

WHY MENTORING MATTERS:

BY

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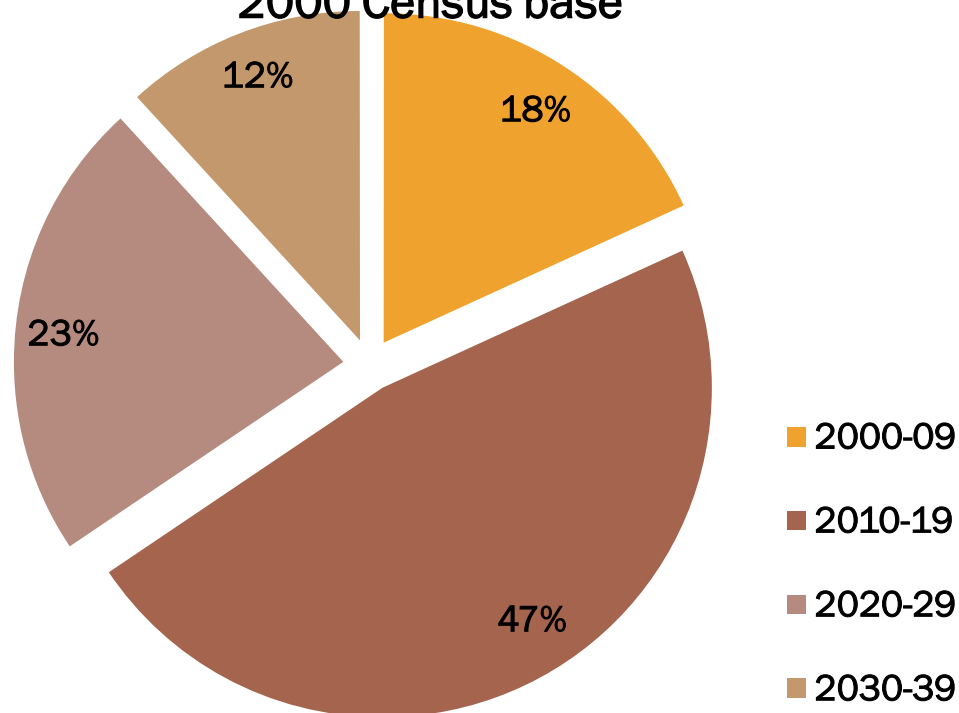
Framingham, MA. USA

“Finding a mentor is the most important
strategy for climbing the professional ladder”

- Rawlins & Rawlins, 1983

LIBRARIAN WORKFORCE TRENDS

Librarians Reaching Age 65 –
2000 Census base



(Source: Mary Jo Lynch, et al, 2005 Retirement & Recruitment)

- ✓ 50% of librarians will reach age 65 in 2010
- ✓ Projected retirement of librarians will peak in 2014
- ✓ Changes in technology require changes in librarians' required skills
- ✓ A need to renew and engage librarians throughout their career stages

PRESSURES WE'RE FACING NOW...

- ✘ The Economy
 - + Can libraries afford a workforce with obsolete skills?
 - + How can libraries invest in staff development?

- ✘ The Students
 - + Multiple generations of students
 - + Tech savvy millennial students

- ✘ Technology
 - + Library portal lags student needs
 - + Social networking tools impact on access and delivery

REALITY OF MENTORING: ORGANIZATIONAL PERSPECTIVE

- **26% of USA research libraries have formal mentoring programs***
- **17% of UK academic and public libraries have formal mentoring initiatives***
- **In the USA, most academic library mentoring started out as an informal mentoring**

- (Source: Ritchie and Genoni, 1999)

MENTORING

- ✘ Provides a way for:
 - ✘ Continuing education activities
 - ✘ New skills learning
 - ✘ Networking opportunities
 - ✘ Supporting protégés during transitional career stages
 - ✘ Looking for opportunities to complement the lack of formal developmental initiatives in the libraries

MENTORING TYPES

| | |
|----------------------------------|--|
| Formal (Informal) Mentoring | Informal mentoring relationships are those that happen spontaneously based on mutual respect, rapport, and relationships. Structured v. Spontaneously. |
| Peer Mentoring | A process where there is mutual involvement in encouraging and enhancing learning and development between two peers. |
| Group Mentoring | A group influence that emerges from the social norms and roles that are characteristic of a specific group and results in the career enhancements of an individual member. |
| Self-Directed Mentoring | A mentee is responsible and proactive about his/her own professional development by seeking mentoring. |

BENEFITS OF MENTORING

For the Protégés:

- Exposure to new ideas functions, skills, knowledge
- Safe advice and support

For the Mentor

- Contribution to the growth of future leaders
- Sharing, transferring knowledge & experiences

For the Organization:

- Promotes positive library atmosphere
- Enriches leadership development
- Nurtures commitment, retention and renewal

MENTORING AS STAFF DEVELOPMENT

Focus on how to enhance staff development

- Needs
- Goals & objectives
- Assessment measure
- How should mentoring be structured?
- Duration of the program
- Is an informal structure acceptable?

MENTORING IN ACTION...

- **Brown University Libraries**
 - Mentoring Monday Series
- **Colorado State University Libraries**
 - Peer mentoring
- **Louisiana State University Libraries**
 - P&T Support Team
- **University of Delaware Libraries**
 - To develop management skills and
 - To help career direction change

SOMETHING TO THINK ABOUT

- ✘ **Rethink mentoring types**
 - **Multiple mentors**
 - **Reverse mentoring**
 - **Self-initiated mentoring**

IN SUMMARY...

Mentoring requires:

- Examination of the context of career stage & learning
- Reconceptualization of mentoring type and activity
 - shift focus from traditional to group, peer, self-directed, and multiple mentors
 - Learn from less experienced colleagues in the IT area
- Self-initiated needs analysis for professional development
 - clear goals and objectives
 - SWOT analysis

FINDING MENTOR(S) ACTIVITY

Self-assessment :

- Identify your professional strengths
- Identify your growth opportunities
- How might I benefit from mentoring?

Find a partner & discuss:

1. Where can I find a mentor to help me grow? Or,
2. Who should I mentor?

DISCUSSION

Q & A.

Thank you