotional-social intelligence, the five composite scales, and 15 sub-scales for each participant and I used the adjusted standardized scores to analyze the data. Initially, I analyzed the scores of each individual participant, noting high and low scores, and I then analyzed the scores for all of the participants using univariate analysis techniques to see if trends emerged. I created a spreadsheet with all of the data in Excel,

which allowed me to calculate the mean, median, mode, range, and standard deviation for the EQ-I 2.0 total, composite scale, and sub-scale scores.

To analyze the demographic information of age, gender, and years of experience, I used the datasets and created separate Excel spreadsheets focusing on each of these demographic factors. This allowed me to analyze the data for each demographic factor to determine whether they influenced levels of emotional-social intelligence in the study participants. I calculated the mean, median, mode, range, and standard deviation of the total, composite scale, and sub-scale EQ-I 2.0 scores for each of the demographic variables. Using these spreadsheets, I examined the data and noted any trends and patterns that emerged. To test for statistical significance for the gender variable, I used an independent samples t-test to compare the total, composite scale, and sub-scale scores by gender using a degree of freedom of 16 and critical value of 0.95. To test for statistical significance for the age and years of experience variables, I conducted a one-way between subjects analysis of variance (ANOVA).

Qualitative Data Collection and Analysis

For this study, the qualitative approach taken was phenomenological in nature. Developed in 1936 by Husserl (1970), phenomenology examines the phenomenon under investigation from the perspective of the participants experiencing the phenomenon. Essential to phenomenology is the study of lived experiences and how individuals make sense or interpret those lived experiences (Giorgi & Giorgi, 2008). According to Wilson (2003), phenomenology as a research method is “relevant to more socially-oriented aspects of information science” (p. 450).

The phenomenon under investigation was the perspective of RIS as experienced by award-winning RIS librarians in academic libraries. Through semi-structured interviews, I gathered information from study participants (n=11) regarding their experiences as RIS librarians in academic libraries. The questions focused upon several aspects of working as an RIS librarian including their foundational values and beliefs, competencies and traits needed to provide quality customer service in academic libraries, and the best methods to develop interpersonal and social skills in RIS librarians. Using a semi-structured format for the interviews allowed me to ask clarifying questions during the course of each interview. This helps me as the researcher to understand the phenomenon of working as an RIS librarian in an academic library from the viewpoint of each participant. Larkin, Watts, and Clifton (2006) point out that it is difficult to be objective as the researcher collaborates with each study participant to construct the account of the phenomenon.

More specifically, for this research, I utilized interpretative phenomenological analysis (IPA) to analyze the data gathered in the interviews. Using this research method allowed me to focus on and interpret the meanings that each individual attributed to their experience of working as a RIS librarian in an academic library. Formed by a merger of phenomenology and symbolic interactionism (Smith, 1996), IPA is comprised of three characteristics that make it unique: its phenomenological methodology, interpretative approach, and idiographic focus (VanScoy & Evenstad, 2015).

One concern at the beginning of this study was my ability to bracket out my own knowledge and experience in collecting and analyzing the data, especially the qualitative data. For thirty years, I have worked in an academic library in roles that primarily focus

on providing RIS. Because of my experience as an insider in the phenomenon that I am studying, IPA was an appropriate method to use in analyzing data. In IPA, the researcher's experience and perception becomes a vital part of the interpretation of the data, as the method "recognises the central role for the analyst in making sense of that personal experience" (Smith, 2004, p. 40). Unlike the phenomenology of Husserl, in IPA the researcher is intimately involved with the analysis of the data as it "is both dependent on, and complicated by, the researcher's own conceptions which are required in order to make sense of that other personal world through a process of interpretative activity" (Smith, 1996, p. 264).

I believe the IPA method was appropriate to studying the personal and interpersonal traits and abilities of RIS librarians in academic libraries. When analyzing the qualitative data that I gathered, I had two ultimate goals. One was to understand and describe the experience of each participant concerning their beliefs, values, and work experiences as a RIS librarian in an academic library. The second aim was to interpret the data gathered and provide commentary regarding how the participants made sense of their experiences as RIS librarians in academic libraries. According to VanScoy and Evenstad (2015), "when the focus of the research is to study the human experience of various phenomena, IPA method emerges as an excellent method for studying experiences in LIS community" (p. 339).

Data collection procedures. When participants agreed to participate in this study, I assigned a random number to each one of the participants. To select participants for the semi-structured interviews, I entered those numbers into an online random sequence generator, which returned the list of numbers from 1-19 in a random order.

Using this new list of numbers, I then gave each participant a new number. I did this for two reasons. One reason was to help ensure the anonymity of the study participants. The other was to randomize the participants so that every participant had the same opportunity to be selected to participate in the interviews. This created a more objective selection of interview participants. Using this reorganized list, I contacted the first 11 research participants to schedule a semi-structured interview. To gather the qualitative data, I utilized a semi-structured interview protocol (Appendix C). Additionally, I conducted the 11 interviews in a quiet location free from interruptions. Although I could not ensure that it happened, I requested that the 11 interviewees secure a place that was free from distractions also. I recorded all of the interviews using Zoom, an online video and web conferencing tool. Powell and Connaway (2004) indicate that the use of Internet technology is an acceptable economical way to conduct qualitative interviews, especially when participants are at a distance from the researcher.

Following each interview, I saved the recorded interview on a flash drive that I keep in a locked file cabinet when not in use. I will retain these recordings for three years following the completion of this study. Since the interviews took place utilizing a video / web conference tool, the participants and I were able to see each other and carry on a mediated face-to-face conversation for the majority of the interviews. This helped establish rapport with the participants of the study. A few interviewees called into the conferencing tool. For these interviews, the participant and I were not able to see each other and relied on introductory conversations to set the tone and develop rapport.

Continued data analysis and interpretation. Once I completed all of the interviews, I transcribed the audio recordings using Express Scribe Transcription

Software and typed the transcription into Microsoft Word. After I finished transcribing each interview, I sent the completed transcript to the study participant to ensure that I captured their words correctly. After I heard back from the participants, I noted any suggestions or additions and analyzed the data from the interviews using IPA.

Interpretative phenomenological analysis is an idiographic approach. Initially, I focused on analyzing one transcript at a time before looking at the data gathered collectively. I used Excel spreadsheets to organize my data during analysis. To guide my analysis, I used steps that I adapted from the work of Smith et al. (2009). One of the steps suggested by Smith et al. (2009) is for the researcher to immerse themselves in the data by reading the transcripts multiple times. Transcribing the interviews myself helped with this immersion in the data. Through the transcription process, I listened to the interviews several times, as I transcribed what the participants said during the interviews. Using the transcripts, I highlighted and color-coded what I believed to be significant responses answering the interview questions in Microsoft Word. I identified and coded emerging themes by transferring the highlighted and color-coded responses to Excel. I created individual spreadsheets for each question. Using the Excel spreadsheets, I organized and reorganized the data into themes and super-ordinate themes. From these spreadsheets, I created a final codebook using the data from all of the interview transcripts.

Role of the Researcher

The roles that a researcher assumes vary throughout a research study. For the quantitative phase of this study, my role was administering the EQ-I 2.0 by following the instructions provided by Multi-Health Systems Inc. In that role, I ensured that the

participants had access to the assessment and that they followed the provided directions. During the semi-structured interviews, my role as the researcher was that of a guide to facilitate the responses from the participants to my open-ended questions. After gathering the data in the two phases, my role as the researcher was to examine and interpret the data.

Smith et al. (2009) discuss the dual roles that researchers play throughout phenomenological research, especially IPA research. One is the hermeneutic role in which the researcher gathers the data from the participant to make sense of the experience of the participant while the participant is attempting to make sense of that same experience. The researcher may also have an insider role in that the researcher tries to understand the phenomenon under investigation from the view of the participant or to "stand in their shoes" (Smith et al., 2009, p. 36), and the role of an outsider is to interpret and understand the phenomenon as described by the participants in the study. The researcher must use the text as the basis for interpretation, staying true to the words used by the participants.

Research Validity

Establishing the validity of a study means ensuring that the researcher has conducted a study using sound methods and that the findings from that study are "trustworthy and useful" (Yardley, 2008, p. 235). In this research study, the framework for enhancing validity in qualitative research developed by Yardley (2008) and the guidelines for trustworthiness discussed by Miles and Huberman (1994) guided me.

In her framework, Yardley (2008) discusses sensitivity to context, commitment and rigour, coherence and transparency, and impact and importance. To help participants

feel comfortable in expressing themselves, I allowed study participants to select their own location to complete the EQ-I 2.0 measurement and for the semi-structured interviews. I conducted, transcribed, and coded the interviews myself to engage deeply and extensively with the topic and data. In this chapter, I presented the steps that I used in gathering and analyzing the study data to help achieve transparency. Furthermore, I am an insider in the population that I studied. Following the recommendations of Husserl (1970) and Heidegger (1962), I attempted to bracket or suspend my own presuppositions, assumptions, beliefs, and experiences when analyzing the accounts for commonalities by focusing on the words of the study participants as they answered the questions and described their experiences as RIS librarians in academic libraries.

Miles and Huberman (1994) discuss the concepts needed to achieve trustworthiness in qualitative studies: credibility, transferability, dependability, and confirmability. In this study, I utilized a normed measure of emotional-social intelligence, which research has confirmed to have reliability and validity (Multi-Health Systems, Inc., 2011). According to DiPerna and Sandilos (2014), "Equally impressive are the development efforts, pilot and standardization samples, and aspects of the psychometric evidence (e.g., reliability, scale structure, convergent validity, and expected differences between groups). Some questions remain, however, regarding structural validity evidence for the overall model that guided the development of the scale" (Commentary section, para. 1). Many of the findings from this study can be generalized to RIS librarians in a variety of library types. Future researchers can use the methods in this study to replicate the study obtaining similar results. The responses to interview

questions are consistent with previous research examining the phenomenon of RIS librarianship in academic libraries.

I conducted member checking, as defined by Liamputtong (2009), by sending participants transcribed copies of their own interview. This allowed each interview participant to verify the accuracy and meaning of the statements in the transcription. It also provided them with an opportunity to provide additional comments. I used comments from the participants to correct any errors in the transcripts. If participants provided any additional comments, I kept those comments separate to preserve the integrity of the transcribed interviews.

As Yardley (2008) recommends, I created an audit trail documenting the steps and procedures in the study, including a research diary, in which I recorded what occurred at every step of the research process. In the research diary, I reflected upon the processes used throughout the study, documented a daily schedule of activities taking place as the research progressed, and created a log of the methodologies as they occurred during the project (Lincoln & Guba, 1985).

I followed all of the Emporia State University Graduate Studies guidelines and those developed by the Institutional Review Board (IRB) by submitting an application regarding the use of human subjects in research and waiting to begin my research until I had received their approval of that application (see Appendix B). All information I gathered during this research remains confidential. I keep the data secure, including electronic copies, in a locked file cabinet in my home. I plan to retain the data for three years following the completion of this study. After publishing this study, I will redact and destroy any identifying information regarding each participant's individual emotional

intelligence results to ensure confidentiality of the data gathered from each participant. Furthermore, I assigned each participant a numerical identifier to help maintain confidentiality. The names of each participant are only available to me as the researcher. I provided each participant with an IRB approved informed consent document to read and sign (Appendix A). Participation in this research study was voluntary and participants were able to withdraw without penalty at any time.

Chapter 4: Findings

I utilized an explanatory sequential mixed method design to answer the question "what are the social and emotional skills of award-winning RIS librarians who provide RIS in academic libraries?" In this chapter, I present information on the study participants (n=19). Following this are the participants' results from the EQ-I 2.0, used in the quantitative phase. Finally, I present the findings from the semi-structured interviews used to gather data in the qualitative phase.

Study Participants

Participants in this study were 19 academic RIS librarians recognized as exemplar by professional associations through service awards. Table 1 includes a list of the awards, and their criteria, used to identify the participants. To select a homogeneous sample of participants, I used purposive sampling. Participants provided demographic data of age and gender on the EQ-I 2.0, and I gathered data on years of professional experience through semi-structured interviews and email requests. Table 2 presents this demographic data.

Demographic data. Of the 19 individuals, seven identified as male (37%), 11 identified as female (58%), and one declined to respond (5%). The ages of the participants ranged from 32-64 years of age (*M*=49). The breakdown of the age of the participants is as follows: 30-39 years old (n=3, 16%), 40-49 years old (n=7, 37%), 50-59 years old (n=3, 16%), and 60-69 years old (n=5, 26%) with one participant (5%) not answering that question on the EQ-I 2.0. Participants' years of professional experience ranged from 4-40 years (*M*=21.6): 1-10 years (n=4, 21%), 11-20 years (n=6, 32%), 21-30 years (n=4, 21%), and 31+ years (n=5, 26%).

Quantitative Data and Analysis

Nineteen participants took the EQ-I 2.0, which provides a total emotional-social intelligence (EQ) score, 5 composite scale scores, and 15 sub-scale scores for each individual.

Total emotional quotient (EQ) scores. Participants' total EQ scores ranged from 75-119 (*M*=100, *SD*=10.3). Table 3 contains the standard total EQ scores and all five of the composite scale scores for all of the participants. A majority of the participants (n=14, 74%) scored in the mid-range. Two participants (11%) scored in the high-range with scores of 111 and 119, and three participants (16%) scored in the low-range with total scores of 75, 86, and 87. When compiling the EQ-I 2.0 datasets, I used the North American Professional Norms rather than North American General Population Norms, which sets a higher standard for EQ-I 2.0 scores (Multi-Health Systems, Inc., 2011).

According to Multi-Health Systems, Inc. (2011), a score of less than 90 is in the low-range, scores between 90 and 110 are in the mid-range, and scores above 110 are in the high-range. Most individuals who take the EQ-I 2.0 score between 70 and 130, therefore scores outside of that range are atypical. The total EQ score provides:

> A general indication of how emotionally intelligent the respondent is; it encapsulates how successful the individual is at perceiving and expressing oneself, developing and maintaining social relationships, coping with challenges, and using emotional information in an effective and meaningful way (Multi-Health Systems, Inc., 2011, Part IV: Using the Results, "Understanding the Results," Interpret the total EI section, para. 2).

However, Multi-Health Systems, Inc. (2011) states, "the total EI score is considered a snapshot of one's overall emotional intelligence and potential for effective emotional and social functioning" (Multi-Health Systems, Inc., "The EQ-I 2.0 Framework," Overview section, para. 4). To understand the facets of emotional-social intelligence, one must move beyond the total EQ-I 2.0 score and analyze the composite and sub-scale scores on the EQ-I 2.0.

Composite scale scores. The EQ-I 2.0 has five composite scales (Table 3), which are ways to group the sub-scales with similar constructs (Multi-Health Systems, Inc., 2011). For participants in my study, the composite scale with the highest mean score was the Interpersonal composite scale. The Decision Making composite scale was the composite scale with the lowest mean score. However, the differential between the mean scores on the five composite scales was not large, only six points, as they ranged from 98-104.

Interpersonal Composite Scale. Study participants had the highest mean score (M=104, SD=9.7) on the Interpersonal composite scale, ranging from 75-117 (Table 4). A majority of the study participants (n=13, 68%) scored in the mid-range on the Interpersonal composite scale, ranging from 95-109. Five respondents (26%) scored in the high-range of the Interpersonal composite scale with scores ranging from 114-117. Only one participant (5%) scored in the low-range of the Interpersonal composite scale with a score of 75. According Multi-Health Systems, Inc. (2011), individuals with higher scores on the Interpersonal composite scale are able to develop and maintain mutually satisfying relationships, understand and relate to the concerns of others, be approachable, see how their emotional responses affects others, and feel a responsibility to contribute to

the common good of communities and society. One component of the Interpersonal composite scale is trustworthiness. Heffernan et al. (2008) identified trust as a key element in customer relationship management and a correlation with the job performance of customer service providers. The Interpersonal composite scale includes three subscales: Interpersonal Relationships, Empathy, and Social Responsibility.

Decision Making composite scale. The composite scale with the lowest mean score was Decision Making (*M*=98, *SD*=15.3), with scores ranging from 69-118 (Table 5). On the Decision Making composite scale, four participants scored in the low-range with two participants scoring below 70. However, four participants scored in the high-range on the Decision Making composite scale. The majority of the participants (n=11) scored in the mid-range on the Decision Making composite scale. The Decision Making composite scale "addresses the ways in which one uses emotional information" (Multi-Health System, Inc., Part I: Getting Started with the EQ-I 2.0, The EQ-I 2.0 model of emotional intelligence section, 2011, para. 20). Individuals with higher scores on the Decision Making composite scale are able to make informed decisions, remain objective, and not act impulsively. The sub-scales associated with the Decision Making composite scale include the Problem Solving, Reality Testing, and Impulse Control sub-scales.

Stress Management composite scale. Scores ranged from 82-113 on the Stress Management composite scale (*M*=100, *SD*=8.8) (Table 6). On the Stress Management composite scale, three (16%) scored in the low-range, 14 (74%) had scores in the mid-range, and two (11%) scored in the high-range. Individuals who have higher scores on the Stress Management composite scale are able to manage their emotions in changing situations, are more resilient when faced with setbacks or obstacles, and possess a more

optimistic outlook (Multi-Health Systems, Inc., 2011). The sub-scales under the Stress Management composite scale include the Flexibility, Stress Tolerance, and Optimism sub-scales.

Self-Perception composite scale. The Self-Perception composite scale (*M*=100, *SD*=10.1) ranged from 73-119 (Table 7). On the Self-Perception composite scale, only two (11%) scored in the low-range, 14 (74%) in the mid-range, and three (16%) in the high-range. The Self-Perception composite scale refers to how individuals feel about themselves. Individuals with higher scores on the Self-Perception composite scale have more self-confidence, an inner strength, and are able to set and attain goals. The sub-scales for the Self-Perception composite scale include the Self-Regard, Self-Actualization, and Emotional Self-Awareness sub-scales.

Self-Expression composite scale. Finally, the Self-Expression composite scale (*M*=99, *SD*=15.3) ranged from 73-120 (Table 8). On the Self-Expression composite scale, five (26%) scored in the low-range, eight (42%) in the mid-range, and six (32%) in the high-range. The Self-Expression composite scale refers to the outward expression of emotions by individuals in a constructive manner that conforms to social norms. Additionally, individuals with higher scores on the Self-Expression composite scale are able to be self-directed and freely express their thoughts and emotions. The sub-scales associated with the Self-Expression composite scale include the Emotional Expression, Assertiveness, and Independence sub-scales.

Sub-scale scores. Three of the sub-scales with the top mean scores are categorized under the Interpersonal composite scale: Social Responsibility (*M*=106), Empathy (*M*=105), and Interpersonal Relationships (*M*=101). Other sub-scales with the

highest mean scores included: Emotional Self-Awareness (*M*=106), Emotional Expression (*M*=101), and Optimism (*M*=101). The sub-scales with the lowest mean scores included: Self-Actualization (*M*=96), Impulse Control (*M*=97), Assertiveness (*M*=98), Independence (*M*=99), and Problem Solving (*M*=99). Although these five sub-scales have the lowest mean scores, the mean scores for these five sub-scales are still well within the mid-range. Four of the lowest sub-scale scores are categorized under two composite scales, Decision Making and Self-Expression.

Social Responsibility sub-scale. The Social Responsibility sub-scale (*M*=106) had the highest mean score and none of the study participants scored in the low-range. In the mid-range (n=12, 63%), scores ranged from 92-108 and in the high-range (n=7, 37%), scores ranged from 112-120. Individuals who score high on this sub-scale on the Social Responsibility sub-scale have a higher level of social consciousness, are more helpful, and have a concern for the welfare of others and the greater good of society (Multi-Health Systems, Inc., 2011). Questions on the EQ-I 2.0 that relate to this sub-scale ask about interest in societal issues, helping individuals, and contributions to communities and organizations. An example is the question, "I like helping people."[1] Participants' responses to this question had a mean score of 4.7 on a 5-point Likert scale.

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Emotional Self-Awareness sub-scale. Participants (*M*=106) achieved a high mean score on the Emotional Self-Awareness sub-scale. The majority of participants scored in the mid-range (n=9, 47%) and the high-range (n=7, 37%). However, on this sub-scale, three participants scored in the low-range (n=3, 16%) with scores of 71, 84, and 88. With a higher standard deviation (*SD*=13.2), scores on this subscale were spread across a larger range (71-122). Individuals who score higher on this sub-scale are able to identify their emotions and are aware of the impact their emotions have on their performance. As Lee (2013) discovered, working with customers in the public service sector requires those customer service employees to utilize a high degree of emotional labor making emotional self-awareness a key element in successful interactions.

Empathy sub-scale. On the Empathy sub-scale, only one participant scored in the low-range with a score of 78. The majority of participants scored in the mid-range (n=12, 63%) and the rest were in the high-range (n=6, 32%) with two individuals scoring 124. Individuals with higher levels on the Empathy sub-scale understand the feelings of others, are able to read people well, and think about the impact that their behavior has on other individuals. Questions on the EQ-i 2.0 relating to this sub-scale ask about awareness of other peoples' feelings and not intentionally hurting them. For example, a question on the EQ-i 2.0 relating to this sub-scale asks, "I am sensitive to the feelings of others" (see Footnote 1). Participants attained a mean score of 4.4 on a 5-point Likert scale on the Empathy sub-scale.

VanScoy (2013) identified fully engaged practice as a theme in her research on RIS from the perspective of the practitioner. Sub-themes that emerged under fully engaged practice included effort and persistence, immersion in individual interactions,

intuition, and an ability to read the user. However, the one sub-theme under fully engaged practice deemed most important by study participants was empathy (VanScoy, 2013). As Bunge (1999) states in a Beta Phi Mu lecture, RIS librarians need a "positive, supportive, and empathetic attitude" (p. 20).

Interpersonal Relationships, Emotional Expression, and Optimism sub-scales. The final three top sub-scales all have a mean score of 101. On the Emotional Expression and Optimism sub-scales two participants scored in the low-range, while on the Interpersonal Relationships three participants score in the low-range. As with the previous subscales, the majority of the participants scored in the mid-range and high-range.

There was a wider range (69-125) of participants' score on the Interpersonal Relationships sub-scale with one participant scoring 69, which is outside the typical scoring range for the EQ-I 2.0 and two other participants scored in the low-range. The majority of participants scored either in the mid-range (n=9, 47%) or the high-range (n=7, 37%). Individuals who score high on the Interpersonal Relationships sub-scale are successful in developing "mutually satisfying relationships" with other people based on trust and compassion (Multi-Health Systems, Inc., 2011). These individuals also cultivate networks of colleagues and other individuals to provide support when faced with challenging situations. Questions on the EQ-i 2.0 relating to this sub-scale inquired about approachability, sociability, making friends, and relationship building, such as "I am easy to approach" (see Footnote 1).

On the Emotional Expression sub-scale, 12 participants (63%) scored in the mid-range with five participants in the high-range (26%). Those with higher scores on the

Emotional Expression sub-scale understand that emotions are a part of everyday life and are comfortable expressing emotions with these individuals recognizing the benefits of emotional expression (Multi-Health Systems, Inc., 2011). Emotional Expression is associated with welcoming behaviors, which may affect approachability. As Durrance (1995) states, approaching a stranger is often intimidating, therefore RIS librarians need to make the library user feel comfortable by smiling and using other non-verbal cues to be more approachable. An example of a question relating to this sub-scale is, "It's hard for me to smile" (see Footnote 1). Because this is a negative response question, the mean score for participants was 1.5 on a 5-point Likert scale.

On the Optimism sub-scale (Table 6) a majority of participants scored in the mid-range (n=14, 74%) and the high-range (n=3, 16%). Those with higher scores on the Optimism sub-scale have a positive world-view, possess perseverance, and are inspirational to others (Multi-Health Systems, Inc., 2011). According to Bar-On (2013), higher scores on the optimism sub-scale "contributes to being positive and passionate about what we do and fully energized and engaged" (Optimism section, para. 4). In academic libraries, when students often come to RIS librarians as a last resort and may be experiencing library anxiety, the ability to inspire and teach them is paramount. Additionally, perseverance is important in finding the right sources and answers to the information needs of library users. Several researchers mention tenaciousness, stubbornness, and persistence as important traits for RIS librarians to possess (Bronstein, 2011; Quinn, 1994; Sherrer, 1996).

Lowest sub-scale scores. On the sub-scale with the lowest mean score (*M*=96), Self-Actualization, a majority of the participants (n=12, 63%) scored in the mid-range

with scores ranging from 90-105. However, four participants (21%) scored in the low-range with scores ranging from 71-87 and only three participants (16%) scored in the high-range, ranging from 112-122. It is intriguing that this is the sub-scale with the lowest score because individuals with low scores on this sub-scale may not be self-motived and may not set personal stretch goals. Individuals who score higher on the Self-Actualization sub-scale are "on a quest of continual learning" or self-improvement (Multi-Health Systems, Inc., 2011, Part IV: Using the Results, "Understanding the Results," Interpret the subscale scores section). Questions in the Self-Actualization sub-scale include, "I strive to be the best I can be" (see Footnote 1), with a mean score of 4.4 on a 5-point Likert scale.

Impulse Control was the sub-scale with the second lowest mean score (*M*=97). Individuals with low scores on the Impulse Control sub-scale are impulsive, quick to act without thinking, and makes rash decisions, which are characteristics that I would not ascribe to most RIS librarians. Individuals scoring high on the Impulse Control sub-scale are able to act deliberately, exhibit patience and calmness, and avoid making impulsive decisions (Multi-Health Systems, Inc., 2011). Questions on the EQ-i 2.0 relating to this sub-scale ask about impulsiveness, interrupting others, and making rash decisions. Because patience and listening are key competencies needed to provide quality customer service by RIS librarians, it is interesting that this is one of the sub-scales with the lowest mean score.

Another one of the sub-scales where participants scored lower was the Problem Solving sub-scale (*M*=99). The scores on the Problem Solving sub-scale were more evenly distributed between low-range (n=5, 26%), mid-range (n=7, 37%), and high-range

(n=6, 32%). One participant scored outside of the typical range of 70 to 130 as determined by the Multi-Health Systems, Inc. (2011) with the score of 67. Individuals with lower scores on this sub-scale can be overwhelmed with emotions making it difficult to make decisions and solve problems. Whereas, individuals with higher scores on this sub-scale are able to maintain their focus and select the best solution to solve problems (Multi-Health Systems, Inc., 2011, "Understanding the Results," Interpret the sub-scale scores section). A typical question on the EQ-i 2.0 relating to this sub-scale is "If I have trouble solving a problem, I get frustrated and give up" (see Footnote 1). The responses to this question had a mean score of 1.4 on a 5-point Likert scale.

Finally, the sub-scale where participants attained the lowest mean score is the Assertiveness sub-scale (*M*=98). Individuals who score higher on this sub-scale are good about communicating their beliefs and ideas in a non-offensive manner. According to the Multi-Health Systems, Inc. (2011), someone who has a higher level of Assertiveness is able to be "firm and direct when necessary" and "views his or her own rights and the rights of others as sacred" (Part IV: Using the Results, "Understanding the results," Interpret the sub-scale scores section). The basic tenets of librarianship are to respect the rights of individuals to privacy and to ensure that individuals are able to get their information needs met without judgment.

Gender. I used an independent samples t-test (*df*=16) to compare the total, composite scale, and sub-scale scores by gender. Table 9 presents the EQ-I 2.0 total, composite scale, and sub-scale scores by gender, along with displaying the *p* value, *t*-value, and the standard error difference. Psychometric research concerning the EQ-I has discovered slight differences on the assessment with regards to gender, especially at the

sub-score level (Bar-On, 2000; Bar-On, 2004; Multi-Health Systems, Inc., 2011). Female participants (M=105, SD=4.5) in this study had a higher mean total score than the male participants (M=97, SD=11.2), which was statistically significant, $t(16)=2.14$, $p<0.05$. This finding is similar to Dawda and Hart (2000), who found that female respondents had higher total scores on the EQ-I.

On the composite scales, there was a statistically significant difference between genders in the Self-Expression composite scale, $t(16)=3.01$, $p<0.05$. On the Self-Expression composite scale male participants had a mean score of 89 (SD=12.9) and female participants a mean score of 106 (SD=10.9). The composite scale with the smallest difference between the genders was the Interpersonal composite scale with a mean score of 105 for male respondents (SD=7) and a mean score of 106 for female participants (SD=6.9), however, the difference was not statistically significant.

The only sub-scales with a statistically significant difference for gender were Emotional Expression, $t(16)=3.57$, $p<0.05$; Assertiveness, $t(16)=2.05$, $p<0.05$; and Independence, $t(16)=1.77$, $p<0.05$. Even though female participants scored higher on the majority of the sub-scales except for the self-regard (Male M=101, SD=13.2; Female M=100, SD=8.4) and interpersonal relationships (Male M=106, SD=14.2; Female M=101, SD=9.2) sub-scales, the difference was not statistically significant.

Age. Participants ranged in age from 32-64 years of age. Table 10 contains the total scores, composite scale scores, and sub-scale scores by the following age groups: 30-39 (n=3, 16%), 40-49 (n=7, 37%), 50-59 (n=3, 16%), and 60+ (n=5, 26%). The majority of the age groups have similar mean total EQ scores except for the 50-59 (M=110, SD=6.6) years group, which has a mean score higher than the other three age

groups. The composite scale scores follow this same pattern with the age group 50-59 scoring higher except for the Interpersonal composite scale where the 60+ age group had the highest mean score (M=108, SD=7).

I conducted a one-way between subjects analysis of variance (ANOVA) to compare the ages of participants with the total, composite scale, and sub-scale scores on the EQ-I 2.0. There was a significant difference between the means of age groups on two of the sub-scales at the $p<.05$ level: Self-Actualization [$F(3, 14)=4.34$, $p=0.023$] and Impulse Control [$F(3, 14)=3.51$, $p=0.044$]. The significant difference on the Self-Actualization sub-scale was between the 50-59 age group and the oldest age group, 60+. For the Impulse Control sub-scale, the significant difference was between the 50-59 age group and the youngest age group, 30-39. This is not surprising as the Impulse Control sub-scale assesses patience, composure under emotional pressure, and the ability of individuals to deliberate before acting.

At the sub-scale level, the age group with the highest mean scores on over half of the sub-scales was the 50-59 age group. On three of the sub-scales, participants in the 60+ age group had the highest mean scores: Emotional Self-Awareness (M=112, SD=12.9), Interpersonal Relationships (M=106, SD=12.4), and Empathy (M=112, SD=10.3). Finally, the 30-39 years old age group had the highest mean scores on two of the sub-scales: Emotional Expression (M=106, SD=11.3) and Social Responsibility (M=112, SD=3.3). The majority of the age groups had similar mean scores on the Emotional Expression and Social Responsibility sub-scales, except for the 50-59 age group (M=110, SD=6.6), which had the highest mean score and a nine point difference. This study discovered that emotional-social intelligence levels increased as individuals

aged and then when individuals reached the age of 60, they decreased. Two of the three individuals with the lowest total EQ-I 2.0 scores, 32 years old and 42 years old respectively, fell into two different age groups, 30-39 years and 40-49 years. The third participant with a total score in the lower-range declined to answer the age question. The individuals who scored in the high-range on Total EQ-I 2.0 score were aged 37 years old and 50 years old with scores of 111 and 119 respectively. The 50-59 age group also had the highest mean scores on four of the five composite scales: Self-Perception, Self-Expression, Decision Making, and Stress Management. However, on the Interpersonal composite scale, the 60+ age group had the highest mean score. The Interpersonal composite scale measures the ability to develop relationships, be empathetic, and have a responsibility to work for the social good. Individuals may develop these traits and competencies as they age and mature.

The youngest age group, 30-39 years of age, had the highest mean score on the Social Responsibility sub-scale. The oldest age group, 60 years of age and older, had the highest mean score on the Emotional Self-Awareness sub-scale. This could be a result of aging and becoming more aware of oneself and one's emotions as individuals grow older. Additionally, the oldest age group had the highest mean score on the Empathy sub-scale. This could be the result of understanding people more as we age and undergo various life experiences.

Years of experience. Table 11 contains the total score, composite scale scores, and sub-scale scores for years of professional experience: Under 10 years of experience (n=4, 21%), 11-20 years (n=6, 32%), 21-30 years (n=4, 21%), and over 30 years of experience (n=5, 26%). The mean Total EQ score of the four groups of years of

professional experience has a range of 94-104. Those with 11 to 20 years of experience had the highest mean for the total score (*M*=104, *SD*=6.7). The next group was those with 21 to 30 years of experience (*M*=102, *SD*=16.4). This group of participants also had the largest range of scores from 75-119. The group with the lowest total mean score was the one with the least experience, 10 years and under (*M*=94, *SD*=7.9), ranging from 86-104.

On the composite scale scores, the two middle groups of 11-20 years and 21-30 years of experience had the highest mean scores on four out of five composite scales. On three of the composite scales: Self-Perception (*M*=104, *SD*=6.7), Self-Expression (*M*=105, *SD*=16.2), and Decision-Making (*M*=104, *SD*=11.6), the group with 11-20 years of professional experience had the highest mean scores. On the Stress Management composite scale, the participants with 21-30 years of experience had the highest mean score (*M*=102, *SD*=11.6). However, the range of the scores (99-102) of the four groups were close for this composite scale: 10 years and under (*M*=99, *SD*=9.5), 11-20 years (*M*=101, *SD*=5.2), and 31+ years of experience (*M*=100, *SD*=8.8). The group of participants with over 30 years of experience had the highest mean score on the Interpersonal composite scale (*M*=108, *SD*=7). The group with the lowest mean score on the Interpersonal composite scale was the group of participants with 20-30 years of professional experience (*M*=100, *SD*=16.8).

I conducted a one-way between subjects analysis of variance (ANOVA) to compare the participants' years of experience with the total, composite scale, and sub-scale scores on the EQ-I 2.0. There was a significant difference between the means of the years of experience groups on the Impulse Control sub-scale at the $p<.05$ level [F(3,

15)=4.64, p=0.017]. The significant difference was between the group of participants with the most years of experience, over 30 years, and the group of participants with the least amount of professional experience, 10 years and under. Impulse Control is about acting deliberately, having composure and being patient, and not making rash decisions based on emotions. Individuals could develop this skill through experience working as a professional RIS librarian.

The group with the highest mean scores on the sub-scales differed by sub-scale. The group with the least amount of experience (10 years and under) did not have the highest mean score on any of the sub-scales. Those with 11-20 years of experience had the highest mean scores on four of the sub-scales: Emotional Expression (*M*=105, *SD*=8.3), Assertiveness (*M*=104, *SD*=20.3), Self-Regard (*M*=109, *SD*=3.8), and Reality Testing (*M*=106, *SD*=9.7). Those participants with 21-30 years of experience had the highest mean scores on five of the sub-scales: Self-Regard (*M*=104, *SD*=10.2), Self-Actualization (*M*=103, *SD*=19.2), Independence (*M*=108, *SD*=8.6), Problem Solving (*M*=107, *SD*=12.9), and Flexibility (*M*=106, *SD*=7.1). This group also had the highest mean score on the happiness indicator (*M*=104, *SD*=15.3). The group of participants with the most experience, over 31 years, had the highest mean scores on six of the sub-scales: Emotional Self-Awareness (*M*=112, *SD*=12.9), Interpersonal Relationships (*M*=106, *SD*=12.4), Empathy (*M*=112, *SD*=10.3), Impulse Control (*M*=105, *SD*=6), Stress Tolerance (*M*=102, *SD*=9.4), and Optimism (*M*=102, *SD*=16.3). Similar to the range of scores when divided by age, the last two sub-scales, Stress Tolerance and Optimism, had a small range of scores with 98-102 and 100-102 respectively.

The group with the most experience had higher mean scores on sub-scales on which the oldest participants scored higher, indicating that older participants also had the most experience as RIS librarians. However, even though slight differences exist between the groups regarding years of experience, this does not seem to be a noteworthy factor in levels of emotional-social intelligence.

Qualitative Data

In this phase, I used semi-structured interviews to gather information from 11 of the study participants. After a short introduction, I asked each of the participants the five questions listed in Appendix D, the semi-structured interview guide. The time of the interviews ranged from 7-105 (*M*=28.3) minutes. The interviews generated 36 pages of transcribed text (22,778 words) in response to the interview questions.

Years of Professional Experience (Question 1). The first question asked about the number of years that each individual had been a professional librarian. Individuals not participating in the semi-structured interviews provided this information through e-mail. Years of professional experience ranged from 4 years to 40 years (*M*=21.6, *SD*=11). I grouped participants into four groups: Under 10 years of experience (n=4, 21%), 11-20 years (n=6, 32%), 21-30 years (n=4, 21%), and over 30 years of experience (n=5, 26%).

Foundational values and beliefs (Question 2). This question asked participants (n=11) about their foundational values and beliefs of RIS. Table 12 contains the categories of responses that emerged for this question and illustrations of responses by participants. Four major themes emerged (7 categories) in the narrative responses (n=74) from participants: the role of RIS librarians in the research and information seeking

processes (25/74, 34%), in the teaching and learning processes (12/74, 16%), in the provision of customer service (19/74, 26%) in academic libraries, and core values of librarianship (10/74, 14%).

Role of RIS librarians in research and information seeking. The top theme that emerged was the role that RIS librarians in academic libraries play in the research and information seeking processes (25/74, 34%). This was mentioned by almost all of the participants in the form of helping users to find needed information (12/74, 16%), figuring out the information needs of library users (5/74, 7%), conducting a reference interview (5/74, 7%), and helping with a research problem (3/74, 4%). The one participant who did not specifically use the phrases, "research" or "finding information," mentioned the one-on-one instruction that occurs at the RIS desk during a transaction. Although many academic librarians have a subject specific advanced degree, the need for in-depth subject knowledge was mentioned by only one respondent (1/74, 1%).

Role of RIS librarians in customer service. Through analysis of narrative responses, I identified customer service (19/74, 26%) as a second major theme. Participants discussed the library as a welcoming space (1/74, 1%), developing services to meet the individualized needs of users (3/74, 4%), alleviating library anxiety (2/74, 3%), and providing high levels of customer service (13/74, 18%). Proactive engagement includes RIS librarians getting out of the library (3/74, 4%), engaging with users (3/74, 4%), and using RIS as outreach (2/74, 3%).

Role of RIS librarians in teaching and learning. Almost half of the participants mentioned teaching (8/74, 11%) as a core element of academic RIS librarianship. Other narratives referred to helping students achieve learning outcomes for courses (1/74, 1%),

supporting the retention and persistence of students (1/74, 1%), and a student-first philosophy (2/74, 3%).

Core values of librarianship. Finally, responses mentioned core values of librarianship (10/74, 14%): respecting the dignity of users (3/74, 4%), respecting the privacy of users (2/74, 3%), treating all users equally without judgment (3/74, 4%), and equal access to information (2/74, 3%).

Personal or interpersonal traits or skills for quality customer service (Question 3). This question inquired about the personal or interpersonal traits or skills need by RIS librarians in providing quality customer service. Table 13 contains the identified categories (11 categories) and selected illustrative responses out of 116 narrative responses. Skills that are important in developing interpersonal relationships (25/116, 22%), such as the ability to communicate (6/116, 5%), engaging with the users (7/116, 6%), and making people feel comfortable (12/116, 10%). A similar theme would be listening to and expressing interest (13/116, 11%) in the user and their information need.

Empathy or openness (14/116, 12%) was another significant theme in the narrative responses to this question and included empathy (5/116, 4%), open-mindedness (4/116, 3%), and kindness (5/116, 4%). Associated with empathy is intuitiveness regarding people or the ability to assess the user (13/116, 11%) and their emotional state, research or technical skills, and body language. Self-awareness and impulse control (11/116, 9%) were themes that include self-knowledge and reflection of your own abilities (4/116, 3%), stress management (1/116, 1%), and patience (6/116, 5%).

Participants mentioned that instructional skills were integral to the job of academic RIS librarians (11/116, 9%). Cognitive skills (8/116, 7%) were reoccurring themes in responses by the participants, such as knowledge (3/116, 3%), curiosity (2/116, 2%), strong analytically (2/116, 2%), and a good memory (1/116, 1%). Identifying and meeting the users' information needs was another theme (13/116, 11%). Having a positive outlook was mentioned by two respondents (2/116, 2%) and the necessity of having a sense of humor by three (3/116, 3%). Finally, helping people and investing in their needs (3/116, 3%) was a theme important with customer service.

Interpersonal traits or skills deemed most important (Question 4). The fourth question asked participants to determine which of the skills they mentioned for the previous question were the most important. Table 14 contains the categories (13 categories) identified for this question, along with illustrative quotations. Because this question referred to the previous question, many of the categories for the 71 narrative responses are similar. A majority of the responses had to do with those skills important in developing and maintaining interpersonal relationships (14/71, 20%) such as communication (4/71, 6%), engaging with users (4/71, 6%), and making users feel welcome and comfortable (6/71, 8%). Listening, another communication skill, was mentioned by over half of those interviewed.

The second top category was empathy or open-mindedness (12/71, 17%), mentioned by a majority of interview participants. Similarly, intuitiveness or the ability to assess users' cognitive levels, emotional states, and technical skills (6/71, 8%) was another category with several responses.

Engaging in instruction and knowledge about the college curriculum is a theme mentioned by three (7/71, 10%) of the participants. This relates to the role that academic RIS librarians play in the teaching and learning processes on campuses. The cognitive abilities (6/71, 8%) includes curiosity, focus, analytical brain and good memory. Related to this is problem solving or identifying and meeting information needs of library users (6/71, 8%).

Self-awareness and impulse control (3/71, 4%) were themes identified in comments about having "the right personality," patience, and "not taking things personally." The service nature of the profession that is associated with social responsibility was apparent in responses about being helpful (2/71, 3%). Displaying a positive nature was mentioned by two participants (2/71, 3%). On this question, new themes emerged such as flexibility (2/71, 3%) and the expertise or professionalism (4/71, 6%) of RIS librarians.

Best Way to Develop Interpersonal and Social Skills (Interview Question 5). The final question asked participants to identify the best ways for RIS librarians to develop their interpersonal and social competencies on a continual basis. On this question, the 74 narrative responses can be divided into five themes. Table 15 provides these themes and illustrative responses. Campus engagement (23/74, 31%) in a variety of ways was the top theme and involved actively engaging and participating on campus (7/74, 9%), engaging with and learning about faculty and students (11/74, 15%), teaching a class (1/74, 1%), and taking a proactive approach with outreach (4/74, 5%).

Self-actualization or personal responsibility for self-development (20/74, 27%) was another top response from participants. This category included formal learning

through professional development events (5/74, 7%), reading articles in professional literature (3/74, 4%), seeking out personal learning opportunities (10/74, 14%), and using self-reflection as a learning tool (2/74, 3%).

Collaboration and networking with colleagues both inside and outside the participant's institution comprised the next two categories. Narrative responses (12/74, 16%) indicated that collaborating with colleagues with whom one works was essential. Collaborative activities involved interacting, observing, mentoring, and reflecting with co-workers. Themes under professional involvement with colleagues outside the institution (10/74, 14%) included engagement with professional organizations (5/74, 7%) and collaborating with a network of peers throughout the profession (5/74, 7%). Finally, eight respondents (9/74, 12%) mentioned that practical experience or just staying sharp by answering questions and interacting with library users was the way to constantly develop professional skills.

This study used a mixed methods approach to help develop a rich picture of the phenomenon of emotional-social intelligence and RIS librarians. Using the EQ-I 2.0, I discovered that a majority of the award-winning RIS librarians participating in this study scored in the mid-range or high-range on the EQ-I 2.0 and its composite scales and sub-scales. The use of semi-structured interviews helped to understand the beliefs and values of participating RIS librarians regarding customer service in academic libraries. In the next chapter, I discuss the results of this study and provide my analysis using the overarching research question and the four sub-questions as an outline.

Chapter 5: Conclusions, Discussion, and Future Directions

I selected emotional intelligence as the focus of this research because there is much to indicate that emotional intelligence is essential to providing high quality customer service. The purpose of this study was to explore the emotional-social intelligence of award-winning RIS librarians in academic libraries. To do so, I used an explanatory sequential mixed methods design, gathering data in two phases: a quantitative phase followed by a qualitative phase. Participants in the study were RIS librarians recognized as exemplar by professional associations through service awards. Data was collected using the EQ-I 2.0 to assess the emotional-social intelligence of participants (n=19) and through semi-structured interviews with over half of the study participants (n=11). The central question driving this study was: What are the social and emotional skills of award-winning RIS librarians who provide RIS in academic libraries? Four sub-questions provide the framework for this chapter:

1. What are award-winning RIS librarians' emotional intelligence sub-scale, composite scale, and total scores as measured by the EQ-I 2.0?
2. How do award-winning RIS librarians' emotional intelligence sub-scale, composite, and total scores as measured by the EQ-I 2.0 compare with the age of the RIS librarians and by their years of professional library experience?
3. What do award-winning RIS librarians identify as the personal and interpersonal traits or skills most needed to provide quality RIS and how do these compare with factors described in the composite scales and sub-scales of the EQ-I 2.0 model?

4. How do the personal and interpersonal traits or skills identified by award-winning RIS librarians compare with their own sub-scale, composite, and total scores on the EQ-I 2.0?

The previous chapter presented the findings from the quantitative and qualitative phases of this explanatory sequential mixed methods study. In this chapter, I respond to the overarching research question and the four sub-questions by providing my insights and interpretation of the data to develop an overall picture of the impact that emotional-social intelligence has on the delivery of user-centric RIS in academic libraries. Finally, I present ideas for future research.

Sub-Question One: EQ-I 2.0 Scores of Award-Winning RIS Librarians

I began this study with the view that RIS librarians are likely to score in the high-range level of emotional intelligence, especially those recognized by their peers through professional awards. My initial view was incorrect. However, I can use the emotional-social intelligence scores from this study to develop an initial profile of a very successful RIS librarian based on the profiles developed for other occupations by Stein and Book (2006). Based on EQ-I 2.0 North American Professional Norms, the majority of study participants had total, composite scale, and sub-scale scores in the mid-range on the EQ-I 2.0 (Table 3). When compared to individuals in the North American General Population norms with varying levels of education and employment statuses, study participants had higher scores across all scales according to Part V: Creating the EQ-I 2.0 and EQ360 2.0 of the EQ-I 2.0 Handbook (Multi-Health Systems, Inc., 2011, North American Professional Norms section, para. 3).

In their work, Stein and Book (2006) developed profiles of star performers in a variety of occupational groups including customer service representatives. These profiles consist of the "five most important factors…for each occupation" (Stein & Book, 2006, p. 318). Stein and Book (2006) identified the top five factors for customer service representatives: Self-Actualization, Reality Testing, Optimism, Happiness, and Interpersonal Relationships (p. 319). Using Stein and Book as a model, I was able to develop an occupational profile for an exceptional RIS librarian (Figure 2) using the top five factors identified in my study: Social Responsibility, Emotional Self-Awareness, Empathy, Emotional Expression, and Interpersonal Relationships. Only one of the factors overlapped between customer service representatives and RIS librarians: Interpersonal Relationships. The occupational profiles overlapping the most with this initial profile for RIS librarians are clerks (Social Responsibility), Accountants (Empathy and Social Responsibility), and Secondary School Teachers (Interpersonal Relationships and Empathy) (Stein & Book, 2006).

It was not surprising that study participants had the highest scores, as indicated by the mean scores, on the Interpersonal composite scale and its associated sub-scales: Social Responsibility, Empathy, and Interpersonal Relationships. This composite scale and its sub-scales addresses the ability of individuals to form relationships, be empathetic, and to contribute to the good of society and their communities. Bar-On (2013) states that there is a high correlation between social responsibility and empathy. Furthermore, research indicated that social responsibility was one of the top factors contributing to worker effectiveness. One participant characterized social responsibility as being highly invested; investment in students, investment in the profession, and

investment in developing knowledge. This finding may serve to explain why many individuals enter the field of librarianship because of a desire to help other people and contribute to the common good of society. The concept of helping and respecting people regardless of their information need, educational background, or library experience is prevalent in the responses from participants in my study. As one participant stated, "I think my main goal is always to help people, help connect people to the information they need." Research-based competencies include empathy and the ability to form relationships as essential for RIS librarians. Bar-On (2013) indicates that scoring high on the Interpersonal Relationship sub-scale is a "pre-requisite for a number of professions and occupations" (Interpersonal Relationship section, para. 2), including marketing and customer service. If you look at the alignment between the components of the EQ-I 2.0, research-based competencies and traits, and those competencies and traits identified as essential by study participants (Figure 3), the majority of the competencies and traits align with the Interpersonal cluster of factors.

Two of the other sub-scales with the highest scores were the Emotional Self-Awareness and Emotional Expression sub-scales. According to Bar-On (2013), "empathy, emotional self-awareness and emotional self-expression (assertiveness) represent the essential foundations and building blocks of the EI construct; and these factors, especially empathy, are fundamental for people involved in the helping professions" (Empathy section, para. 2). Because of the affective nature of information seeking identified in the research of Kuhlthau (2004), LIS educators teach today's pre-service RIS librarians to know themselves and to be aware of their personality traits that explain various verbal and/or non-verbal reactions to people. This supports the widely

held LIS practice of not encouraging individuals who are intolerant of individual differences to pursue professional librarianship. As with customer service positions other than librarianship, comments by participants in my study indicate that RIS librarianship requires high levels of emotional labor. The concept of emotional labor relates to self-knowledge of emotions and how customer service employees express their emotions to customers following organizational norms, which may conflict with the emotions employees are actually feeling.

One surprising result was the higher number of lower scores on the Decision Making composite scale and two of its related sub-scales: Problem Solving and Impulse Control. It is intriguing that the participants did not score higher on the Decision Making composite scale and the Problem Solving sub-scale because solving problems and making decisions is a regular part of the job of a RIS librarian. As articulated by study participants, RIS librarians assist individuals to identify and solve their information needs. As one participant described it, RIS librarianship is often like the work of a detective. RIS librarians take the clues provided to them by the library user and use them to solve the problem. During reference transactions, RIS librarians need to use advanced knowledge of sources to make decisions about sources to consult and provide to the library user. Additionally, one of the questions associated with the Problem Solving sub-scale relates to persistence in solving problems. To be successful in solving the information needs of library users, RIS librarians often need to be persistent and tenacious. Finally, according to Bar-On (2013), the Impulse Control sub-scale is closely related to the Emotional Expression sub-scale, which has one of the highest mean scores.

Sub-Question Two: Effect of Age, Gender, and Years of Experience

In addition to age and years of professional experience, I also examined gender of a RIS librarian and EQ-I 2.0 scores. Findings in this study indicate that there are only slight differences in total, composite scale, and sub-scale scores on the EQ-I 2.0 when considering the demographic variables of age and years of experience. Research in an earlier study (Mayer et al., 1999) indicates that emotional-social intelligence levels increase as an individual ages. Therefore, I began this study with the view that older RIS librarians with more years of professional experience would have higher total, composite scale, and sub-scale scores on the EQ-I 2.0. I found that the 50-59 age group accounts for the highest mean scores on the total score and a majority of the composite scales and sub-scales. This finding in my study is consistent with Mayer et al. (1999) and suggests that RIS librarians, like other individuals, may increase in levels of emotional-social intelligence as they age. However, in my study's participants aged 60 and above, levels of emotional-social intelligence were lower on a majority of the composite scales and sub-scales except on the Interpersonal composite scale and several sub-scales including Interpersonal Relationships, Empathy, and Emotional Self-Awareness. The higher scores on those sub-scales for the oldest group may indicate that as individuals age they become more comfortable forming interpersonal relationships and develop higher levels of empathy. Additionally, as individuals grow older, they may be more self-aware and able to identify their emotions. It was intriguing to see the youngest age group had the lowest score on the Stress Management composite scale, as people might perceive younger employees as more flexible and able to adapt to changing environments. However, because they are newer professionals they may be experiencing more life stressors with a new profession and be less confident in their professional abilities. Another interesting

finding was that the youngest age group scored highest on the Emotional Expression and Social Responsibility sub-scales.

The only statistically significant difference concerning age was on the Self-Actualization (Table 7) and Impulse Control (Table 5) sub-scales. On the Self-Actualization sub-scale, the largest difference was between the two oldest groups: 50-59 years of age and 60 years of age and older. According to Multi-Health Systems, Inc. (2011), self-Actualization addresses setting goals, self-motivation, and lifelong learning. The difference in scores on this sub-scale could indicate that as individuals continue to work they set goals and work to achieve those goals while continuing to learn. However, this evidence suggests that as individuals near retirement they may not have the same drive to achieve that they had when they were younger professionals. This finding may need further research in the future.

Impulse Control was the other sub-scale with a statistically significant difference. The difference was between the age group of 50-59 years of age and the youngest group of participants, 30-39 years of age (Table 5). The Impulse Control sub-scale also exhibited a statistically significant difference in years of experience between the group with most experience, over 30 years, and the group with the least amount of experience. Individuals with higher levels of impulse control are more patient, deliberative, and avoid rash actions based on emotions. Because the Impulse Control sub-scale has similar findings between age and years of experience, this finding raises the question as to whether as people age they become more patient and are able to resist responding emotionally by acting impulsively.

When considering gender as a demographic variable, female participants scored higher on the total, composite scales, and sub-scales of the EQ-I 2.0 except for the Interpersonal Relationships sub-scale where the male participants scored higher. However, the differences between the genders on the majority of the scores were slight. The only statistically significant difference was on the Self-Expression composite scale and its associated sub-scales: Emotional Expression, Assertiveness, and Independence. This finding indicates that female study participants seem to be better at expressing their emotions, being assertive and acting independently than the male participants. The Self-Expression composite scale is the outward expression of feelings and emotions. The sub-scales affiliated with the Self-Expression composite scale address specific components of this composite scale. The Emotional Expression sub-scale, which had the largest significant difference between genders, refers to the ability to express what an individual is feeling through actions and words. Having higher scores on the Assertiveness sub-scale indicates that individuals are able to express their thoughts without offending people, to be firm and direct when necessary, and to stand up for their own rights and the rights of others when required. Those with higher scores on the Independence sub-scale are able to be decisive, are able to make independent judgments, and are self-directed.

Sub-Question Three: Aligning Traits and Competencies with EQ-I 2.0 Model

This sub-question examines how the essential competencies and traits identified in the qualitative phase of this study align with the composite scales and sub-scales on the EQ-I 2.0. Table 16 illustrates the alignment of the competencies and traits identified by award-winning RIS librarians in interview responses with the composite scales and sub-scales on the EQ-I 2.0. These results show that the traits and competencies identified in

this study align with the mixed model of emotional-social intelligence as operationalized through the EQ-I 2.0 indicating that the EQ-I 2.0 model provides a rational framework to utilize in assessing the traits and competencies of RIS librarians. To develop this list of competencies and skills, I used responses from all of the semi-structured interview questions. The interview discussions surrounding developing competencies and skills and foundational values and beliefs revealed other competencies and skills not necessarily mentioned in the interview question protocol. Many of the competencies and skills identified in this study match those known through previous research studies, especially those soft skills that are necessary for RIS librarians to develop (Matteson et al., 2016).

This finding has several worthwhile implications for the education of pre-professional RIS librarians and for the professional development of in-service RIS librarians. The EQ-I 2.0 is likely to be a useful assessment by pre-service and in-service RIS librarians by helping individuals identify their strengths and locate factors on which they can make improvements. Using the EQ-I 2.0, individuals can create a personalized profile that informs the creation of a plan of action to enhance their levels of emotional-social intelligence through intentional actions. According to Bardzil and Slaski (2003), enhancing levels of emotional-social intelligence can help individuals provide higher levels of customer service.

Sub-Question Four: Comparing Traits and Competencies with EQ-I 2.0 Scores

This last sub-question asks if the scores of participants on the EQ-I 2.0 aligned with the traits and competencies they deemed to be important. The factors measured in the EQ-I 2.0 align with the traits and competencies identified as essential for customer

service and those identified by study participants (Figure 3). The mean scores on all of the composite scales and sub-scales are in the mid-range, with the lowest score of a 96 on the Self-Actualization sub-scale. According to Multi-Health Systems, Inc. (2011), this indicates that the level of emotional-social intelligence of award-winning RIS librarians is in the mid-range when compared with other professionals with some post-secondary education and higher than the general population.

The new occupational profile of a successful RIS librarian (Figure 2) includes the top five factors identified in this research: Social Responsibility, Emotional Self-Awareness, Empathy, Emotional Expression, and Interpersonal Relationships. These factors align with competencies identified through research as essential for the customer service providers to possess such as interpersonal skills, courtesy, friendliness, patience, empathy, personalized attention, responsibility, strong work ethic, social sensitivity, and mindfulness (Robles, 2012; Russ-Eft, 2004; Varca, 2004). The mixed model of emotional-social intelligence aligns with the essential competencies and traits needed by RIS librarians to provide quality customer service, especially those characterized as soft skills. As one participant commented, the skills needed to provide quality customer service might include what this study is talking about, the whole EQ.

Foundational Values and Beliefs in Qualitative Data

Interview participants described their foundational values and beliefs concerning RIS. Findings indicate that at the heart of RIS in academic libraries is an educational mission, that personifies assisting library users to find information or with the research process beyond formal instruction in the classroom. One respondent put it this way, “I believe in education as a value, so that reference services isn’t just necessarily about

providing people with quick answers. It's about teaching them to be as independent as possible." Further, many of the participants in the interviews expressed their view that each reference transaction is a teachable moment. As one respondent stated,

> Our core service is shaped by the fact that in an academic library, it's not always in the patron's best interest for us to just hand them something and, in fact, it's usually not appropriate to their reference question. We're really balancing our knowledge about what it is they're trying to achieve in the classes that they're taking to the outcomes in those courses. We tailor our service to help the student move towards that learning outcome.

This emphasis on the teaching aspect of reference interactions goes beyond teaching students about the searching process. These responses indicate how academic librarians invest in enabling students to achieve course-learning outcomes. Participants described a student-first philosophy and the role the academic library plays in university retention of students and overall success of students. Also expressed by participants was the view that the reference transaction serves as a form of outreach, a way to actively market the library and its services. Participant comments indicate that reference service is no longer a passive service. Participant comments further emphasize that academic RIS librarians need to use reference interactions to demonstrate to students the value of using the academic library and asking librarians for assistance. According to one participant,

> I also see reference, … it's a form of outreach at this point. If it's not being treated as a form of outreach, then you are really doing yourself a disservice as an institution because reference stats are going down.

The respondent then discussed the need for RIS librarians to help make students aware of the value that they bring to the search process through their professional assistance in locating and evaluating resources. As one participant stated, "Our expertise does save students time, that it is useful, and that librarians are helpful."

Several respondents referred to this need for exceptional customer service in academic libraries. Comments revealed the necessity to provide personalized services to meet the individual needs of each user. As one participant said, "I am very customer service oriented. I feel that it's our role as librarians to really look at each person that comes in or connects with us in an individual manner." Or as one participant commented, RIS librarians try "to work with an individual" to "try to understand what is the heart of their information situation" and to "provide unexpected levels of service."

This emphasis on service as a foundational value of librarianship calls for change in reference services. As Saunders et al. (2015) points out, the core values of reference and information have not changed since their inception over 100 years ago. What is different is a movement to a more proactive approach in providing RIS. Comments indicate that RIS librarians are moving away from the reference desk and engaging with faculty and students in their own environments. Additionally, RIS librarians help alleviate research anxiety through behaviors and teaching to help make individuals comfortable in using the academic library.

Several participants related their interview comments to the Core Values of Librarianship (American Library Association, 2004). These core values include helping everyone and respecting people, their dignity, and their privacy. Participant comments emphasized equal access to information for a diverse clientele. RIS librarians expressed

passion about working with the campus community and about their profession. This passion was evident in the comments, about love for the search process and sharing that knowledge and love with academic library users. One participant mentioned this love for seeking new information. "Always seeking out information myself, I know how important it is to me and I want to be able to share that with others."

Finally, one participant summed up the role of an academic RIS librarian. "Our job as librarians is to engage, assist, help, and teach our patrons, regardless of what level of experience they may have. I think that's really the core value."

Qualitative Responses on Developing Competencies

The last question in the semi-structured interview asked participants what RIS librarians could do to remain relevant. Beyond the major themes presented in the findings chapter, what emerged is that participants in my study indicate that RIS librarians need to be self-motivated lifelong learners. RIS librarians must use a variety of methods such as assessments, self-reflection, and peer evaluation to determine their strengths and areas needing improvement to provide quality RIS. In examining the responses to this question, it became clear that RIS librarians must seek out their own personal and professional development opportunities and be responsible for enhancing their skills in providing RIS. As one participant noted, "The primary thing is just staying sharp, staying on top of your toolkit."

One interesting item that emerged in the discussion about professional development was participants' feelings of a sense of loss. This was not something that I expected to see in the responses. Mainly, it was an expressed sense of loss of networking and collaborating with colleagues that they recalled once existed while working at a

central RIS desk. As Saunders et al. (2015) pointed out, the reference desk has been the "symbolic heart of the service" (p. 25). Several participants commented on this loss of collaboration with colleagues in the library resulting from the move away from RIS librarians staffing a traditional reference desk to new forms of reference work such as tiered reference and embedded librarianship. For example, one respondent said, "I am worried that the way we are going that we won't get to observe people as much."

Another participant echoed this sense of loss:

> I think that is one the things that the profession, I mean, we've gone from this kind of model, when I started as a librarian, where there were always multiple people sitting on the desk and you could learn from the person sitting next to you. Now that's not the case so often. There is a lot of individual people sitting there or you are answering the question on your own in your office. I think over the years, I have seen a lot less of that ability to work with your colleagues and learn from your colleagues. I am not sure what the solution is to that, so I think that we do have to find ways that we can engage with our other colleagues and our other librarians and learn from them to hear how they are approaching kinds of questions.

These responses indicate that newly practicing RIS librarians will likely benefit from opportunities to work directly with and observe experienced professional RIS librarians. The participant then provided potential solutions to enhance collaboration and networking with colleagues away from a traditional reference desk such as in-house workshops, educational forums, and department meetings.

To avoid isolation, several participants mentioned the need for getting out of the library and interacting with peers in a variety of settings such as collaborating with work colleagues, networking at conferences with other professional librarians, and engaging with constituencies on campuses. As one participant stated, "I would start with getting out of the library." Another participant summed this up by saying:

> There are different ways to remain relevant. You have to keep up on all of the other things. All of the new kinds of information sources and all of that kind of stuff, as well as, just interacting with people. Interacting with people is a way to keep your people skills. If you go and shut yourself in an office, you're not going to be interactive with people and you become inward focused instead of outward focused.

The data supports the position by Saunders (2013) that it is vital that LIS faculty and administrators integrate customer service skills and interpersonal competencies into the LIS curricula. This facilitates the development of librarians with the competencies and traits needed to be successful in today's information society and create meaningful experiences for library users. As Saunders (2013) also points out, library managers often indicated that new hires in libraries lack interpersonal skills and are not customer service oriented.

Future Directions

This research demonstrates that the EQ-I 2.0 model provides a useful, organized framework for addressing the emotional-social competencies and traits and RIS librarians in academic libraries. Given my experience with the instrument and the results of this study, it would be worthwhile using a similar study design to investigate social-emotional

intelligence levels of a larger population of RIS librarians. This would not only add to the LIS literature on RIS librarianship, it would be a significant addition to the body of literature on customer service used in a variety of professions in the health, psychology, and business fields. Additionally, it would aid in the further development of an occupational profile of RIS librarians in emotional-social intelligence.

In another research project, it would be worthwhile to examine the emotional intelligence levels of RIS librarians utilizing self-report and maximum performance ability-based measures. An additional study could explore the impact that the emotional-social intelligence levels of individual RIS librarians have on RIS service quality and user experience. Researchers could use LibQual+, a web-based survey that gathers library users' opinions on service quality or exit surveys of library users using RIS, in order to obtain more information about user satisfaction with the emotional and social aspects of their interactions with RIS librarians.

Finally, a researcher could develop an educational program designed to enhance the emotional-social intelligence levels of pre- and in-service RIS librarians. The EQ-I 2.0could be used as a pre- and post-test, before and after the educational program, to assess changes in levels of emotional-social intelligence.

Conclusion

Although I did not find that award-winning RIS librarians scored in the high-range of emotional-social intelligence, there is much to learn from this study. While the emotional-social intelligence levels of these award-winning librarians was average when compared with the population in the North American Professional norms, it was higher than the emotional-social intelligence levels of the population in the North American

General Population norms. This study did provide the data to develop an initial occupational profile of star-performing academic RIS librarians. Higher scores for participants on the Interpersonal composite scale and its related sub-scales (Interpersonal Relationships, Empathy, and Social Responsibility) indicate that these award-winning librarians do have competencies and traits needed to engage with library users and provide empathetic customer service. The higher scores on the Social Responsibility sub-scale, along with comments in the semi-structured interviews, show that these RIS librarians are passionate about helping people and providing quality customer service. Through the semi-structured interviews, I learned that these award-winning RIS librarians highly value quality customer service.

When I first learned about emotional-social intelligence, I believed that the competencies and traits that comprise emotional-social intelligence were the same ones needed in librarians to alleviate library anxiety experienced by many library users and to provide quality customer service in libraries. As presented in my literature review, there is published research-based evidence that indicates that higher levels of emotional intelligence in customer service employees lead to higher levels of customer satisfaction and the formation of better relationships with customers. In addition, in published literature, there is wide agreement that increased levels of customer satisfaction and better relationships with library users are critical to the survival of today's libraries. This study presents evidence that the Bar-On mixed model of emotional-social intelligence provides a useful, organized framework with details pertinent to understanding the competencies and traits needed by RIS librarians to provide quality customer service in academic libraries. The competencies and traits measured by the EQ-I 2.0 align with

research-based competencies and traits presented in the LIS professional literature and identified through this research as essential for RIS librarianship. Therefore, this research forms a basis upon which a model for experiential customer service in academic libraries may be constructed.

The EQ-I 2.0 provides an organized structure to help identify skills that are often referred to as *soft skills* needed in providing experiential customer service in libraries of all types. RIS librarians can use this model and structure as a standard as they develop their own competencies and traits. Through the interviews, I learned that the majority of participants in this study take initiative for their own professional development. This is evident by the interest and time that study participants contributed to this study and its results. The award-winning RIS librarians contacted to participate in this study were willing to set aside time in their busy schedules to take the EQ-I 2.0. Not only did they take the EQ-I 2.0 to assist with this research project, the award-winning RIS librarians participating in this study were interested in learning about their own levels of emotional-social intelligence and discovering more about the connection between emotional-social intelligence and professional librarianship.

This research will be of interest to professional librarians who work in academic libraries. In the semi-structured interviews, participants emphasized the important role that academic librarians can play on their campuses. The professional literature discusses the transformation of academic libraries and the changing roles of academic librarians. Participants expressed a need for academic librarians to become more active on their college campuses and integrate into student success initiatives. As front-line personnel, RIS librarians have the opportunity to recognize when students might be struggling

academically and even psychologically. As a result, RIS librarians can help identify those students who might be at-risk for failure and ultimately assist with student persistence and retention. As one participant stated, "we're like the bartenders of the information world." Several participants mentioned getting to know students on a deeper level beyond transactional encounters at the reference desk. This can occur by engaging with the campus community outside the library and embedding librarians and services where library users are located. Alternatively, as one participant indicated, another way to get to know students might be to teach a class. As the participant stated:

> I had the opportunity to teach a first-year experience class, where it was my class of students and I met with them all term on a regular basis. And there was a writing component where they are writing about themselves and so, I felt like I really got to know something about our student population in a way that I didn't understand or didn't know from just working at the desk. I mean, I sort of, if somebody had asked me, tell me about your students, I probably would have said some of these things. But I don't know that I really got it or that it resonated as much until I got to know them and read their writing.

Additionally, findings from this study should be of interest to those determining the future directions of RIS in academic libraries. Interview participants emphasized the need for RIS librarians to provide proactive services. As several indicated, each transaction with a library user is an opportunity for outreach, a chance to market the resources and services that the library offers. Library administrators can use the language of emotional-social intelligence to describe the soft skills essential for RIS librarianship in position descriptions and job advertisements. The various competencies and traits that

comprise emotional-social intelligence, such as flexibility, stress management, problem solving, impulse control, empathy, emotional self-awareness, emotional expression, and the ability to develop interpersonal relationships, can be utilized as the desired qualifications when hiring RIS librarians in all types of libraries.

Finally, LIS educators will be interested in this research as they help LIS students develop the soft skills necessary to be successful as a RIS librarian that employers want to see on day one of employment. The competencies and traits that comprise emotional-social intelligence provide a model that new professionals can use in self-assessment to determine if they have the right soft skills to be successful in RIS librarianship. Earlier studies on customer service and emotional-social intelligence and on the competencies and traits essential for today's librarian support my view that LIS education should incorporate elements of emotional-social intelligence in their curriculum if it is to educate and prepare customer-service oriented librarians. Additionally, LIS schools should do more to emphasize emotional-social intelligence when identifying applicants to professional programs.

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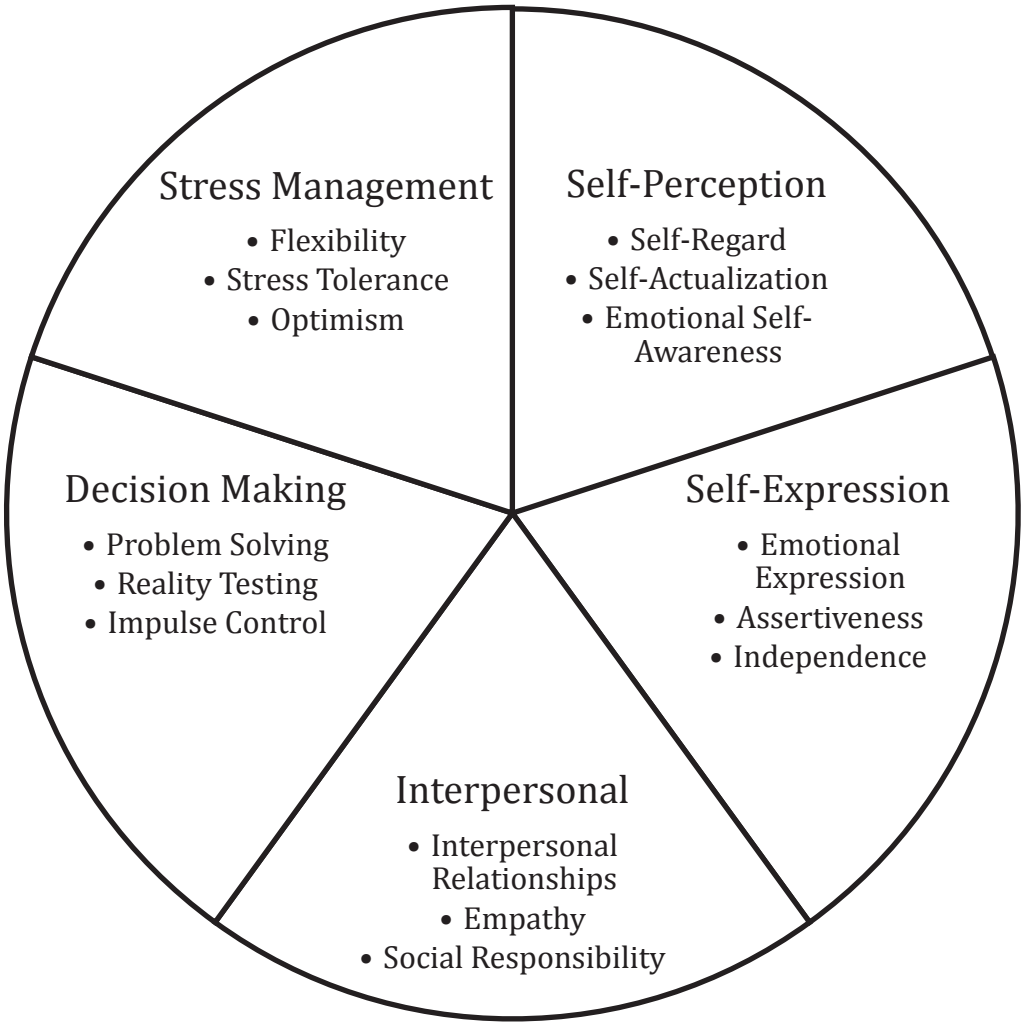

Figure 1. The EQ-I 2.0 Model of Emotional Intelligence, based on the original Bar-On EQ-I model (Bar-On, 1997). Adapted from "Emotional Intelligence" by Multi-Health Systems, Inc., 2011, *EQ-I 2.0, Emotional Quotient Inventory 2.0: User's Handbook*, https://tap.mhs.com/eq20_manual/part1/intro.html. Copyright 2011 by the Multi-Health Systems, Inc.

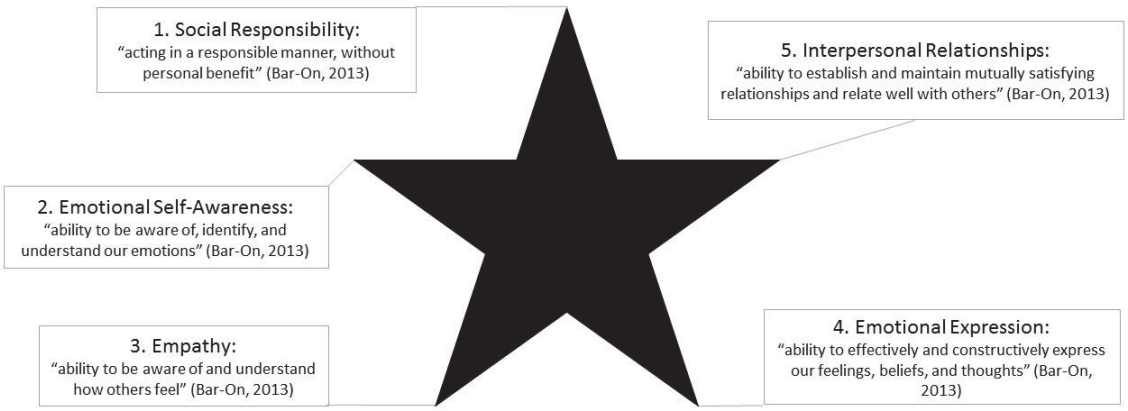

Figure 2. Occupational emotional-social intelligence profile for exceptional RIS librarians. Figure based on the occupational profiles of star performers developed for other occupations by Stein and Book (2006).

EQ-I 2.0	Research-Based Traits/Competencies	Respondents' Traits / Competencies
Self-Perception (Self-Regard, Self-Actualization, Emotional Self-Awareness)	Mindfulness, Lifelong learning, Self-awareness, Initiative	Reflective practitioner, Personal Awareness, Self-knowledge, Curiosity, Lifelong learner, Self-motivated,
Self-Expression (Emotional Expression, Assertiveness, Independence)	Oral expression	Approachable, Encouraging, Empowering, Teaching, Guiding
Interpersonal (Interpersonal Relationships, Empathy, Social Responsibility)	Interpersonal Skills, Friendliness, Courtesy, Empathy, Awareness of customer's emotions, Listening, Communication, Personalized attention, Integrity, Responsibility, Team work, work ethic, Social sensitivity, Develop relationships, Collaborative, Intuition, Trustworthy, Customer service	Active listening, Communication, Friendly, Trustworthy, Customer service oriented, Outreach, Engaging with others, Collaborative, Teamwork, Build relationships, Empathy, Intuition, Help others, Community service, Respect people
Decision Making (Problem Solving, Reality Testing, Impulse Control)	Patience, Problem Solving, Explores alternatives, Planning, Self-Management	Strong analytical skills, Identify and solve information needs, Patient, Persistent, Innovative
Stress Management (Flexibility, Stress Tolerance, Optimism)	Flexibility, Positive attitude, Stress tolerance, Adaptability	Stress management, Flexible, Positive manner and outlook

Figure 3. Alignment of the EQ-I 2.0, Research-Based Traits and Competencies and Respondents' Traits and Competencies.

Table 1

Awards by Name and Criteria Used to Identify Study Participants

Award Name	Award Criteria
American Library Association, I Love My Librarian Award	Awarded to those nominated by library users to recognize the accomplishments of exceptional public, school, college, community college, or university librarians.
Arizona Library Assn. Outstanding Library Service	Awarded to individuals working in libraries in the area of public services with service effectiveness beyond their own institution, providing benefits to other libraries or communities, or a model for other libraries.
BRASS Gale Cengage Learning Award for Excellence in Business Librarianship	Awarded to librarians with illustrious work in the field of business librarianship.
Isadore Gilbert Mudge Award	Awarded to individuals making a distinguished contribution to reference librarianship.
Library Journal Movers & Shakers	Awarded to librarians and library workers with a positive impact on libraries and the library profession.
RSS Service Achievement Award	Award to those providing exceptional service in attaining goals of the RSS or having a positive impact on RSS.
University of Nevada Las Vegas Libraries Inspirational Customer Service Award	Award is given to those providing exceptional customer service.
University of Texas Libraries Library Excellence Award	Award is given to librarians and paraprofessional staff for superior work performance, fostering teamwork, and providing quality customer service.

Table 2

Comprehensive Demographic Data of Study Participants

Participant Number	Gender	Age	Years of Professional Experience
1	F	34	8
2	F	43	19
3	F	50	15
4	M	50	27
5	F	64	34
6	M	51	26
7	F	61	40
8	M	32	4
9	F	45	18
10	F	48	10
11	M	61	31
12	M	61	39
13	F	37	14
14	M	49	15
15	F	48	22
16	F	44	15
17	F	61	40
18	Not Answered	Not Answered	25
19	M	42	8

Table 3

EQ-I 2.0 Standard Total and Composite Scales Scores by Participant

Participant	Total Score	Composite Scales				
		Self-Perception	Self-Expression	Interpersonal	Decision Making	Stress Management
1	104	104	110	105	93	105
2	109	111	113	106	101	110
3	106	107	120	100	108	95
4	119	119	117	117	123	106
5	107	92	114	114	105	107
6	104	107	93	95	113	107
7	98	111	93	96	95	95
8	86	89	88	105	64	93
9	99	96	84	114	98	103
10	100	96	96	101	98	110
11	90	97	73	104	95	89
12	104	98	91	109	104	113
13	111	107	117	109	118	99
14	92	96	80	109	84	95
15	109	104	106	114	100	112
16	109	109	114	97	116	101
17	100	90	100	115	101	95
18	75	73	93	75	69	82
19	87	97	84	97	77	86
Mean	101	100	99	104	98	100
Median	104	98	96	105	100	101
SD	10.3	10.1	13.9	9.7	15.3	8.8
Range	75-119	73-119	80-120	75-117	64-123	82-113

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 4

EQ-I 2.0 Interpersonal Composite Scale and Sub-Scale Scores by Participant

Participant	Interpersonal Composite	Sub-Scales		
		Interpersonal Relationships	Empathy	Social Responsibility
1	105	100	102	112
2	106	97	113	104
3	100	94	100	108
4	117	122	113	112
5	114	112	124	96
6	95	87	100	100
7	96	94	100	96
8	105	112	97	108
9	114	112	113	112
10	101	94	97	116
11	104	91	105	116
12	109	125	105	92
13	109	94	113	116
14	109	112	105	108
15	114	117	102	120
16	97	87	100	108
17	115	106	124	104
18	75	69	78	92
19	97	94	102	96
Mean	104	101	105	106
Median	105	97	102	108
SD	9.7	13.7	10.2	8.4
Range	75-117	69-125	78-124	92-120

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 5

EQ-I 2.0 Decision Making Composite Scale and Sub-Scale Scores by Participant

Participant	Decision Making Composite	Sub-Scales		
		Problem Solving	Reality Testing	Impulse Control
1	93	99	104	81
2	101	89	111	103
3	108	108	100	110
4	123	123	130	106
5	105	111	104	97
6	113	115	100	116
7	95	92	82	113
8	64	67	89	59
9	98	102	97	97
10	98	99	97	100
11	95	83	108	100
12	104	111	86	110
13	118	115	115	113
14	84	86	93	84
15	100	102	111	87
16	116	111	119	110
17	101	99	97	106
18	69	89	56	78
19	77	73	100	75
Mean	98	99	100	97
Median	100	99	100	100
SD	15.3	14.5	15.4	15.2
Range	64-123	67-123	56-130	59-116

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 6

EQ-I 2.0 Stress Management Composite Scale and Sub-Scale Scores by Participant

Participant	Stress Management Composite	Sub-Scales			
		Flexibility	Stress Tolerance	Optimism	Happiness
1	105	108	109	95	101
2	110	116	106	101	101
3	95	91	103	95	95
4	106	116	106	92	107
5	107	119	100	98	98
6	107	102	103	115	124
7	95	85	97	107	104
8	93	88	94	101	98
9	103	99	103	104	101
10	110	114	103	107	118
11	89	91	109	74	81
12	113	99	115	124	118
13	99	99	100	98	107
14	95	94	85	112	107
15	112	108	115	107	104
16	101	99	106	98	89
17	95	94	88	107	95
18	82	97	73	86	81
19	86	85	85	95	81
Mean	100	100	100	101	101
Median	101	99	103	101	101
SD	8.8	10.4	10.6	10.7	11.8
Range	82-113	85-119	73-115	74-124	81-124

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 7

EQ-I 2.0 Self-Perception Composite Scale and Sub-Scale Scores by Participant

Participant	Self-Perception Composite	Sub-Scales		
		Self-Regard	Self-Actualization	Emotional Self-Awareness
1	104	101	105	105
2	111	106	102	119
3	107	112	105	102
4	119	115	122	119
5	92	83	78	122
6	107	112	105	102
7	111	106	112	119
8	89	101	87	84
9	96	92	90	109
10	96	92	99	98
11	97	80	93	122
12	98	118	90	88
13	107	106	96	115
14	96	89	90	112
15	104	101	112	102
16	109	106	114	105
17	90	92	78	109
18	73	89	71	71
19	97	95	90	109
Mean	100	100	96	106
Median	98	101	96	109
SD	10.1	10.6	12.7	13.2
Range	73-119	80-118	71-122	71-122

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 8

EQ-I 2.0 Self-Expression Composite Scale and Sub-Scale Scores by Participant

Participant	Self-Expression Composite	Sub-Scales		
		Emotional Expression	Assertiveness	Independence
1	110	111	101	111
2	113	116	101	111
3	120	103	127	120
4	117	111	112	118
5	114	113	112	106
6	93	83	93	113
7	93	103	78	100
8	88	90	97	86
9	84	96	78	86
10	96	98	97	96
11	73	83	78	76
12	91	98	78	100
13	117	116	123	100
14	80	96	78	76
15	106	108	101	103
16	114	103	119	113
17	100	108	101	90
18	93	96	93	96
19	84	96	89	76
Mean	99	101	98	99
Median	96	103	97	100
SD	13.9	9.7	15.3	13.7
Range	73-120	83-116	78-123	76-120

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 9

EQ-I 2.0 Total, Composite scale, and Sub-scale scores by Gender (n=18)

	Male (n=7)		Female (n=11)		*p*-value	*t*-value	Stand. Error Difference
	M	*SD*	*M*	*SD*			
Total Score	97	11.2	105	4.5	0.0480	2.14	3.736
Self-Perception Composite scale	100	9	102	7.3	0.6113	0.52	3.858
Self-Regard sub-scale	101	13.2	100	8.4	0.8458	0.20	5.058
Self-Actualization sub-scale	97	11.7	98	11.5	0.8604	0.18	5.597
Emotional Self-Awareness sub-scale	105	13.6	110	7.7	0.3310	1.00	4.988
Self-Expression Composite scale	89	12.9	106	10.9	0.0083	3.01	5.652
Emotional Expression sub-scale	94	9	107	6.5	0.0026	3.57	3.643
Assertiveness sub-scale	89	11.8	103	15.4	0.0576	2.05	6.845
Independence sub-scale	92	16.8	103	9.8	0.0964	1.77	6.227
Interpersonal Composite scale	105	7	106	6.9	0.7694	0.30	3.354
Interpersonal Relationships sub-scale	106	14.2	101	9.2	0.3752	0.91	5.481
Empathy sub-scale	104	4.7	108	9.4	0.3146	1.04	3.853
Social Responsibility sub-scale	105	8.1	108	7.5	0.4339	0.80	3.738
Decision Making Composite scale	94	19.2	103	7.7	0.1789	1.41	6.401
Problem Solving sub-scale	94	20.4	102	7.8	0.2523	1.19	6.736
Reality Testing sub-scale	101	13.8	103	9.9	0.7242	0.36	5.569
Impulse Control sub-scale	93	19.3	102	10	0.2090	1.31	6.875
Stress Management Composite scale	98	9.5	103	6.1	0.1901	1.37	3.653
Flexibility sub-scale	96	9.7	103	10.4	0.1727	1.43	4.904
Stress Tolerance sub-scale	100	10.9	103	6.6	0.5479	0.61	4.887
Optimism sub-scale	102	15.5	102	4.8	1.0000	0.00	4.942
Happiness Indicator	102	15.5	101	7.2	0.8541	0.19	5.351

Note. df=16 CI=0.05. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3. One participant did not indicate a gender preference.

Table 10

EQ-I 2.0 Total, Composite scale, and Sub-scale scores by Age (n=18)

	Years of Age							
	30-39 (n=3)		40-49 (n=7)		50-59 (n=3)		60+ (n=5)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Total Score	100	10.5	101	8.2	110	6.6	100	5.8
Self-Perception Composite scale	100	7.9	101	6.1	111	5.7	98	7.3
Self-Regard sub-scale	103	2.4	97	6.5	113	1.4	96	14.3
Self-Actualization sub-scale	96	7.3	100	9.6	111	8	88	9.2
Emotional Self-Awareness sub-scale	101	12.9	108	6.4	108	8	112	12.9
Self-Expression Composite scale	105	12.4	97	13.4	110	12.1	94	13.3
Emotional Expression sub-scale	106	11.3	102	7.1	99	11.8	101	10.3
Assertiveness sub-scale	107	11.4	95	13.4	111	13.9	89	14.4
Independence sub-scale	99	10.2	94	14.4	117	2.9	94	10.5
Interpersonal Composite scale	106	1.9	105	6.8	104	9.4	108	7
Interpersonal Relationships sub-scale	102	7.5	102	10.7	101	15.1	106	12.4
Empathy sub-scale	104	6.7	105	5.8	104	6.1	112	10.3
Social Responsibility sub-scale	112	3.3	109	7.3	107	5	101	8.5
Decision Making Composite scale	92	22.1	96	11.7	114	6.2	100	4.3
Problem Solving sub-scale	94	20	95	11.8	115	6.1	99	10.9
Reality Testing sub-scale	103	10.7	104	8.9	110	14.1	95	10
Impulse Control sub-scale	84	22.2	94	11.3	111	4.1	105	6

Stress Management Composite scale	99	4.9	102	8.7	103	5.4	100	8.8
Flexibility sub-scale	98	8.2	102	10.3	103	10.2	98	11.6
Stress Tolerance sub-scale	101	6.2	100	10.4	104	1.4	102	9.4
Optimism sub-scale	98	2.4	103	5.4	101	10.2	102	16.3
Happiness Indicator	102	3.7	100	11.2	109	11.9	99	12.1

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3. One participant did not reveal their age on the EQ-I 2.0.

Table 11

EQ-I 2.0 Total, Composite scale, and Sub-scale scores by Years of Professional Experience (n=19)

	Years of Professional Experience							
	10 & Under (n=4)		11-20 (n=6)		21-30 (n=4)		31+ (n=5)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Total Score	94	7.9	104	6.7	102	16.4	100	5.8
Self-Perception Composite scale	97	5.3	104	6	101	17	98	7.3
Self-Regard sub-scale	97	3.9	102	8.3	104	10.2	96	14.3
Self-Actualization sub-scale	95	7.2	100	8.6	103	19.2	88	9.2
Emotional Self-Awareness sub-scale	99	9.5	110	5.8	99	17.3	112	12.9
Self-Expression Composite scale	95	9.9	105	16.2	102	10	94	13.3
Emotional Expression sub-scale	99	7.7	105	8.3	100	11.1	101	10.3
Assertiveness sub-scale	96	4.4	104	20.3	100	7.8	89	14.4
Independence sub-scale	92	12.9	101	15.6	108	8.6	94	10.5
Interpersonal Composite scale	102	3.3	106	5.8	100	16.8	108	7
Interpersonal Relationships sub-scale	100	7.3	99	9.4	99	21.8	106	12.4
Empathy sub-scale	100	2.5	107	5.9	98	12.7	112	10.3
Social Responsibility sub-scale	108	7.5	109	3.8	106	10.8	101	8.5
Decision Making Composite scale	83	13.4	104	11.6	101	20.3	100	4.3
Problem Solving sub-scale	85	14.7	102	10.9	107	12.9	99	10.9
Reality Testing sub-scale	98	5.5	106	9.7	99	27.2	95	10

Impulse Control sub-scale	79	14.7	103	10	97	15	105	6
Stress Management Composite scale	99	9.5	101	5.2	102	11.6	100	8.8
Flexibility sub-scale	99	12.5	100	7.9	106	7.1	98	11.6
Stress Tolerance sub-scale	98	9.1	101	7.2	99	15.8	102	9.4
Optimism sub-scale	100	5	101	5.5	100	11.6	102	16.3
Happiness Indicator	100	13.1	100	6.4	104	15.3	99	12.1

Note. Scores < 90 are in the low-range, scores 90-110 are mid-range, and scores > 110 are in the higher range. From "Part IV: Using the Results," "How the EQ-I 2.0 Scores are Derived," by Multi-Health Systems, Inc., 2011, Understanding Norms section, para. 3.

Table 12

Foundational Values and Beliefs of RIS (Interview Question 2)

Categories (7)	Responses (74)	Illustration of Response Items
Providing high quality customer service to meet the needs of users and alleviate library anxiety	19	"Students don't know what a reference librarian is or an instruction librarian, or whatever we want to call it. It's not something that they are automatically familiar with and so, if we don't use the opportunities as we get them at the desk or in informal situations to truly provide a high quality of service, to appear approachable, let them know that is what we are here for, without judgment of any sort, they are not coming back." "Well, I am very customer service oriented. I feel that it's our role as librarians to really look at each person that comes in or connects with us in an individual manner." "Trying to alleviate some of the tension or the anxiety that goes along sometimes with the research process or the information seeking process."
Connecting users with information	12	"I want to understand exactly what people are looking for and meet them there and then take them to where they need to be to get what they want. Whatever the need is, I want to help them meet it. Maybe even help clarify what it is they actually need." "If I had to articulate, I think my main goal is always to help people, help connect people to the information they need." "My first priority is getting them what they need."
Role in the teaching and learning process	12	"Our core service is shaped by the fact that in an academic library, it's not always in the patron's best interest for us to just hand them something and, in fact, it's usually not appropriate to their reference question. We're really balancing our knowledge about what it is they're trying to achieve in the classes that they're taking to the outcomes in

		those courses. We tailor our service to kind of help the student move towards that learning outcome." "I approach both reference and any information service as a teaching opportunity."
Reference interview or clarifying information needs	10	"Reference interviewing is crucial" "With every interaction, I think I go into it with this sort of understanding that what the patron is asking for is very likely what they need. We can only really ask for the part of something that we understand. There's generally a gap between what's being asked, what will really be helpful, and what the student needs.
Core values of librarianship: equal access, user privacy, and intellectual freedom	10	"A lot of the core principles of librarianship. Equal and open access to information. If we can facilitate that as reference providers, we should do that. Dignity in persons, meaning treating everybody with respect. Not making any assumptions about our users." "We respect people's privacy and their dignity."
Outreach and proactive engagement	8	"My philosophy has always been that every interaction is an opportunity for us to market the library." "I also see reference, in particular, in whatever form it comes in, it is so broad these days, it's a form of outreach at this point. If it's not being treated as a form of outreach, then you are really doing yourself a disservice as an institution because reference stats are going down."
Role in the research process	3	"I believe that we can and should play a vital role in the teaching and research process."

Note. Some individuals had more than one response. 11 participants.

Table 13

Traits or Skills Needed by RIS Librarians for Customer Service (Interview Question 3)

Categories (11)	Responses (116)	Illustration of Response Items
Interpersonal relationship / communication / engagement	25	"That ability to ask questions in such a way so that you better understand what the patron needs." "Being able to engage in some of the conversational skills in a relational kind of manner, a one on one kind of manner is important."
Empathy and openness	14	"Empathy, I think would be the first one." "I would say empathy. Quite frankly, the ability to put yourself somewhat in their shoes, to understand where they're coming from, to understand that whatever it is that they're working out is critical to them, and remembering how you would have felt in a similar situation." "I love libraries, I love doing research, but not everyone does. I think it goes a long way to empathize with them a little bit and know that they are busy, short on time, and stressed out." "I would say just general kindness. Customer service cannot be done without kindness."
Listening / showing interest	13	"When somebody approaches with a question…stop what you're doing and really look at that person. Let them know that you're listening and engage with them." "Listening is a key skill that is key to success in a reference interaction." "The core one is listening. Obviously, listening with an open mind."
Identifying and fulfilling information needs	13	"Ability to do the classics of the reference interview, essentially being able to listen to what they are saying and truly listen to what they are saying in order to find out what they actually need as opposed to what they are saying."

		"Being able to engage in a conversation or reference interview, to delve into what the question might be, if it isn't readily apparent."
		"Being able to ask questions, those probing questions, those kind of reference interview type of questions is important. Asking follow-up questions to make sure that or to see if you have answered the person's question. If you have been able to help them."
Intuitiveness or the ability to "read" users	13	"We can see when somebody's upset. Sometimes people don't come to us until they are having a little bit of a crisis or they've tried lots of other things that didn't work."
		"A feeling, intuitive type person is also important."
		"That ability to kind of gauge people, read people."
		"You have to have a lot of intuition as to people."
Self-awareness and impulse control	11	"Some basic things like having patience."
		"Patience with yourself. I think understanding that everything doesn't have to happen at once and kind of managing multiple, multitasking, without getting overwhelmed helps."
Instructional skills or the ability to teach	11	"Try to weave instructional content into the interaction, wherever it's appropriate. So that we're not just showing and pointing, but we're describing how they could do this on their own."
		"You have to be invested in information literacy."
		"It's really engaging in the conversation in a manner that you can teach. That you can help them."
Cognitive or analytical abilities	8	"A good memory I think in reference is pretty critical to be able to draw from essentially that storage place in your brain where things suddenly pop

		out, which seems like magic to the patron." "Curiosity. You have to have curiosity to keep going, to keep pushing." "That ability to really be thinking all the time."
Humor	3	"I think a sense of humor helps, a certain amount of self-deprecating humor. You know being able to make people comfortable and not having to feel like I have to get it right and have to be perfect." "I've found that my personal style uses a lot of humor. That helps diffuse stressful situations sometimes."
Social responsibility	3	"That investment piece again, you have to care that you are giving them the right answer. You have to care about being knowledgeable yourself, being invested in the whole thing. That is quite a lot to ask of people if you really think about it, being invested in the students." "To spend a little bit of time making sure that you are actually serving their need."
Positive outlook	2	"That you do so in a positive manner, demonstrating that you're positive, that you're happy, not being grumpy, not putting them off."

Note. Some individuals had more than one response. 11 participants.

Table 14

Interpersonal Traits or Skills Deemed Most Important (Interview Question 4)

Categories (13)	Responses (70)	Illustration of Response Items
Interpersonal relationship skills / communication / engagement	14	"Broadly, those communication skills." "Being very clear in your instructions and in your explanations." "So being able to listen, being able to ask questions, have a conversation, and willingness to do that as well."
Empathy / open-mindedness	12	"Any interaction with the customer or a patron on any level, whether it's in the library or in any arena, I think it just boils down to empathy." "In spite of everything I have just been saying, an open mind."
Instructional skills	7	"In our environment, very often, we are getting up from the desk, going over to computers that are just right next to the desk, and then sitting down side-by-side and engaging in instruction and interaction with that student." "Being very clear in your instructions and in your explanations." "We help guide and teach as we go."
Cognitive skills / analytical abilities	6	"Having a brain that can analyze options." "A curious person as well, someone who has paid attention to bits of information along the way."
Intuitiveness or the ability to "read" people	6	"Being able to assess cognitive issues, emotional issues, social issues, issues of comfort. Being able to read that is absolutely essential to the understanding that is needed to make that a successful interaction and relationship." "I do feel that there's a lot of just emotionally reading what is going on with the person."
Listening / being present	6	"Being an active listener. Active listening." "The most important ones are active listening, because we just can't be

		successful if we aren't listening and being empathetic with our patrons."
Problem solving or analyzing and meeting information needs	6	"Strategizing, figuring out different ways to look." "I'm here to help you kind of maybe figure out your own research question and move you closer to getting what you need." "Diagnostic" "Pursue things to get the answer."
Expertise / professionalism	4	"We want to be able to provide expertise in a manner that gives our patrons confidence." "Be more business-like."
Self-awareness / impulse control	3	"We learn how to, not take it personally." "And just a general patience. Patience both for the student, respecting their time, but also being patient with the process and demonstrating that it often takes a while."
Social Responsibility	2	"We really need to be cognizant of what each person comes in and not assume that they know a lot and not expect them to know a lot. Just help them at whatever level, whatever capacity might be."
Flexibility	2	"You have to be open to a different approach or using a tool that was maybe intended for something else in a creative way" "Be flexible enough and okay with ambiguity."
Positive nature	2	"I think presenting an approachable, positive, friendly kind of atmosphere is probably one of the most important things if you're going to have a successful interaction." "I think that sort of empathy and maybe positive nature can help too."

Note. Some individuals had more than one response. 11 participants

Table 15

Best Way to Develop Interpersonal and Social Skills (Interview Question 5)

Categories (5)	Responses (74)	Illustration of Response Items
Campus engagement	23	"I also recommend, if possible, teaching a class." "If you have the opportunity to do something where you can engage with your patrons in a way that lets you really get to know them. That's very helpful." "I would start with getting out of the library. Getting out of the library and engaging with students. I think a lot can be done to simply just get out and be willing to listen." "Whether it is at your institution, working on committees, working in different groups, and certainly working on the outside so that you are meeting with different people. So essentially, being involved, you know, not living in isolation." "As much as you can, learn about your clientele, you learn about the organization, and really try to make the library very integrated into the campus fabric rather than being this standalone kind of entity."
Personal development or self-actualization	20	"You can get new ideas from people, kind of be constantly learning. I feel that it's sort of a given, you are never done. But you have to frame that in a way for yourself, so that it does mean that you're never done working, but that you're never done learning." "We have forums. We have workshops."
Collaborate and interact with co-workers	12	"It's really good for me to work with others to observe how they do good work and sometimes not such good work." "If somebody wanted to improve in these areas if they could pinpoint someone who they think does it well, and then observe them and work near

		them. That's really a good thing to do."
		"I find it's very energizing to brainstorm amongst your peers. So whether it's your colleagues at work or being active in professional associations so whichever one fits with you."
Professional involvement with colleagues outside the institution	10	"Collaborate with colleagues. I consult with colleagues at various institutions."
		"I do think that staying involved… I find it's very energizing to brainstorm amongst your peers. Whether it's your colleagues at work or being active in professional associations, whichever one fits with you. I can't remember, some piece I worked on, I remember talking about trying to find your people. You know you found your people when they get excited about some of the same things that you do and you come away from those interactions feeling energized and positive."
		"I'm a big fan of engaging with our professional organizations and associations, so that we have that peer network of people that work in libraries similar to ours, but also in libraries that are very different from ours. And, that overlap, we can learn from them as colleagues, but then also we have that support."
Practical experience	9	"I think practicing helps, definitely. I think the more that you do the job, the more that you can, the more experience that you get is important."
		"To continue to do it. The practice itself. It's a muscle in some ways and you need to keep it strong. I think just doing it as much as you can."
		"The primary thing is just staying sharp, staying on top of your toolkit. Knowing what works best and knowing the most efficient ways to do

	things. So often we let our skills slip, we rely on old habits and old tools, and students quickly outgrow us."

Note. Some individuals had more than one response. 11 participants

Table 16

Alignment of Identified Competencies and Traits with EQ-I 2.0 Composite scales and Sub-scales

EQ-I 2.0 Composite scales and Sub-scales	Competencies and Skills
Self-Perception composite scale (*M*=100, *SD*=10.1)	Reflective practitioner
	Personal awareness
Self-regard sub-scale (*M*= 100, *SD*=10.6)	Knowledge of abilities
	Self-confident
Self-Actualization sub-scale (*M*=96, *SD*=12.7)	Endless curiosity
	Lifelong learner / Constantly learning
	Personal and professional development
	Set stretch goals
	Self-motivated learning
Emotional Self-Awareness sub-scale (*M*=106, *SD*=13.2)	Not take things personally
	Seek ways to stay energized
Self-Expression composite scale (*M*=99, *SD*=13.9)	
Emotional Expression sub-scale (*M*=101, *SD*=9.7)	Smiling
	Approachable body language
Assertiveness sub-scale (*M*=98, *SD*=15.3)	Encouraging and Empowering
Independence sub-scale (*M*=99, *SD*=13.7)	Teaching and Guiding
Interpersonal composite scale (*M*=104, *SD*=9.7)	Active listening
	Expressing interest
	Focused on the user
	Interpersonal communication
	Approachable and Friendly
	Trustworthiness
	Customer service oriented
	Marketing and Outreach
	Engage in professional organization
	Engage with professional colleagues
	Integrate into campus learning and life
	Proactive outreach
Interpersonal relationships sub-scale (*M*=101, *SD*=13.7)	Invested in the user
	Collaborative
	Social interaction and engagement
	Teamwork with colleagues
	Connect individually with people
	Build relationships with library users
	Peer networking
Empathy sub-scale (*M*=105, *SD*=10.2)	Make people feel comfortable
	Alleviate research anxiety
	Empathy

	Emotionally reading users / intuition
	Understand differences
Social Responsibility sub-scale (*M*=106, *SD*=8.4)	Help people
	Serve the needs of the community
	Invested in students and their learning
	Believe in education as a value
	Student retention and persistence
	Respect people's privacy
	Respect people's dignity
	Equal and open access to information
	Intellectual freedom
	Contribute to profession
Decision Making composite scale (*M*=98, *SD*=15.3)	
Problem Solving sub-scale (*M*=99, *SD*=14.5)	Strong analytical skills
	Identify and solve information needs
	Persistent
	Creative / Innovative
Reality Testing sub-scale (*M*=100, *SD*=15.4)	Awareness of campus climate / politics
Impulse Control sub-scale (M=97, *SD*=15.2)	Patience
	Control impulses
Stress Management composite scale (*M*=100, *SD*=8.8)	Managing stress
Flexibility sub-scale (*M*=100, *SD*=10.4)	Open-mindedness / non-judgmental
	Flexible
Stress Tolerance sub-scale (*M*=100, *SD*=10.6	
Optimism sub-scale (*M*=101, *SD*=10.7)	Positive manner and outlook

Note. The EQ-I 2.0 is based on the mixed model of emotional-social intelligence as developed by Bar-On (2006) and published by Multi-Health Systems, Inc. (2011).

Appendix A

Informed Consent Document

The School of Library and Information Management at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information in provided so that you can decide whether you wish to participate in the present study. There is no penalty if you choose not to participate. You are free to stop participating at any time.

The purpose of this research is to learn about emotional intelligence in RIS librarians in academic libraries to facilitate understanding of the emotional and social competencies needed to be a highly successful RIS librarian in an academic setting. This data collection will occur in two phases. In the first phase, you will be asked to take the EQ-I 2.0, an online assessment of the Bar-On model of emotional-social intelligence, which takes approximately 20-30 minutes to complete. To ensure enough time for the assessment, you will want to schedule an hour where you will be without distractions and interruptions. The second phase of the study will involve one semi-structured interview, approximately 30 minutes in length, to learn more about the competencies essential for success in providing RIS. Additional conversations may be needed to clarify information gathered through the interviews.

Participant confidentiality is important, and your identity as a participant will not be compromised. Furthermore, your scores on the EQ-I 2.0 will remain confidential throughout the process. To ensure confidentiality, you will be assigned a participant number. Data collected during the course of this study will remain in a secure location and destroyed three years after the conclusion of the study.

Any questions about this research can be directed to the researcher, Terri Summey, at (620) 341-5058, or at tsummey@emporia.edu or her dissertation committee chair, Dr. Mirah Dow, mdow@emporia.edu, at any time during the course of the study.

"I have read the above statement and have been fully advised of the procedures to be used in this study. I have been given enough opportunity to ask any questions I had concerning the procedures and any possible risks involved. I understand the potential risks involved and I assume them voluntarily. I understand that I can withdraw from the study at any time without penalty."

_____ _____

Name Date

Appendix B

EMPORIA STATE
UNIVERSITY
GRADUATE SCHOOL AND
DISTANCE EDUCATION

Research and Grants Center
Campus Box 4003
1 Kellogg Circle
Emporia, Kansas 66801-5415
620-341-5351
620-341-5909 fax
www.emporia.edu/research

December 13, 2016

Terri Summey
School of Library and Information Management
[redacted]

Dear Ms. Summey:

Your application for approval to use human subjects has been reviewed. I am pleased to inform you that your application was approved and you may begin your research as outlined in your application materials. Please reference the protocol number below when corresponding about this research study.

Title:	Emotional Intelligence of Award-Winning Reference and Information Services Libarians
Protocol ID Number:	17036
Type of Review:	Expedited
Time Period:	December 1, 2016 to December 31, 2017

If it is necessary to conduct research with subjects past this expiration date, it will be necessary to submit a request for a time extension. If the time period is longer than one year, you must submit an annual update. If there are any modifications to the original approved protocol, such as changes in survey instruments, changes in procedures, or changes to possible risks to subjects, you must submit a request for approval for modifications. The above requests should be submitted on the form Request for Time Extension, Annual Update, or Modification to Research Protocol. This form is available at www.emporia.edu/research/irb.html.

Requests for extensions should be submitted at least 30 days before the expiration date. Annual updates should be submitted within 30 days after each 12-month period. Modifications should be submitted as soon as it becomes evident that changes have occurred or will need to be made.

On behalf of the Institutional Review Board, I wish you success with your research project. If I can help you in any way, do not hesitate to contact me.

Sincerely,

Dr. John Barnett
Chair, Institutional Review Board

pf

cc: Mirah Dow

Appendix C

Email to Participants Regarding EQ-I 2.0

Dear <Respondent_FirstName>,

Emotional Intelligence (EI) refers to a distinct combination of emotional and social skills that influence our overall ability to cope effectively with the demands and pressures of work and life. As part of my PhD research that examines the levels of emotional intelligence of reference and information services librarians in academic libraries, I would like you to complete an online emotional intelligence assessment instrument, the Emotional Quotient Inventory (EQ-I). Incorporating more than 20 years' research and development, the EQ-I is a psychometrically sound, validated assessment instrument that is applied to EI assessment and development at individual, team, and organizational levels. The EQ-I is one of the most respected and recognized EI assessment instruments worldwide and it will provide us with a robust and intuitive framework to address questions related to emotional intelligence.

Your assessment answers and results will be held in the strictest confidence and only collected for this research study. Following your assessment, I will contact you to schedule a follow-up interview. This interview will be scheduled for 30 minutes and just like your results, the interview will be kept confidential.

In order for the results to reflect your behaviors and feelings as accurately as possible and for you to get the most out of this assessment process, please take approximately 20-30 minutes of uninterrupted time to complete the instrument. EI involves the most effective engagement of a combination of skills and

competencies that best match the context of your unique situations. Therefore, there are no right or wrong answers.

In order to access the EQ-I, click <Link>. You must complete the questions in one sitting or the system will not save your answers and you will need to start over from the beginning. Please find a quiet location that you can use to complete the assessment.

I look forward to meeting with you for the interview following this assessment, and in the meantime, please do not hesitate to contact me if you have any questions about the EQ-I.

Sincerely,

Terri Summey, PhD Student

Emporia State University, School of Library and Information Management

tsummey@emporia.edu

620-341-5058

Appendix D

Semi-Structure Interview Guide

Introduction:
The purpose of this research is to learn about emotional intelligence in reference and information services (RIS) librarians in academic libraries. More specifically, in this study, I would like your help to identify the social and emotional skills of highly engaged and committed reference and information services librarians. You were selected as a participant for this research study because you are a recipient for a professional award indicating that you are good at providing exceptional public service in libraries. I would like to talk to you for a few minutes about Reference and Information Services Librarians. I have four questions and this should take approximately 30 minutes.

Demographics
1. How many years have you been a professional librarian?

RIS Service
2. Tell me about your foundational values and beliefs of reference and information services.

Social and emotional traits of RIS Librarians:
1. Talk about the personal or interpersonal traits or skills you think are necessary to provide quality customer service as a reference and information services librarian.

2. Based on what you just said, what interpersonal traits or skills are most important?

3. To remain relevant in reference and information services, what do you think is the best way to continuously develop interpersonal and social skills in RIS librarians?

I, Terri L. Summey, hereby submit this dissertation to Emporia State University as partial fulfillment of the requirements for a doctoral degree. I agree that the University Libraries and Archives may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching), and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author. I also agree to permit the Graduate School at Emporia State University to digitize and place this dissertation in the ESU institutional repository.

_____

Signature of Author

_____

Date

Thinkers with a Heart: Emotional-Social Intelligence and
Award-Winning Reference and Information Services Librarians in Academic Libraries

Title of Dissertation

_____

Signature of Graduate School Staff

_____

Date Received