

Mentoring/Peer Socializing Programs

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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 will not report to the new employee's supervisor about job performance or personal matters.
- Mentors are not responsible for negotiations between employees and supervisors.

Mentor commitment

- 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.

Referrals

- Mentors and mentees are given packets of materials and brochures. This would be a good place to start should the mentee need a referral for help.
- Any questions about unions should be referred to the appropriate union representative.

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Responsibilities of Peer Mentoring

Recruiting and Training of Mentors

The Peer Mentoring Committee will hold an informational meeting whenever appropriate to present the idea of peer mentoring to staff and to solicit volunteers. The meeting will emphasize expected time commitment (time frame of 10 meetings, estimate of hours to be spent) and will address issues of attitude and professionalism. The fact that the program is open to anyone with the permission of his/her supervisor will be emphasized. Interested employees will be invited to attend a training session on the requirements of the program. The training sessions will include a discussion of the **policies** of the program, the matching process, and the available support and resources. Training sessions will be held as needed.

During the six to twelve month mentoring period both mentors and new staff are encouraged to contact the Mentoring Committee with suggestions or concerns. This is a dynamic program, and evaluation will be key to its success. An **evaluation form** will be given to participants at the end of the process.

Approximate time frame:

- 1st month - Recruitment meeting/training
- 3rd -4th month - Mentor follow-up meeting
- 6th- 12th month - Evaluation

Reporting

- The Mentoring Committee reports to the Steering Committee, which oversees the effectiveness and progress of the program.
- The librarywide list shall be used to inform staff about the program and special events and to encourage participation.
- As a matter of policy, a mentor will not report to a new employee's supervisor on the progress of the employee, nor should a supervisor inquire or expect such a report.

Communication

It is important for the success of the program that supervisors of mentees are consulted about the timing of the meetings between mentors and mentees. Mentors should encourage mentees to discuss possible times with their supervisors and to be sensitive to particularly busy times of the years. Everyone involved-- the committee, the mentors and the mentees-- should be sensitive to the time constraints on staff at the beginning of the semester and at other times indicated by the supervisors and mentees. Meetings can always be spread out or postponed during especially busy times.

The Mentoring Committee should remind supervisors that the Peer Mentoring program is an official program of the Library and that the meetings between mentors and mentees are to be considered work time.

Selection

Employees who have secured supervisory permission and demonstrate a commitment to the goals of the program will be selected to serve as mentors. The Mentoring Committee expects a high level of professionalism and positive attitude on the part of volunteers.

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.

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The University of Delaware Library Assembly of Professional Staff

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Mentoring Program Guidelines and Procedures

[Orientation Mentoring Relationship](#) | [Promotional Mentoring Relationship](#) | [Professional Mentoring Relationship](#) | [Mentoring Program Coordinator Responsibilities](#)

Revision 2009

Background Information

The development of this program was recommended by the Steering Committee of the University of Delaware Library Assembly of Professional Staff (UDLAPS) in March of 1993, based on interest from the general membership of UDLAPS. The purpose of the program is to help provide professionals with peer counselors and role models to supplement the relationships within reporting lines. Furthermore, the purpose of the mentoring program is to enhance the professional atmosphere within the library, and to encourage all professionals to create and participate in career enrichment activities. The program is designed to provide mentoring opportunities to meet the diverse needs of the various professionals working in different areas of the University of Delaware Library.

These guidelines are meant to encourage participation in the program, providing activities to assist participants in meeting their goals. Participation in all types of relationships in the program is voluntary and may be ended by either party for any reason. Though professionals are encouraged to become involved as mentees and mentors, they are not required to use the program. It is hoped, however, that the benefits of mentoring will provide motivation to prospective participants, and that past successes of the program will stimulate continued involvement. Mentors serve in an advisory capacity only and the establishment of a mentoring relationship should not be seen as a guarantee of advancement or career success for either mentee or mentor.

Types of Mentoring

This program consists of three types of mentoring relationships, each addressing the needs of professionals at particular stages of their careers. There may be some overlap in the activities between each of the mentoring relationship types as best fits each individual situation. It is recognized that each mentoring relationship will be unique. In any type of mentoring relationship, the purpose of the program is to enhance the relationship between the individual and the Library, so that both may benefit. Mentors should encourage continued good working relationships between the mentee and the mentee's supervisor while pursuing their own relationship with the mentee.

Mentors and mentees should decide at the beginning if they wish to apprise their supervisors and colleagues of their relationship. They should inform the Mentoring Program Coordinator of their decision. Personal information shared by participants should be considered confidential, even if the relationship itself is not confidential.

Orientation- for new professionals or for professionals new to the Library. It includes general peer training and orientation to the Library, the University, and the local area. A checklist of recommended activities may be used for guidance. This type of relationship usually represents a short-term formal relationship with a recommended content, time limit, and specific goals.

Promotion- for established librarian professionals with an interest in career advancement and promotion. This type of relationship allows for a focused range of activities and specific requirements for the participants while still allowing a large degree of freedom as to the activities and goals chosen.

Professional- for professionals wishing to explore professional development activities, seek job enrichment, achieve the high skills needed for specialty or administrative positions, or to

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.
- 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-to-mid-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

mentee. Activities may include any or all of the following:

- assist individual mentees in identifying professional development activities such as conferences, committees, publishing opportunities;
- introduce mentees to appropriate colleagues, committee chairs, etc., outside of the Library. Inform mentee of appropriate volunteer opportunities;
- provide assistance in preparation and critique of mentee's dossier, and answer questions about promotion process;
- assist mentee in locating resources for service or research activities related to promotion;
- encourage mentees to attend appropriate UDLAPS programs, including the Dossier Preparation Workshop and other professional development programs; and
- solicit feedback from the mentee and report progress to the Mentoring Coordinator.

Mentees

- Mentors will not be held responsible for the outcome of any personnel actions involving advancement, promotion, or continuing appointment of their mentees.
- 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.
- Be prepared to ask specific questions about professional activity, career, and promotion criteria.
- 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.
- Provide feedback to the mentor and submit completed evaluation form to the Mentoring Coordinator.

Activities chosen by participants may include the following:

- dossier preparation assistance;
- introduction to Library and professional committees;
- introduction to leaders in regional and local organizations;
- assistance with figuring out "the system" in the Library: who knows what, who has expertise, etc.;
- assistance with research, writing, and publishing; and
- assistance in selection of courses, degree-work, etc.
- dossier preparation workshop; and
- publishing and writing workshops.

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Professional Relationship

Characterized as the least structured mentoring relationship with a duration determined by mentor and mentee.

Goals

- Help professionals enrich their careers and find opportunities to focus within their chosen specialty, or to break out into new areas.
- Help mid- and upper-level professionals to change direction; diversify their skills and duties; or develop management, specialty, or administrative skills.
- Provide a means for upper-level management to pass on the benefits of their experience to newly-emerging managers.

Criteria for Mentors

- Mentors can be drawn from any level.
- Mentors should be skilled in their job responsibilities, and/or active professionally, and/or be considered an expert in their field.
- Mentors can be either in the same reporting line or in a different division, but should not be the direct supervisor of the mentee.

Mentors

- Formulate goals with the mentee; help the mentee develop his/her career in desired ways.
- Mentors may plan formal activities, depending on the goals of the mentee.

Mentees

- Establish contact with the chosen mentor and formulate goals.

- Participate in activities appropriate to the growth of both mentee and mentor.
- Provide feedback to the mentor and the Mentoring Coordinator.

Activities are only limited by that which is appropriate in a work or professional relationship. They may include:

- regular meetings;
- assistance in furthering involvement in professional organizations, particularly at the national level;
- assistance with publication; and
- referral to prospective mentors outside the Library or University, who may have more appropriate expertise.

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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 the mentoring program are:

- publicize and promote the program and recruit participants;
- achieve representation of mentor volunteers from a variety of Library departments and divisions by encouraging interested professionals to participate as mentors as appropriate;
- maintain list of mentors;
- attend professional candidates' interviews/breaks in order to explain the UDLAPS Mentoring Program;
- attend the Dossier Preparation Workshop to describe the benefits of a mentoring relationship;
- write e-mails of introduction to new professionals advising that contact will be made shortly after their arrival;
- match mentees with mentors;
- present program goals and guidelines to mentors for added assistance;
- in cooperation with the Assistant Director for Library Administrative Services, plans and revises the checklist for all new professional orientations;
- resolve problems for/between mentors and mentees;
- assist participants in formulating goals and developing activities;
- solicit informal feedback from participants on progress and effectiveness of each relationship and/or the program as a whole;
- and review and evaluate the program and identify problems.

Specific duties of the Coordinator related to the UDLAPS organization are:

- coordinate with UDLAPS Steering Committee and appropriate groups to plan programs related to promotion and to encourage attendance by mentors/mentees;
- attend the UDLAPS Steering Committee meetings and UDLAPS Business meetings regularly as an elected member;
- report the general successes and needs of the program to the UDLAPS Steering Committee regularly and, periodically, to the entire UDLAPS membership;
- maintain archives of program documentation;
- 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);
- maintain and report basic statistics of number and type of mentor/mentee matches, their duration, and indication of general success of the program;
- recommend necessary changes to the Mentoring Program and Guidelines to the UDLAPS Steering Committee;
- and provide an overall report to the new Mentoring Program Coordinator and/or UDLAPS Steering Committee at the end of the Mentoring Coordinator's term to maintain continuity and an archive.

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

the Mentoring Coordinator, at least one member of a previous revision committee, and other interested UDLAPS members;

- a draft of the revisions should be sent to the UDLAPS Steering Committee;
- the final proposed revision and the current version of the document should be presented to membership of UDLAPS for their consideration;
- and the UDLAPS Membership will vote on proposed changes by secret ballot.

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The screenshot shows a DokuWiki page for the 'MENTORING' program. The page has a blue header with navigation links: 'Login | Recent changes | Index' on the left and 'Show pagesource | Old revisions | Backlinks' on the right. Below the header is an orange banner with the word 'MENTORING' in white, a sub-link '• start', and an RSS icon. A search box with a 'Search' button is also present. Below the banner, a breadcrumb trail reads 'Trace: » start'. The main content area features the title 'UMASS AMHERST UNIVERSITY LIBRARIES LIBRARIAN MENTORING PROGRAM' in blue. A bulleted list of links includes: Goals, How the Program Works, Applications, Guidelines, Tips for Mentors, Tips for Mentees, Suggested Activities, Articles, Books, Why Mentoring Matters, Program History, and Contact Information. At the bottom right of the content area, it says 'start.txt · Last modified: 2010/08/10 11:53 by bmorgan'. A second orange banner is at the bottom of the content area, with 'Show pagesource | Old revisions | Backlinks' links below it.

Guidelines and Suggestions for Socializers (Peer Librarians)

A 'socializer' is an informal peer librarian who has agreed to assist a new librarian in relocating and making the transition into the UO Libraries. The idea is that the former new librarian will now be a sort of informal mentor to the new librarian, using his/her own recent experiences as a gauge to assist the new librarian with whatever he/she needs in that first month or so. These needs may be as simple as a reassuring e-mail, meeting for coffee in the first few weeks of employment, introducing the new librarian to other employees or friends outside the library, making arrangements to attend a mutual meeting together, talking about moving company experiences, and so on.

Suggestions of what the new librarian may be interested in:

- New librarians who are relocating (particularly from cross-country) are typically most interested in finding a place to live. They are sent a new faculty packet that includes some information about apartments, rentals, real estate, and local utilities, however, you might be able to help them analyze neighborhoods and commutes to the UO, bike paths, locations for local stores, etc. Laine refers them to this site, which contains many useful resources on places to start looking: <http://libweb.uoregon.edu/admnpers/staff/Faculty/new/housing.html>.
- In reference to the above, you may be able to help the new librarian better determine which rentals may accept pets or where child care is available, which are also major concerns.
- Find out if the new librarian will be arriving in town before finding a place to rent/buy, and if so, does he/she need a place to stay for a few days? See Laine if help is needed making arrangements. Once in a while, we can find house sitting arrangements, which can work out well for everyone.
- What hobbies does the new librarian have that might correspond to you or someone you know? Can you or that person point out opportunities for involvement or where to find supplies for that hobby?
- Is the new librarian nervous about his/her first day of work? What activity that you both enjoy (such as bike riding, hiking, seeing a movie, etc.) might help take his/her mind off those first day jitters?
- Arrange to take the new librarian to Valley River or Gateway Mall or Saturday Market to see what's available, including movie theatres, restaurants in the area, and so on. If you have a favorite place to shop or eat, share that with him/her.
- Some of what the new librarian may be interested in will have to do with organizational culture. Which meetings to attend? Who's who? How do most of us correspond, and should they be worried when a person does not get back to them (i.e. some folks are better at using the phone rather than responding to e-mail quickly).
- Make sure he/she knows where the staff lounge and break area is.
- Make sure he/she knows about the Library Staff Association, another great way to meet other people from around the library.

- 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.

Things 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

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SUL Mentoring Program

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Give us Feedback

As SUL's Mentoring Program evolves, so will these pages. Please provide your feedback, suggest resources, and help make the Program a success. It won't work unless we all contribute.

Was this information helpful?
 Yes No Don't know

How useful is this content?
(1 = Not so much, 5 = Extremely!!)
 1 2 3 4 5

Please provide comments to help improve this page:

Your email address, so we can get back to you:

About the Program

The Library's Mentoring Program is intended to provide librarians with guidance and assistance relative to the Library's promotion process and professional service and related activities. While librarians receive direction and support through the annual performance evaluation process and other interactions with managers and administrators, they also may wish to avail themselves of the expertise and experience of their colleagues. The Program is a voluntary, multifaceted team-based program that allows for both group and individual mentoring.

Who is the Program for?

- Librarians new to SUL.
- Librarians coming up for promotion.
- Librarians seeking professional development advice and opportunities.

How does it work?

The Mentoring Team brings together mentees and mentors based on areas of need and other factors. They will then meet to discuss the need and independently determine meeting frequency. In some cases especially if multiple requests for the same need are expressed, group meetings may be suggested.

The Mentoring Program is not designed to mediate in supervisory or other personnel related issues, nor can it answer questions related to the Librarian's Manual. It goes without saying that all requests will be treated with the utmost confidentiality.

To become a Mentor or to seek one, click on the appropriate tab above.

What will it accomplish?

- Facilitate the building of collegial relationships between librarians.
- Provide guidance in the promotion process.
- Provide guidance in professional development activities such as presentations, publications, and service to member organizations.

Contact the Team

- **Jenna Mayotte**, 3-9524
- **Marty Hanson**, 3-1947
- **Fantasia Thorne**, 3-9515
- **Nancy Turner**, 3-2237
- **Peter Verheyen** 3-9756

About the Mentoring Team:

The Mentoring Team consists of a small subgroup of volunteer mentors that manages the program under the broad oversight of the Associate Deans. The Mentoring Team connects Mentees and Mentors, sets meeting schedules and coordinates events (e.g., workshops, etc.), communicates with all librarians about Mentoring Program activities, and serves as a liaison between the mentoring team and the Associate Deans.

As with many new things, terms of appointment remain to be determined and we welcome your input into what will become a democratic peer-managed process.

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Volunteer!

To volunteer to become a mentor, [click here to enter your information in the form.](#)

About Mentoring

What is a mentor?
 A mentor is a trusted and experienced advisor. The relationship between the mentor and mentee is unique. The mentor may assume one or several roles, while contributing to a sustaining relationship of shared interests and goals. A mentor makes a commitment to an assigned mentee to help her or him grow within organization as well as the profession.

A person can never have too many mentors. As a professional librarian, you might have several formal and informal mentors at the same time.

Who can be a mentor?
 Any librarian can serve as a mentor – remember we all have valuable experiences to share that are not always related to rank.

Benefits of participating in the program for a mentor:

- Contribution to the professional development of new colleagues
- Gain increased respect and recognition from others in the University as a professional with ability to encourage and promote other colleagues
- Extend one's own organizational and professional network
- Experience professional and personal growth and renewal
- Use or develop additional skills not required in current position
- Stay sharp and creative

Qualities of a good mentor:

- Willing to share knowledge
- Committed to the mentoring process
- Considered a role model in his/her position or area
- Encourages and motivates others
- Creates a continuous learning environment
- Possesses good interpersonal communication skills
- Commits time to be a mentor
- Maintains confidentiality

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SUL Mentoring Program

Request a Mentor

To request a mentor, **click here to enter your information in the form.**

Become a Mentee

Syracuse University Library has a strong interest in seeing that each librarian realizes his/her full potential. We want to support and advance all librarians, both in his/her own interest as well as in the Library community.

Although all librarians have responsibility for their own growth and success, having a mentor offers an avenue to become acclimated more quickly to the SUL environment. The effectiveness of having a mentoring relationship depends on the active participation of the mentee as well as the mentor.

Benefits for a librarian in having a mentor:

- Expand your view of the Library and University
- Increase awareness about other areas of the Library
- Understand how to build a network within the University community and the profession
- Expand growth in your sense of competence, identity, and effectiveness as a professional
- Provide an outlet to discuss concerns
- Receive honest and informal feedback
- Receive advice on how to balance your work life
- Obtain knowledge of skills for showcasing one's own work
- Provide a perspective on long-term career planning

Mentee responsibilities:

- Meet regularly with the mentor
- Maintain confidentiality
- Keep yourself informed in regard to the requirements for tenure and promotion and your progress toward meeting those requirements
- Ask for and give feedback
- Follow through on referrals from mentor to appropriate office for specific information
- Listen actively
- Ask your mentor for guidance and assistance whenever it is needed
- Present needs in an articulate way

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Syracuse University Library Mentoring Program - Mentee Information

[Exit this survey](#)

Please answer all questions. Thank you!

1. Date

2. Contact Information

Name:

Department

E-mail Address:

Phone Number:

3. What is your current position at the Library?

4. How many years have you worked at SUL?

5. How many years have you been in the profession?

6. I would like to be paired with a mentor who can (check all that apply):

- provide informal introduction to SUL
- provide publishing and presentation advice
- help me network in the library
- help me network in the profession
- provide career progression or promotion advice

Other (please specify)

7. My mentee goals are:

8. Is there anything else that might help us match you successfully with a mentor?