Mentoring Program Training

Presented by the:

ALCTS Mentoring Subcommittee

May 30, 2018
Welcome Remarks

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Outline

- Outcomes
- Overview of the Mentoring Program
- Basics of mentoring
- Mentoring framework
- Resources
- Mentoring agreement form
- Mentoring liaisons
- Assessment
- Questions
Training Program Outcomes

• Understand the goals of the mentoring program
• Understand the resources available for the mentoring relationship
• Understand the required time commitment
• Learn ways to have a successful mentoring relationship from a distance
• Understand the Mentoring Subcommittee's role
Background of the Mentoring Program

- Emerging Leader 2015 project on mentoring framework

- ALCTS New Members Interest Group (ANMIG) investigated viability of a mentoring program in October 2015

- Leadership Development Committee drafted proposal for establishing the ALCTS mentoring program & submitted to Executive Board for approval in May 2016

- Mentoring Subcommittee was formed to build and implement the program in June 2016
Requirements

- Current ALCTS membership
- Regular meetings
- Participation in assessment
Expectations

- Share
- Trust
- Inspire
Time Commitment

- 2 hours per month recommended
- 10 month program ending April 30th, 2019
- Assessment in May 2019
- Relationship may continue (optional)
Mentoring Program Participants Profile
34 mentors
34 mentees
Mentor/Mentee Profiles: Areas

- Cataloging – 8 pairs (16)
- Collection management – 9 pairs (18)
- Digital/Data management – 2 pairs (4)
- Leadership/Career Planning – 11 pairs (22)
- Technical services - 4 pairs (8)
Mentor/Mentee Profiles : Library Type

- Academic – 49
- Public – 13
- Vendor – 3
- Special – 1
- Library association (retired) – 1
- Unaffiliated (Student) - 1
Mentoring Basics
Mentoring is a series of one-on-one relationships that you have throughout your lifetime to help you grow as individuals, develop professional identities, and career goals.
Communication
Recognition
Mutual respect
Mentors ...

“In its broadest sense, is a person who teaches, guides, or gives advice, often, but not always— to someone who is younger and/or less experienced.”

-- Eboni Johnson, editor, The Librarian as Mentor
Mentors ...

- Share knowledge and experiences
- Provide advice, guidance, and encouragement
- Listen actively and provide avenues for meaningful dialogue
- Help in finding opportunities for professional growth
- Have the commitment to achieve agreed goals
Mentees …

● Ask questions and be open to feedback
● Identify skills a mentor can help grow
● Adopts the attitude of “learning as a two-way street”
● Have the commitment to achieve agreed goals
Learner-centered mentoring paradigm

- Mentee role
  - Passive receiver ➔ Active partner

- Mentor role
  - Authority ➔ Facilitator
What makes a successful mentoring relationship?

- Consistent and open communication
- Focus on the needs of each other
- Provide honest feedback
What makes an unsuccessful mentoring relationship?

- Lack of contact between mentor and mentee
- Lack of focus on the needs of each other
- 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 mentor’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

Transitionsing
- 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?

We would like to thank ALCTS, our guide Donia Corn, Gallaudet University, Georgia Southern University, Kennett Public Library, Leech Lake Tribal College, and Rockhurst University.
Mentoring Resources
Mentoring LibGuide

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

Something missing? Let us know!

- Regina Gong, gongr1@lcc.edu OR
- Zack Stein, 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
Mentor/Mentee agreement form

- Each pair should submit one copy of this form to their liaison

- Complete and return the agreement form to your Mentoring Program Liaison by June 15, 2018
Mentoring program liaison: What to expect?

- Your mentoring program liaison
  - Will be your primary contact with the mentoring program.
  - These are members of the Mentoring Program Subcommittee.
  - You will know who will be your liaison sometime in June or July 2018.
Mentoring program liaison: What to expect?

- They will check-in to see how things are going.
- They will serve as first point of contact for you if your pair has questions or concerns.
- At the end of the mentoring program, they will help you transition out of the formal pairing.
Mentoring program assessment

- Anonymous survey via Google form
- Questions about the mentoring relationship and feedback regarding the Mentoring Program
- Will be sent to mentoring pairs sometime in May 2019
Preliminary Results of the Mentoring Feedback Survey

Quality of the Mentoring Relationship

- 50% Excellent (16/32)
- 28% Very Good (9/32)
- 19% Satisfactory (6/32)
- 3% Poor (1/32)

How would you rate the Mentoring Program overall?

- 47% Excellent (15/32)
- 38% Very Good (12/32)
- 15% Satisfactory (5/32)
Preliminary Results of the Mentoring Feedback Survey

“I liked the fact that my mentor and I were able to set the terms of the relationship, as opposed to it being centrally determined.”

“I appreciate all the effort that the committee did on pairing mentors and mentees. I can only imagine this was the most time consuming part of the program but for me its one of the most important factors. I personally think my pairings were done very well and that all parties got something out of the relationship.”

“I think the program is great and am glad you are doing it--I will sign up again to be a mentor when things calm down at work.”
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.

From Mentoring page at ALA Connect: -
http://connect.ala.org/node/82872#sthash.eAgJeTtE.dpuf
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.

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Enjoy your journey
Questions?