Mentoring/Peer Socializing Programs

Mentoring Policies Mentoring Checklist New Employee Checklist Evaluation Policies and Guidelines Approval  Supervisor's approval is required for mentors to participate in the program. Meetings  Should be arranged at a mutually convenient time for both mentee and mentor and with consideration to departmental or branch library responsibilities. Mentees should consult with their supervisors when arranging meetings. All meetings are on work time, but should not be scheduled outside of the participants' usual working hours. Relationship between supervisors, mentors and mentees New employees will not be mentored by someone in their supervisory line. Mentors are not responsible for negotiations between employees and supervisors. Mentors are expected to commit to the program for approximately 10 meetings with their mentee Each meeting lasts approximately one hour. Mentors are asked to have a positive and professional attitude. Mentors are asked to attend training sessions.	Intranet			
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# **BOSTON UNIVERSITY** Mentoring: Responsibilities of Peer Mentoring

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Mento	oring		
	Policies Mentoring Checklist	New Employee Checklist Evaluation	
Respons	sibilities of Peer Mentoring		
Rec	cruiting and Training of Mentors		
	The Peer Mentoring Committee will hold an im present the idea of peer mentoring to staff an expected time commitment (time frame of 10 address issues of attitude and professionalism the permission of his/her supervisor will be er attend a training session on the requirements discussion of the <b>policies</b> of the program, the resources. Training sessions will be held as ne	d to solicit volunteers. The meeting w meetings, estimate of hours to be sp to the fact that the program is open to nphasized. Interested employees will of the program. The training sessions matching process, and the available	rill emphasize ent) and will o anyone with be invited to s will include a
	During the six to twelve month mentoring per contact the Mentoring Committee with sugges evaluation will be key to its success. An <b>evalu</b> of the process.	tions or concerns. This is a dynamic p	program, and
	Approximate time frame:		
	<ul> <li>1st month - Recruitment meeting/traini</li> <li>3rd -4th month - Mentor follow-up mee</li> <li>6th- 12th month - Evaluation</li> </ul>	-	
Rep	porting		
	<ul> <li>The Mentoring Committee reports to th and progress of the program.</li> <li>The librarywide list shall be used to infor encourage participation.</li> <li>As a matter of policy, a mentor will not the employee, nor should a supervisor</li> </ul>	orm staff about the program and spec report to a new employee's supervise	ial events and to
Con	nmunication		
	It is important for the success of the program timing of the meetings between mentors and discuss possible times with their supervisors a years. Everyone involved the committee, the the time constraints on staff at the beginning supervisors and mentees. Meetings can alway times.	mentees. Mentors should encourage r ind to be sensitive to particularly busy e mentors and the mentees should l of the semester and at other times in	nentees to v times of the be sensitive to dicated by the
	The Mentoring Committee should remind supe program of the Library and that the meetings work time.		
Sele	ection		
	Employees who have secured supervisory per of the program will be selected to serve as me level of professionalism and positive attitude o	entors. The Mentoring Committee exp	

### **BOSTON UNIVERSITY** Mentoring: Responsibilities of Peer Mentoring

The Mentoring Committee will use judgment in matching new employees with those with experience. While same-department matching has some advantages, such matching also poses potential difficulties, and therefore will not be the preferred mode. Cross-departmental mentoring offers more potential for growth for both mentor and employee. No individual will be matched with someone in his or her supervisory line. To facilitate the process, the Mentoring Committee is willing to arrange the first meeting among mentor, new employee and new employee's supervisor, if appropriate.

Matches will be monitored by the Mentoring Committee for any tension that might arise, and mentors and employees will be encouraged to report any discomfort with the process.

()	Library Catalog	C Library Web	C BU Web	Search

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# UNIVERSITY OF DELAWARE

Mentoring Program Guidelines and Procedures http://www.lib.udel.edu/udlaps/activities/mentoring.htm

Library	DELAWARE	Powered by Google Library/Web'Sit UD Home A-Z Index Maps People
lsk a Librarian Contact the Lib	orary	How Do 4
DELCAT Databases	E-Journals Subject Guides	Forms Reserves Books I Have Checked Out
•	f Delaware Library fessional Staff	
History & Purpose	Mentoring Program G	uidelines and Procedures
Committees Activities		Promotional Mentoring Relationship   Professional Program Coordinator Responsibilities
Officers & Committee Members	Revision 2009	
Getting Involved	Background Information	
	University of Delaware Library Asso based on interest from the general help provide professionals with pee relationships within reporting lines. enhance the professional atmospher create and participate in career ent	vas recommended by the Steering Committee of the embly of Professional Staff (UDLAPS) in March of 1993, membership of UDLAPS. The purpose of the program is to re counselors and role models to supplement the Furthermore, the purpose of the mentoring program is to ere within the library, and to encourage all professionals to ichment activities. The program is designed to provide e diverse needs of the various professionals working in Delaware Library.
	assist participants in meeting their program is voluntary and may be e are encouraged to become involve program. It is hoped, however, that prospective participants, and that p involvement. Mentors serve in an a	ourage participation in the program, providing activities to goals. Participation in all types of relationships in the inded by either party for any reason. Though professionals d as mentees and mentors, they are not required to use the the benefits of mentoring will provide motivation to ast successes of the program will stimulate continued dvisory capacity only and the establishment of a mentoring a guarantee of advancement or career success for either
	professionals at particular stages o between each of the mentoring rela recognized that each mentoring rel relationship, the purpose of the pro and the Library, so that both may b	es of mentoring relationships, each addressing the needs o f their careers. There may be some overlap in the activities ationship types as best fits each individual situation. It is ationship will be unique. In any type of mentoring gram is to enhance the relationship between the individual enefit. Mentors should encourage continued good working and the mentee's supervisor while pursuing their own
	and colleagues of their relationship	le at the beginning if they wish to apprise their supervisors . They should inform the Mentoring Program Coordinator o I shared by participants should be considered confidential, confidential.
	peer training and orientation to the recommended activities may be us	or for professionals new to the Library. It includes general Library, the University, and the local area. A checklist of ed for guidance. This type of relationship usually represent h a recommended content, time limit, and specific goals.
	promotion. This type of relationship	n professionals with an interest in career advancement and allows for a focused range of activities and specific hile still allowing a large degree of freedom as to the
		shing to explore professional development activities, seek jo needed for specialty or administrative positions, or to
	their decision. Personal information even if the relationship itself is not <b>Orientation</b> - for new professionals peer training and orientation to the recommended activities may be us a short-term formal relationship with <b>Promotion</b> - for established librarial promotion. This type of relationship requirements for the participants w activities and goals chosen. <b>Professional</b> - for professionals wis	a shared by participants should be considered com confidential. or for professionals new to the Library. It includes Library, the University, and the local area. A chec ed for guidance. This type of relationship usually r h a recommended content, time limit, and specific n professionals with an interest in career advancer o allows for a focused range of activities and speci hile still allowing a large degree of freedom as to t shing to explore professional development activitie

### UNIVERSITY OF DELAWARE Mentoring Program Guidelines and Procedures http://www.lib.udel.edu/udlaps/activities/mentoring.htm

change their career emphasis. This type can represent a special, highly personal and unstructured relationship that requires strong commitment, or it can be a somewhat formal relationship of more limited duration with activities chosen by the participants in consultation with the Mentoring Program Coordinator.

#### **Orientation Relationship**

#### Goals

- Acquaint newcomers with University of Delaware Library staff structure, future planning visions, mission, etc.
- Act as a sounding board for questions related to the organizational structure of the Library and the University.
- Facilitate interaction with colleagues beyond supervisor and immediate department; encourage cross-departmental and cross-divisional communication.
- · Introduce new professionals to career-related activities.
- Discuss professional committees, organizations, and scholarly activities, as well as introduce the professional to local and regional groups such as the Delaware Library Association.
- Welcome new professionals to the geographic area.

### **Criteria for Mentors**

- Interested professionals may volunteer to serve as mentors; it is recommended that the volunteers have two or more years of experience at the Library.
- Volunteers should be knowledgeable of the Library and University, flexible, considerate, cognizant of the needs of new professionals, and committed to meeting the steps and calendar of the checklist.
- Mentors may be within the same reporting line, but outside the supervisory relationship.

### Mentors

- · Communicate with the mentee about calendar and checklist.
- Follow checklist to provide orientation and answer additional questions from the mentee.
- Recommend arrangement of at least monthly contacts with mentee for a six-month period.
   Solid foodback from the mentee and report progress to the Mantering Coordinates.
- Solicit feedback from the mentee and report progress to the Mentoring Coordinator.

### Mentees

- · Determine meeting schedule and orientation needs.
- Be open to the program, ask questions, and keep appointments with mentor.
- Participate in appropriate checklist activities.
- Provide feedback to the mentor and submit completed evaluation form to the Mentoring Coordinator.

#### **Possible Activities**

• See checklist for suggested activities.

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### Promotional Relationship

This relationship is geared specifically toward the librarian promotional process.

#### Goals

- Provide assistance in dossier preparation and use of the promotion process to early-tomid-career librarians.
- Assist librarians in building a record of professional activity by acting as a source for networking and answering questions about aspects of the professional career that fall outside job duties.

#### Criteria for Mentors

- Mentors must have been promoted and/or have served on the promotion committee.
  Mentors should be at the same level of responsibility or above that of the mentee, but
  - should not be in the same direct reporting line.

#### Mentors

Formulate, with input from the mentee, a program and schedule tailored to the needs of the

# UNIVERSITY OF DELAWARE Mentoring Program Guidelines and Procedures http://www.lib.udel.edu/udlaps/activities/mentoring.htm

mentee. Activities may include any or all of the following:
<ul> <li>assist individual mentees in identifying professional development activities such as conferences, committees, publishing opportunities;</li> <li>introduce mentees to appropriate colleagues, committee chairs, etc., outside of the Library. Inform mentee of appropriate volunteer opportunities;</li> <li>provide assistance in preparation and critique of mentee's dossier, and answer questions about promotion process;</li> <li>assist mentee in locating resources for service or research activities related to promotion;</li> <li>encourage mentees to attend appropriate UDLAPS programs, including the Dossier Preparation Workshop and other professional development programs; and</li> <li>solicit feedback from the mentee and report progress to the Mentoring Coordinator.</li> </ul>
Mentees
<ul> <li>Mentors will not be held responsible for the outcome of any personnel actions involving advancement, promotion, or continuing appointment of their mentees.</li> <li>Establish contact with the chosen mentor; formulate a program and schedule tailored to the mentee's needs. Modify the program if and when needs change.</li> <li>Be prepared to ask specific questions about professional activity, career, and promotion criteria.</li> <li>Use mentor to help focus career activities in appropriate ways. Pursue committee opportunities and networking activities suggested by the mentor and participate in any other activities that would be appropriate.</li> <li>Provide feedback to the mentor and submit completed evaluation form to the Mentoring Coordinator.</li> </ul>
Activities chosen by participants may include the following:
<ul> <li>dossier preparation assistance;</li> <li>introduction to Library and professional committees;</li> <li>introduction to leaders in regional and local organizations;</li> <li>assistance with figuring out "the system" in the Library: who knows what, who has expertise, etc.;</li> <li>assistance with research, writing, and publishing; and</li> <li>assistance in selection of courses, degree-work, etc.</li> <li>dossier preparation workshop; and</li> <li>publishing and writing workshops.</li> </ul>
back to top
Professional Relationship
Characterized as the least structured mentoring relationship with a duration determined by mentor and mentee.
Goals
<ul> <li>Help professionals enrich their careers and find opportunities to focus within their chosen specialty, or to break out into new areas.</li> <li>Help mid- and upper-level professionals to change direction; diversify their skills and duties; or develop management, specialty, or administrative skills.</li> <li>Provide a means for upper-level management to pass on the benefits of their experience to newly-emerging managers.</li> </ul>
Criteria for Mentors
<ul> <li>Mentors can be drawn from any level.</li> <li>Mentors should be skilled in their job responsibilities, and/or active professionally, and/or be considered an expert in their field.</li> <li>Mentors can be either in the same reporting line or in a different division, but should not be the direct supervisor of the mentee.</li> </ul>
Mentors
<ul><li>Formulate goals with the mentee; help the mentee develop his/her career in desired ways.</li><li>Mentors may plan formal activities, depending on the goals of the mentee.</li></ul>
Mentees
Establish contact with the chosen mentor and formulate goals.

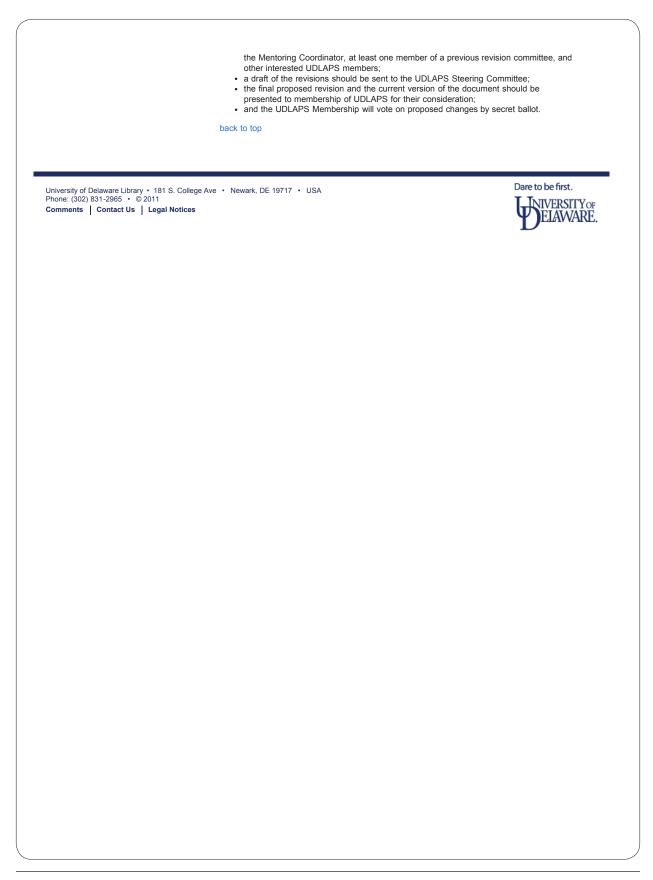
## UNIVERSITY OF DELAWARE

# Mentoring Program Guidelines and Procedures http://www.lib.udel.edu/udlaps/activities/mentoring.htm

<ul><li>Participate in activities appropriate to the growth of both mentee and mentor.</li><li>Provide feedback to the mentor and the Mentoring Coordinator.</li></ul>
Activities are only limited by that which is appropriate in a work or professional relationship. They may include:
<ul> <li>regular meetings;</li> <li>assistance in furthering involvement in professional organizations, particularly at the national level;</li> <li>assistance with publication; and</li> <li>referral to prospective mentors outside the Library or University, who may have more appropriate expertise.</li> </ul>
back to top
Mentoring Program Coordinator
The Mentoring Program Coordinator is responsible for the successful administration of the mentoring program and for maintaining required records and archives. The Coordinator is an elected officer of UDLAPS nominated by the UDLAPS Nominations and Elections Committee and elected by the full membership every other year in regular UDLAPS elections. The responsibility of the Mentoring Program Coordinator, according to the UDLAPS Constitution, is to "coordinate the activities of the Mentoring Program in accordance with the UDLAPS Mentoring Program Guidelines and Procedures." The Coordinator plays a large part in helping to establish mentoring relationships and in evaluating the effectiveness of the program. Specific duties of the Coordinator related to administering program are:
<ul> <li>publicize and promote the program and recruit participants;</li> <li>achieve representation of mentor volunteers from a variety of Library departments and divisions by encouraging interested professionals to participate as mentors as appropriate;</li> </ul>
<ul> <li>maintain list of mentors;</li> <li>attend professional candidates' interviews/breaks in order to explain the UDLAPS Mentoring Program;</li> </ul>
<ul> <li>attend the Dossier Preparation Workshop to describe the benefits of a mentoring relationship;</li> <li>write e-mails of introduction to new professionals advising that contact will be made shortly after their arrival;</li> </ul>
<ul> <li>match mentees with mentors;</li> <li>present program goals and guidelines to mentors for added assistance;</li> <li>in cooperation with the Assistant Director for Library Administrative Services, plans and revises the checklist for all new professional orientations;</li> <li>resolve problems for/between mentors and mentees;</li> <li>assist participants in formulating goals and developing activities;</li> <li>solicit informal feedback from participants on progress and effectiveness of each relationship and/or the program as a whole;</li> </ul>
<ul> <li>and review and evaluate the program and identify problems.</li> <li>Specific duties of the Coordinator related to the UDLAPS organization are:</li> </ul>
<ul> <li>coordinate with UDLAPS Steering Committee and appropriate groups to plan programs related to promotion and to encourage attendance by mentors/mentees;</li> <li>attend the UDLAPS Steering Committee meetings and UDLAPS Business meetings regularly as an elected member;</li> <li>report the general successes and needs of the program to the UDLAPS Steering Committee regularly and, periodically, to the entire UDLAPS membership;</li> <li>maintain archives of program documentation;</li> <li>maintain informal list of mentoring relationships established (all personal notes or e-mail about relationships are considered confidential and must be shredded/deleted after the Coordinator's term ends);</li> <li>maintain and report basic statistics of number and type of mentor/mentee matches, their duration, and indication of general success of the program.</li> <li>recommend necessary changes to the Mentoring Program Coordinator and/or UDLAPS Steering Committee;</li> <li>and provide an overall report to the new Mentoring Coordinator's term to maintain continuity and an archive.</li> </ul>
If the Mentoring Coordinator feels that revisions/changes need to be made in the Mentoring Program Guidelines and Procedures:
a revision committee is appointed by the Mentoring Coordinator and is comprised of

UNIVERSITY OF DELAWARE

Mentoring Program Guidelines and Procedures http://www.lib.udel.edu/udlaps/activities/mentoring.htm

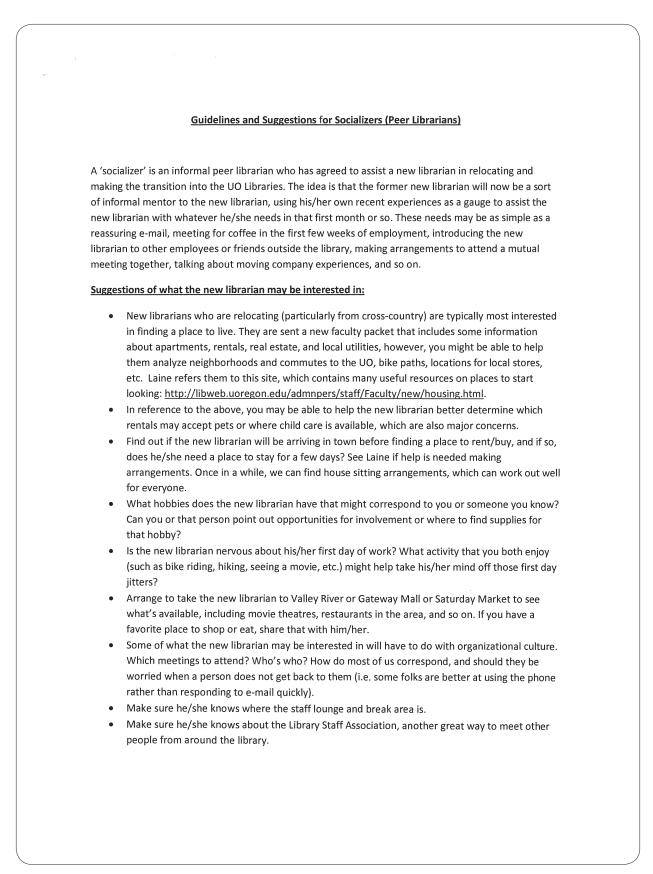


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Librarian Mentoring Program wiki

http://wws.library.umass.edu/wikis/mentoring/doku.php

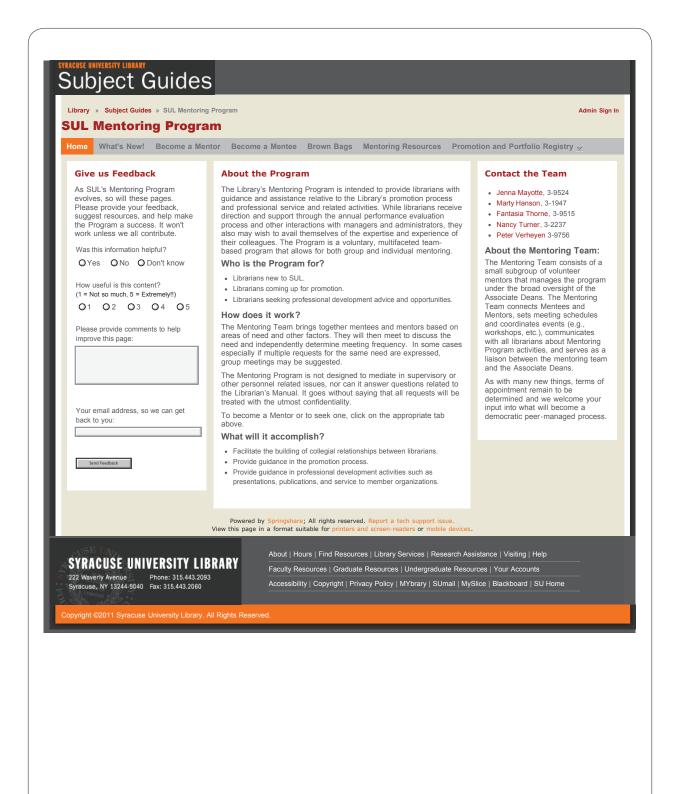
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MENTORING	
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LIBRARIAN MENTO	INIVERSITY LIBRARIES RING PROGRAM
<ul> <li>Goals</li> </ul>	
<ul><li>How the Program Works</li></ul>	
Applications	
<ul><li>Guidelines</li><li>Tips for Mentors</li></ul>	
<ul> <li>Tips for Mentees</li> </ul>	
<ul><li>Suggested Activities</li><li>Articles</li></ul>	
<ul><li>Books</li></ul>	
Why Mentoring Matters	
<ul><li> Program History</li><li> Contact Information</li></ul>	
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	Characterization - Old multiple
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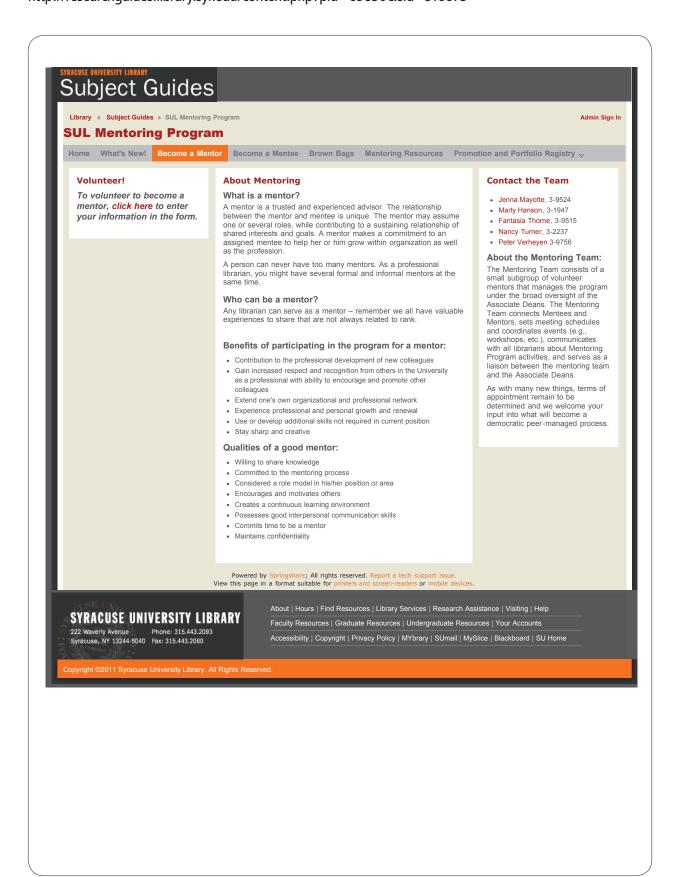
	•	Make sure he/she knows how to navigate Iris and find directories and organization charts that may be of particular use the first few months. Invite the new librarian and another friend or coworker to lunch. Listen to what's on that person's mind to see how he/she is acclimating to the workplace. Is there something else we can do to help that situation? Contact Laine to organize an informal brown bag or Friday Forum on a common theme for other new librarians. This can help build a natural cohort with mutual interests and concerns. Organize a monthly night out with that group of new librarians to try different restaurants in Eugene and chat about your experiences.
Ţ	hings	to Keep in Mind:
	•	If for some reason you and your new librarian do not hit it off, feel free to check back with Laine to see if she can find someone else. There's no failure here. People simply have different interests and personalities, and chances are we can find another good match with someone else. No pressure! This should be fun for both of you. Check in semi-regularly (once a week or so) with that new person for their first few months or so. Just see how he/she is doing and if any questions come up. Be there to listen and help him/her learn about us as an organization. The goal is that no one should feel isolated. Sometimes the best thing you can be is a sounding board for frustrations while the new person is learning the system. If there's something you think Laine or Library Administration needs to know about, please feel free to share. We are all learning from these experiences, and want each person to start out in a positive and confident manner, feeling they have a supportive environment in which to grow and succeed. Some new librarians may require or prefer more assistance than others. Just go with the flow and be prepared. If they don't want your assistance, that's okay, too. If you try a particular activity, let Laine know, and she will add it to her list of suggestions!
		Most important of all: have fun!
		June 29, 2007 ls

# SYRACUSE UNIVERSITY

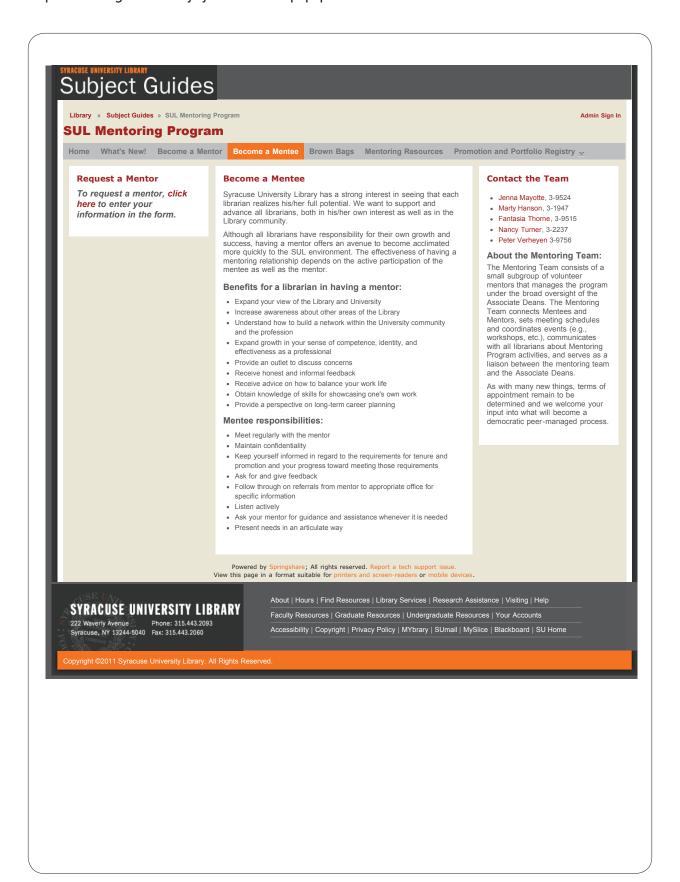
SUL Mentoring Program: Home http://researchguides.library.syr.edu/mentoring



### **SYRACUSE UNIVERSITY** SUL Mentoring Program: Become a Mentor http://researchguides.library.syr.edu/content.php?pid=69830&sid=516873



### **SYRACUSE UNIVERSITY** SUL Mentoring Program: Become a Mentee http://researchguides.library.syr.edu/content.php?pid=69830&sid=516878



## SYRACUSE UNIVERSITY

SUL Mentoring Program: Mentee Information Survey http://www.surveymonkey.com/s.aspx?sm=TUV0YH39Wlr4KByo7hhikg\_3d\_3d

1. Date			
2. Contact Informa	tion		
Name:		]	
Department		]	
E-mail Address:		]	
Phone Number:		]	
		-	
3. What is your cur	rrent position at the Library?		
4. How many years	s have you worked at SUL?		
5. How many years	s have you been in the profession?		
5. How many years	s have you been in the profession?		
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