ALCTS Mentoring Program Training

Presented by the ALCTS Mentoring Subcommittee

June 17, 2019
Welcome Remarks

Kerry Ward, ALCTS Interim Executive Director
Jennifer Bowen, ALCTS President
Laura Evans, ALCTS Leadership Development Committee Chair
Zack Stein, ALCTS Mentoring Program Subcommittee Chair
Outline

1. Training Outcomes
2. Basics of Mentoring
3. Overview of the Mentoring Program
4. Resources
5. Mentoring Agreement Form
6. Mentoring Liaisons
7. Assessment
8. Questions
Training Outcomes

- Goals of the program and available resources
- Time commitment
- Successful mentoring relationships from a distance
- Unsuccessful mentoring relationships
- Mentoring committee's role in this experience
Why a Mentoring Program?
Basics of Mentoring

- **What is mentoring?**
  - One-on-one relationships to help individuals grow in their careers and professional identities

- **What does it mean to be a mentor?**
  - Share knowledge and experiences
  - Provide advice and encouragement
  - Listen actively and engage in meaningful dialogue
  - Help in finding opportunities for professional growth
Basics of Mentoring, cont.

- What does it mean to be a mentee?
  - Ask questions and be open to feedback
  - Identify which skills a mentor can help grow

- What mentoring is NOT
  - Not a guarantee of mentee’s success
  - Not a substitute for mentee’s supervisor/manager
Successful Mentoring Relationships

- Consistent and open communication
- Focus on the needs of each other
- Provide honest feedback
Unsuccessful Mentoring Relationships

• Lack of contact between mentor and mentee
• Lack of focus on the needs of the mentee
• Loss of trust
Developing a Mentoring Framework for 21st Century Librarians

Emerging Leaders Group C for ALCTS
Hannah Buckland, Paolo P. Gujilde, Jennifer Peters, Jamie N. Smith, and Ivy Noelle Weir

Each of the four linear phases includes a list of tasks and responsibilities both mentor and mentee should undertake to ensure a positive, productive mentoring experience. This technology-neutral framework can be applied to an existing mentoring program or used to start a new program with additional readings and guidance to customize the experience.

Planning
Mentor
- Reflect. Why?
- Identify mentoring goals
- Discuss time commitment & communication modes
- Share a personal assessment
- Review mentee’s resume and prepare questions

Mentee
- Why do you want to be mentored?
- How much time can you commit?
- What type of mentoring relationship are you seeking?
- Set personal goals

Connecting
Mentor
- Clarify expectations – have a written agreement
- Plan for closure at the beginning
- Review goals and share your own
- Focus on relationship building
- Review key mentor skills

Mentee
- Know your schedule and plan accordingly
- Discuss expectations – confidentiality and boundaries
- Share career aspirations and goals
- Get to know your mentor – ask questions

Advancing
Mentor
- Ask questions for deeper understanding
- Identify opportunities
- Hold mentee accountable
- Give constructive feedback
- Help mentee identify next goal

Mentee
- Respond to prompts and questions
- Follow through on commitments
- Accept constructive feedback
- Work on meeting your goals

Transitioning
Mentor
- Plan for closure
- Reflect on growth & goals
- Celebrate successes
- Discuss future and mentee’s next goals

Mentee
- Plan for closure
- Reflect on growth & goals
- Celebrate successes & talk about your future
- Are you ready to mentor others?

The core responsibilities in these phases are intentionally similar. This addresses the heart of 21st century mentoring: Previously, the focus of mentoring was elevating the mentee; now, mentoring is a collaborative endeavor, with benefits for both parties, ultimately intended to elevate the entire profession.

Do you think a framework for mentoring is helpful? Comments?
Requirements

- Current ALCTS membership
- Regular meetings (virtually, telephone, e-mail, or face-to-face)
- Participation in assessment
Expectations

● Mentors and Mentees
  ○ Learn and apply interpersonal skills
  ○ Share skills and knowledge from your professional experience
  ○ Maintain confidentiality
  ○ Consult with ALCTS Mentoring Subcommittee liaison as needed
  ○ Make time for communication

● Mentors
  ○ Provide career advice and counseling based on related experience
  ○ Inspire by providing positive feedback

● Mentees
  ○ Accept career advice and counseling based on mentor’s related experience
  ○ Inspire by accepting positive feedback
Time Commitment

• 2 hours per month recommended
  ○ Set up a standard meeting time if possible
  ○ You decide on method(s) of communication: virtual meetings, telephone, email, etc.

• 10-month program ends April 30th, 2020
  ○ Relationship may continue after the formal program ends

• Assessment in May 2020
Resources
Mentoring LibGuide

http://alcts.libguides.com/mentoring/

Something missing? Let us know!
Email to Zack Stein at zackstein@louisiana.edu
Mentor/Mentee Agreement Form

- An opportunity for mentor/mentee pairs to discuss:
  - Expectations
  - Communication
  - Goals

- Mentor/mentee pairs work together to complete this form

- Each pair should submit two copies of this form to their liaison
  - One copy for mentor
  - One copy for mentee

- Complete and return the agreement form to your Mentoring Program Liaison by July 15, 2019
Mentoring Liaisons

- Primary contact throughout the mentoring program

- Expectations
  - Will check-in to see how things are going
  - Will serve as first point of contact for you if your pair has questions or concerns
    - *Note: Contact your liaison if you feel the pairing is not working*
  - Will help you transition out of the formal pairing
Assessment

- Anonymous survey via Google form
- Mentoring relationship and feedback regarding program
- Sent to mentoring pairs around May 2020
Words of Wisdom for Mentors

The mentoring relationship is more about guiding and helping than about telling the mentee what you would do. It is about the mentee’s goals and needs. Spend a lot of time listening and think about how you might best help your mentee. Sometimes it might be providing the mentee with a reading suggestion to stimulate their thinking or crystallize their thinking on an issue; sometimes it might be providing the mentee with a connection to someone else in the field; and yet other times it might be a conversation that helps the mentee understand their own thinking better.
Words of Wisdom for Mentees

Take this opportunity seriously and spend some reflective time considering what your greatest needs are. Understand the gift of time that your mentor is giving you and respect it. You might develop a statement of purpose for the mentoring relationship just to have a clearer sense of your intention.
Questions?