

Mentorship Programs in Academic Libraries: Annotated Bibliography

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Angelique, H., Kyle, K. & Taylor, E. (2002). Mentors and muses: New strategies for academic success [electronic version]. *Innovative Higher Education*, 26(3), 195-209.

Building on the strengths and weaknesses of traditional mentoring programs, the authors propose a means through which faculty can partake in less formal mentoring relationships where mentors act as muses. They establish that such relationships, developed on their own, can inspire faculty to be change agents within their institutions rather than simply assimilating into the existing system. They illustrate their points by speaking to the New Scholars Network (NSN), a peer mentoring group instituted at Pennsylvania State University's Capital College involving faculty from a variety of disciplines including librarianship.

Bonnette, A. E. (2004). Mentoring minority librarians up the career ladder [electronic version]. *Library Administration and Management*, 18(3), 134- 139.

This article draws attention to an apparent lack of opportunities for career advancement and development among minority librarians in the United States. The authors argue that establishing mentoring programs can positively contribute to retention and promotion, and address diversity concerns, thus encouraging the advancement of library leaders from underrepresented populations. They describe methods of establishing mentoring programs for entry-level and middle-management librarians within their institutions, as well as at a broader level by connecting with librarians elsewhere through library associations and electronically via email.

Brewerton, A. (2002, Spring). Mentoring. *SCONUL Newsletter*, 25, 21-30. Retrieved October 10, 2008, from http://www.sconul.ac.uk/publications/newsletter/25/21-30_25.pdf

Brewerton defines mentorship then goes on to explain its common benefits and potential drawbacks to employees and organizations. He concludes by outlining some practical considerations to keep in mind when implementing a mentorship program, and provides a number of helpful resources and guides on mentoring and mentoring programs from library and information science literature.

Bullington, J.S. & Boylston, S. D. (2001, April). Strengthening the profession, assuring our future: ACRL's New Member Mentoring Program pairs library leaders with new professionals. *College & Research Library News*, 62(4). Retrieved October 15, 2008, from <http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2001/apr/strengthening.cfm>

This article reflects on the first year of the ACRL's New Member Mentoring Program. The program, which began in 2000, paired new librarians to ACRL with experienced librarians in order to encourage and prepare them to take on leadership roles within the association as well as the profession of librarianship more broadly. The article highlights a number of benefits that participants identified when asked for their feedback on the mentorship program, which include gaining objective advice, as well as new perspectives, approaches, and contacts within the profession, and developing stronger professional identities.

Culpepper, J.C. (2000). Mentoring academic librarians: The ultimate in career guidance [electronic version]. *College & Undergraduate Libraries*, 7(2), 71-81.

Culpepper discusses initiatives to connect librarians at different universities with similar research interests through the use of the Internet as a means of encouraging tenure and promotion. She also focuses not only on mentoring and its benefits to new librarians as they adjust to the profession, but also its benefits to experienced librarians and new library directors who are adjusting to changes in their work-related duties or who are advancing into new positions. She concludes by suggesting that graduate schools focus more fully on career guidance to prepare their graduates for the library field, and asserts the need for continued documentation and sharing of mentoring experiences by librarians from a variety of backgrounds into the future to ensure mentoring initiatives' ongoing success.

Fiegan, A.M. (2002). Mentoring and academic librarians: Personally designed for results [electronic version]. *College & Undergraduate Libraries*, 9(1), 23-32.

Fiegan asserts that academic librarians entering into the profession or taking on new responsibilities or appointments can benefit significantly from a mentor for advice and counsel. However, she also speaks to literature on leadership that emphasizes the need for individuals' personal motivation and commitments to success for this to work. She therefore recommends that librarians design their own personal mentoring programs that align with their career objectives and individual goals. She describes one such program, and provides further examples of ways that personally-designed initiatives can be applied to academic librarianship.

Freedman, S. (2008). Effective mentoring. Paper presented at the *World Library and Information Congress: 74th IFLA General Conference and Council*, Quebec City, Quebec, Canada. Retrieved October 9, 2008, from <http://www.ifla.org/IV/ifla74/papers/093-Freedman-en.pdf>

This paper explores ways that mentoring activities may help address current library staffing and training issues. It provides a description of current, typical mentoring models employed by academic libraries and affiliated organizations, highlighting some of their benefits and limitations. It also includes reflections on mentoring relationships by librarians. The author supports the claims that effective leadership and mentorship go hand in hand and that mentorship can benefit librarians at all stages of their careers as they meet new work-related challenges or assume new roles.

Godshalk, V.M. & Sosik, J.J. (2007). Mentoring and leadership: Standing at the crossroads of theory, research and practice. In B.R. Ragins & K.E. Kram (Eds.), *The handbook of mentoring at work* (pp. 149-178). Los Angeles, CA: Sage Publications, Inc.

Godshalk and Sosik provide an excellent literature review and overview of theoretical and empirical similarities and distinctions between mentorship and leadership. Based on this discussion, they pose research questions and directions for future research as well as outlining ways to integrate current research into practice to the benefit of mentors, protégés, and organizations.

Herold, I. (2008). *Best practices search topic: career and leadership development: mentoring*. Unpublished manuscript.

Herold's report focuses specifically on mentoring at the level of library organizations. She includes in her report "best practices" in mentoring and leadership as laid out by the Society for Human Resource Management (SHRM) and the College and University Professional Association for Human Resources (CUPA-HR), among others. She also includes an annotated review of library associations in the United States that are engaged in mentorship programs and that exemplify these best practices, including the Association of College and Research Libraries/ College Libraries Section (ACRL/CLS) New Directors Mentorship Program and the New England Library Leadership Symposium (NELLS).

Howland, J. S. (2002). The leader as mentor. In H. E. Cihak & J. S. Howland (Eds.), *Leadership roles for librarians* (pp. 155-168). Buffalo, NY: William S. Hein.

Howland argues that for a mentor to be effective, they must possess certain leadership qualities that they can then pass down to their mentee. This, she argues, is necessary so as to instill in the mentee an enthusiasm and motivation to carry on within the profession and to act as a mentor to future colleagues. With this in mind, Howland describes in great detail the dimensions of mentoring, how it differs from networking, and what is demanded of both a mentor and mentee in order to create a meaningful and productive mentoring relationship to the benefit of both parties, professionally and personally, as well as to the organization.

Kaufman, P. (2002, April). Where do the next 'we' come from? Recruiting, retaining and

developing our successors. *ARL Bimonthly Report*, 221, 1-5. Retrieved October 15, 2008, from <http://www.arl.org/bm~doc/recruit-3.pdf>

This ARL report draws attention to the present and future need to recruit librarians in new and creative ways as a large population of current librarians approach retirement. Kaufman includes a section on “Mentoring Future Leaders,” where she argues that although it takes much time and effort, mentorship may be the strongest retention tool available to academic libraries in inspiring and encouraging new librarians to carry on the mission of those who have come before them.

Kochan, F.K. (2002). *The organizational and human dimensions of successful mentoring programs and relationships*. Greenwich, CT: Information Age Publishing.

This book contains various chapters on ways that mentoring can enhance opportunities for traditionally ignored professionals. While it does not deal with librarians specifically, it does provide information about mentoring in a variety of settings and through various models in order to describe organizational and human factors that contribute to a successful, inclusive mentoring program.

Kuyper-Rushing, L. (2001). A formal mentoring program in a university library: Components of a successful experiment [electronic version]. *Journal of Academic Librarianship*, 27(6), 440-7.

This widely cited article details the adoption and one-year evaluation of a formal mentoring program designed to help new librarians meet tenure requirements, which was thereafter implemented on a permanent bases. It fills a void in the literature on mentorship by closely documenting the process through which such a formal program was implemented and continued.

Level, A.V. and Mach, M. (2005). Peer mentoring: One institution’s approach to mentoring academic librarians [electronic version]. *Library Management*, 26(6/7), 301-310.

Level and Mach provide a detailed description of the development of a peer-mentoring program (as opposed to more conventional one-on-one “formal” mentoring programs) initiated in an academic library for tenure-track librarians as part of their professional development support. They provide a number of recommendations and suggestions for setting up programs like this in other libraries.

Mathews, P. (2003). Academic mentoring: Enhancing the use of scarce resources [electronic version]. *Educational Management Administration & Leadership*, 31(3), 313-334.

This article focuses on the recruitment and retention of academic staff in Australia, where they face low levels of recruitment and high levels of retirement. The author suggests that mentoring may be one way to deal with this and similar situations in various settings of higher education.

To this end, she presents a comprehensive, detailed strategy to implement a mentoring program, outlining how and why a workplace learning approach to mentoring can be useful to both employees and organizations.

Maurer, M. B. and Coccaro, C. (2003). Creating a more flexible workforce for libraries-Are leadership institutes the answer? [electronic version]. *Technical Services Quarterly*, 20(3), 1-17.

Maurer and Coccaro focus on what role leadership institutes play in librarians' career transitions. The article provides survey results from 134 participants who took part in Library Leadership Ohio between 1993 and 2000, describing how the institute affected these librarians' professional goals and, for some, transitions into new positions. The article also provides a very comprehensive literature review on staffing shortages, issues of staff diversity, recruitment, retention and development, and the relationship between leadership institutes and career progression, networking, and mentoring. Specifically, it speaks to the potential value of leadership institutes as a means of connecting librarians with nationally known mentors, where on-going relationships can be fostered and inspire librarians to become leaders themselves.

Mavrinac, M. A. (2005). Transformational leadership: Peer mentoring as a values-based learning process [electronic version]. *portal: Libraries and the Academy*, 5(3), 391-404.

Mavrinac provides a detailed and comprehensive discussion of the nature and role of transformational change and transformational leadership in the creation of a values-based learning culture. She concentrates on ways that peer-mentoring speaks directly to these processes, which, she asserts, compliments the professional values of librarianship, and brings significant benefits to academic libraries that are striving to meet the challenges of an environment marked by fluid and rapid change.

Mosley, P. A. (2005). Mentoring Gen X managers: Tomorrow's library leadership is already here [electronic version]. *Library Administration & Management*, 19(4), 185- 192.

This article draws attention to intergenerational workplace issues that can arise in libraries as Generation X librarians enter into managerial roles. The author suggests ways to initiate effective cross-generational mentoring practices that focus on understanding and the acceptance of different management styles amid efforts to fill positions as an older generation retires.

Munde, G. (2000). Beyond mentoring: Toward the rejuvenation of academic libraries [electronic version]. *Journal of Academic Librarianship*, 26(3), 171-5.

Munde argues that if academic libraries are to rejuvenate their ranks, they need to take more responsibility for recruitment and advancement of their employees through organizational mentoring. Rather than relying upon the common mentoring practice of temporarily pairing new employees with mentors in order to orient them or prepare them for tenure, she insists that

libraries need to create organization-wide mentoring programs that focus on leadership among new and current librarians and staff that encourage them to consciously seek higher positions and specializations as positions open up throughout library ranks.

Murphy, S. A. (2008). Developing relationships in the dynamic library environment: Re-conceptualizing mentoring for the future [electronic version]. *Journal of Academic Librarianship*, 34(5), 434-437.

Given changing demographics, services, and collections in many academic libraries, Murphy argues that traditional hierarchical mentoring relationships are no longer sufficient. Instead, she reflects on insights provided in contemporary management and human resources development literature that focuses on the value of having multiple developmental work relationships that involve individual members of an organization at all levels. These relationships can thus introduce employees to new perspectives, experiences, knowledge and opportunities as the nature of library work changes and transforms.

Ritchie, A. & Genoni, P. (2007). *My mentoring diary: A resource for the library and information professions*. Friendswood, TX, USA: Total Recall Publications.

This useful manual constructed by experienced library and information science mentorship program leaders in Australia provides those involved in formal mentoring programs with a number of resources to assist them as their mentoring relationship develops and progresses. It includes an introduction to mentoring, information on forming mentoring contracts and setting objects and action plans, and suggests a useful structure to base a mentoring relationship upon by utilizing the Seven Stages of Mentoring (rapport, purpose, current situation, objectives, methods, actions, and assessment), and a NICE analysis (needs, interests, concerns and expectations). In addition, it includes information on learning journals and a section where users can record their reflections on the mentoring experience, as well as additional resources on mentoring including further reading and information about relevant organizations.

Sandberg, J. (2008, March 19). It's time to ditch a bad mentor. *Globe and Mail*, p. C6.

This article provides concise advice about how to deal with and avoid some of the common pitfalls of unsuccessful mentoring relationships. These include relying on more than one mentor, recognizing when its time to find a new mentor, and reflecting on that which a mentor can offer rather than the ways that the relationship has potentially proven irrelevant. The article also advises against formal mentoring programs that randomly assign mentors and mentees since these relationships often do not prove to be effective as they disregard personal interests and preferences.

Turock, B.J. (2002). Women and leadership. In M. D. Winston (Ed.), *Leadership in the library and information science profession: Theory and practice* (pp. 111-32). New York: The

Haworth Press.

Turock lays out a number of ways that women are prevented from reaching their leadership potentials in libraries, and suggests a series of strategies to help them reach leadership equity. These include creating a national education program focusing on leadership empowerment, and pairing women with other women in positions of power to act as mentors who can then guide, inspire and inform them as to how they can overcome potential barriers in the workplace.

Zhang, S. L., Deyoe, N., & Matveyeva, S. J. (2007). From scratch: Developing an effective mentoring program. *Chinese Librarianship: an International Electronic Journal*, 24. Retrieved October 15, 2008, from <http://soar.wichita.edu:8080/dspace/bitstream/10057/1131/1/MentoringArticle.pdf>

The authors explore formal mentorship programs as a means of dealing with recruitment and retention issues in academic libraries in the United States. A case study of the development of a mentorship program at Wichita State University Libraries provides an exploration of mentors' and mentees' experiences and perspectives. Based on their findings, the authors outline ways to effectively match mentors and mentees in order to ensure productive mentoring relationships, highlighting the importance of accounting for psychological compatibility and personal preference.