MENTORSHIP FOR SCHOOL LIBRARIANS

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ACTIVITY: WHAT DOES MENTORSHIP MEAN TO YOU?

• Why mentorship
• Definitions
• Examples of mentorship programs
• Proposed Steps
"MENTORSHIP"

A professional relationship in which an experienced person assists another in developing specific skills and knowledge that will enhance the less-experienced person’s professional and personal growth.

WHY MENTORSHIP?

• Build Confidence
• Improve Skills
• Grow Networks
• Strengthen Community
• Share Resources
• Inspire/Revitalization

BENEFITS OF MENTORSHIP

30 SECOND THOUGHT LEADERSHIP ON MENTORSHIP:

http://www.ala.org/aasl/kq/30second/MarApr13
MENTOR

ACTIVITY: YOUR PRIOR MENTORSHIP EXPERIENCES

MENTOR QUALITIES

- Mentors listen
- Mentors are accessible
- Mentors criticize constructively
- Mentors are supportive
- Mentors Care

ACTIVITY: MENTOR READINESS ASSESSMENT
WHAT DOES A MENTOR DO?

- Teaches about issues
- Coaches on skills
- Facilitates growth
- Challenges mentee
- Safe environment
- Total development
- Learn

"MENTEE"

QUALITIES OF A MENTEE

- Take initiative
- Organized
- Available
- Open to feedback
- Communicator

ACTIVITY: WHAT WOULD YOU LOOK FOR IN AN IDEAL MENTEE?
PROGRAM FORMAT

Formal:
- Highly structured
- Specific objective
- Regular meetings
- Long-term

Informal:
- Spontaneous
- Isolated issues
- Short commitment

EXAMPLES OF EXISTING PROGRAMS

- ILA/ICFL (http://idaholibraries.org/resources/mentor-program/)
- ALSC (http://www.ala.org/alsc/mentoring)
- NELLS (http://nelib.org/advance-your-career/nells/)
- ALA NMRT (http://www.ala.org/nmrt/oversightgroups/comm/mentor/mentoringcommittee)

ACTIVITY: PROS/CONS OF THESE FORMATS IN SCHOOL LIBRARIES

ROLE OF MENTORING IN THE LEADERSHIP DEVELOPMENT OF PRE-SERVICE SCHOOL LIBRARIANS

- Daniella L. Smith, UNT
- Published in Education Libraries. Volume 36, number 1, Summer 2013.
- Mentors: 30 teacher-leaders in 6 Florida school districts
- Mentees: master’s degree students
- Program directors paired mentee with mentor established in profession.
"PROGRAM BARRIERS"
- Mentor/mentee reliability
- Lack of communication
- Time/distance

"PROGRAM ENABLERS"
THE MENTOR...
- Offered suggestions
- Always available
- Offered encouragement
- In building
- Frequent interaction
- Initiated contact
- Had resource connections
- Technological abilities

WHERE TO START
- Define program’s objective
- Develop structure
- Identify partners
- Create opportunities
- Evaluate

ACTIVITY: BARRIERS TO STARTING A MENTORSHIP PROGRAM IN YOUR AREA

WORKING WITH MENTEES
- Confirm the purpose of your work together.
- Make sure you are clear on your goals for the mentoring relationship.
- Agree on a few milestones.
- Start by planning next steps in advance (what are you going to talk about at your next two/three meetings?)
WHAT DOES A MENTEE DO?

- Set Goals
- Follow up
- Prepare questions
- Share successes
- Incorporate feedback
- Learn

SAMPLE ACTIVITIES:

- Set goals
- Book/article discussion
- Technology trade
- Address challenges
- Job shadow
- Observe

SAMPLE EVALUATION QUESTIONS

- How is the mentoring partnership working?
- What is working well?
- What, if anything, is working not as well as you had hoped?
- What are you both gaining from your experience of the process?
- What does your mentee appreciate about the support the mentor is providing?
- What additional support might the mentee welcome?
- What external constraints or difficulties are affecting the partnership? How might these be resolved?
- What changes might be helpful to make in the way the program or either party operates within its expectations?

ACTIVITY: WHAT WOULD YOU LIKE TO DISCUSS WITH A MENTOR?
WAYS TO GET INVOLVED

• Visit the ILA mentor website: idaholibraries.org/resources/mentor-program

• Visit the Mentor is In Booth during ILA Annual September 30-October 2 at Boise State University