

## Whole-Person Mentoring For Every Stage Of Careers In Librarianship

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### Abstract

The newly launched McGill Library Mentoring Program has two defining features: it is inclusive and holistic. It was designed not only to reach archivists and academic library staff at every career stage, but also to encourage them to participate in the program as both mentors and mentees in order to share their unique interests. For example, many new professionals are entering the workforce with coveted skills in information and education technology. While they may benefit from being mentored by their more experienced colleagues, they may also participate in the program as mentors so that others may benefit from their skills and knowledge. The holistic, or whole person approach to the design of the program offers mentoring on a range of topics that move beyond professional development and the promotion and tenure process, into issues of personal development and work-life balance.

This paper describes, in detail, the mentoring program that was developed in less than one year by an ad hoc committee with administrative support. It includes the steps required to participate in the program as a mentee or mentor, training materials, and lessons learned. Grounded in best practices, the design is flexible and sustainable and is transferable to other environments for those that are considering or rethinking mentoring at their own libraries.

### Introduction

Bozeman and Feeney define mentoring as:

A process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).<sup>1</sup>

The benefits of mentoring can be found in the literatures of a variety of fields, such as organizational behaviour, management, and psychology. Burke and Kram both found mentorship to be a positive influence on personal and career development.<sup>2</sup> Mentoring addresses “recruitment, retention, and restructuring issues” and has an effect on salary, promotion and perceptions of career success.<sup>3</sup> The benefits of mentoring are not only to the mentee but to the mentor as well.<sup>4</sup> Mentoring is also valuable throughout the entire length of a career, and not simply for new professionals. Kram’s mentoring model identifies three career

stages and possible concerns that people might have during each stage (early, middle and late career).<sup>5</sup>

A recent scoping review comprehensively outlines the best practices and current trends for mentoring programs in academic libraries.<sup>6</sup> Of the 40 programs reviewed, the majority were designed for mentor/mentee or co-mentoring pairs, or for group exchanges among peers. Best practices found in their review were echoed in other research, including soliciting input from participants when matching individuals, using set times and incentives for encouraging library staff to participate as mentors, offering guidelines that clarify roles and responsibilities, providing mentorship training and support, and ongoing evaluation of program effectiveness.<sup>7</sup>

Additional Canadian context can be found in Harrington and Marshall's 2014 paper on mentoring activities and expectations in Canadian universities and colleges.<sup>8</sup> Their survey results showed that librarians in different career stages (new MLIS graduates, mid-career or 'practicing' librarians, and administrators) had different expectations for their mentoring relationships and programs. For example, while none of the administrators expected formal mentoring to be available to them, 83% of new graduates expected mentoring in new academic library jobs. When indicating who would be an appropriate mentor, a strong majority of new graduates and practicing librarians chose their peers. While nearly all new graduates also indicated that their direct supervisors would be an appropriate choice, just over half of practicing librarians indicated supervisors as also appropriate. By contrast, university administrators favored mentors who are University Librarians/Deans. This demonstrates how mentoring needs differ depending on the career stage; mentoring programs that acknowledge this will be more sustainable and be accessible to more people.

Although initially a daunting task, creating a new mentoring program is possible with a wealth of information available in the literature, from other academic libraries, and from faculties and schools within an institution. This paper describes the inclusive and holistic program that was built from scratch at McGill Library in 2015 by a small ad hoc committee supported by library administration. It includes relevant evidence and best practices found in the literature, the decision-making processes with respect to designing for sustainability and the lessons learned. The program itself is outlined, with steps required to participate as a mentor or mentee, and detailed explanations of the accompanying documentation and the face-to-face and online training. The program design is transferable and flexible enough to work in other environments for professionals that are considering or rethinking mentoring programs at their libraries.

## Background

McGill Library is an Association of Research Libraries (ARL) member with 11 branch libraries supporting a research-intensive university. McGill University is situated on two campuses and has 11 faculties offering over 300 programs to approximately 22,000 undergraduate students and 10,000 students at the master's, doctoral and postdoctoral levels. Of the 174 library employees, 68 are academic staff, primarily tenure-track (19) and tenured librarians (40). The remainder of the academic staff are professional archivists and curators, and librarians on 1- and 2-year contracts.

In 2014, the Professional Issues Committee (PIC) of the Librarians' Section of McGill Association of University Teachers (MAUT), the professional association for the university's academic staff, recommended the implementation of a peer-mentoring program. PIC helps address areas of professional concern in the Library, and mentoring was part of a larger proposal for orientation of newly hired librarians.<sup>9</sup> Additionally, McGill Library's 2014-2015 Strategic Plan included a priority to investigate faculty mentoring programs on campus and to conduct an environmental scan of programs in other academic libraries. The timeline proposed

by the Dean of Libraries to meet expectations was less than one calendar year. The Ad Hoc Committee on Designing a Mentoring Program was created to complete this work and to design and implement a mentoring program for McGill Library. The committee included the following:

- Committee chair appointed by the Dean of Libraries,
- Director of Academic Affairs,
- Human Resources Senior Advisor,
- A Branch Head librarian appointed by the Dean of Libraries,
- A librarian appointed by the Dean of Libraries,
- A representative from the Library's MAUT Professional Issues Committee,
- A Library Council member solicited by the Office of the Dean of Libraries (from a pool of interested volunteers).

Later on, an additional librarian was added to the committee due to the person's interest and experience with mentoring at other institutions. The committee was not assigned resources or given access to funds.

The expectations were identified as follows:

- Gather input on viable mentoring programs in academic libraries;
- Investigate models McGill University currently uses for faculty members;
- Analyze, compare, evaluate, rank and make recommendations on the options available;
- Produce a report for the Dean of Libraries with recommendations on the:
  - o Proposed design of the program;
  - o Implementation process;
  - o Communication plan and training (educational tools) designed to support the implementation of the program.
- Create documentation, such as manuals, handouts, web pages, or video tutorials as required.

The committee conducted a scan of programs at other institutions to understand different options available, identify factors that make a program successful and the challenges that other institutions face with mentoring. Among the academic library mentoring programs investigated, two different programs with dedicated mentoring websites were used as models: a formal, structured version at the University of Delaware Library (<http://library.udel.edu/udlaps/activities/mentoring-program>), and a less structured model at Cornell University Library (<http://guides.library.cornell.edu/mentoring-resources>). The first includes three different levels of mentoring: orientation (new professionals or new to the library), professional (career advancement and promotion for established librarians), and promotion (professional development, needed specialty or administrative skills, or change in career emphasis). The Mentoring Program Coordinator is responsible for matching participants and coordinating activities, as well as the administration of the mentoring program, maintaining required records and archives in accordance with the guidelines and procedures of the University of Delaware Library Assembly of Professional Staff. The Cornell University Library program is less formal and, once the Mentoring Committee matches individuals they are encouraged to meet as they see fit and focus on one or more areas of career development.

When investigating mentoring practices at McGill, the committee reviewed a 2003 report and found that while a campus-wide mentoring program for faculty is not currently in place, several academic units have been promoting or encouraging mentoring, and others have had longstanding active formal programs.<sup>10</sup> The Faculty of Engineering had the most developed program, and the Agricultural and Biosystems Engineering department was also described in the report. Both programs focused heavily on promotion and tenure, although other mentoring activities are also described.

Through outreach efforts by committee members, it was learned that the Faculty of Medicine is currently exploring mentoring models in consultation with their members. There are also department-level activities underway within the Faculty. For example, the departments of Pediatrics and Neurology & Neurosurgery together have a Mentorship Program Committee that maintains a list of colleagues who agree to serve as mentors and also offers a mentoring workshop. Mentees meet with their mentors two to three times per year and are supported through various milestones, such as reappointment and tenure. The Department of Educational and Counselling Psychology (ECP) shared with the committee a recent draft of their new mentoring project for untenured and newly appointed faculty. The document outlines the responsibilities of all those involved. As a mentoring incentive, activities are counted as departmental service and taken into account during the annual merit exercise. The ECP mentoring committee is made up of three faculty members, one individual who has recently received tenure and one with experience as a member of the University Tenure Committee.

With this information gathered, the committee spent six weeks analysing the situation, consulting colleagues, comparing programs and using lessons learned in the literature to propose a mentoring program to the Dean of Libraries. The timeline was as follows:

- February 2015: Initial meeting of mentoring ad-hoc committee
- April 2015: Presentation of an interim report on initial findings and proposed broad-picture goals to the Dean of Libraries.
- July 2015: Submission of the final report with recommendations and an implementation plan.
- November 2015: Formal launch of the program with training.
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### Designing the Program

During the design phase, the focus was on creating a mentoring program that was inclusive and holistic, incorporated best practices, and was sustainable over time. Although it was felt that all library staff would benefit from mentoring, the committee was mandated to first design the program for archivists and academic library staff. The program may be extended to all staff members after formal review.

### Inclusive and Holistic

Unlike traditional mentoring programs that promote mentoring as more experienced and accomplished individuals acting as mentors to novice protégés, committee members favoured a program that allowed individuals in all stages of their careers the opportunity to learn, grow and be supported. Often referred to as peer mentoring programs or communities of practice, there are mentoring models that seek to overcome some of the identified challenges with traditional mentoring, as even those who are new to the workplace have helpful experience, information, skills, knowledge and perspectives.<sup>11</sup> However, such programs often restrict mentoring pairs to

those in the same cohort or stage of their career and tend to focus on helping peers achieve tenure.<sup>12</sup>

The McGill Library mentoring program was designed to encourage everyone to participate as both mentors and mentees, including newly hired professionals, with colleagues across career stages. Many new graduates have skills in information and education technology that can greatly benefit their more experienced colleagues. Additionally, the holistic approach to the design of the program offers mentoring on a range of topics that move beyond career development and the promotion and tenure process. In order to consider the whole person, attention was given to the personal development of individuals, workplace culture, and work-life balance. A mentoring relationship might be formed based on a mentor's personal interests, successes or struggles outside of work.

The inclusive and holistic aspects are reflected in the program goals:

- To benefit mentors and mentees through enhanced career advancement.
- To benefit mentors and mentees through personal development.
- To provide a support system to achieve reappointment and tenure.
- To make individuals feel welcome and comfortable.
- To facilitate communication between individuals at different levels and within different departments and branches of McGill Library.

## Best Practices

Best practices outlined by Allen, Lentz and Day and Lorenzetti and Powelson were integrated into the design of the mentoring program.<sup>13</sup> As a result, particular attention was paid to the creation of guidelines and training materials, as well as the involvement of mentees and mentors in the pairing process and the development of mechanisms for feedback and assessment.

Guidelines describing the roles and responsibilities of mentors and mentees were drafted with feedback from the Library's academic staff. All committee meeting notes, reports and related documentation are provided on a mentoring intranet space available to all. Tangible incentives can influence participation in mentoring programs; therefore, contributing as a mentor in the McGill Library program can be included in a librarian's annual performance recognition exercise and in the service category of their curricula vitae.<sup>14</sup>

The McGill Library mentoring program guidelines suggest the use of set times. Relationship periods are deliberately proposed to be three or six months to encourage participation, as a commonly identified barrier to participation in mentoring programs is the time commitment by the mentor and/or mentee.<sup>15</sup> Participants can choose to extend or continue the relationship but the short time allotment alleviates the chance of unproductive, possibly uncomfortable, relationships stretching out over multiple years.

In order to support mentors and mentees, it was deemed necessary to make training mandatory for all participants in the program. The committee solicited advice for designing a workshop from Teaching and Learning Services (TLS) at McGill University. TLS offered valuable advice on facilitating the training and provided presentation slides from the professional development workshops on supervision for graduate students and postdoctoral fellows. A committee member also attended a half-day faculty development workshop from the Faculty of Medicine, entitled, "The mentoring relationship: An essential academic role." It included open

discussions on different aspects of mentoring along with two small group exercises, including one with case vignettes. The workshop was a great source of inspiration, reflected in the final design of the library training.

All participants are encouraged to form their own mentor/mentee pairs, as having input into the matching process has shown to increase satisfaction and effectiveness of the mentoring relationship.<sup>16</sup> Individuals may select potential mentors from a list of mentors that includes their areas of interest and expertise. The mentor has the option of agreeing to or declining any requests to enter into a relationship.

Also in line with best practices, the program has several mechanisms for feedback and assessment built in.<sup>17</sup> For one, an exit survey that evaluates how well program goals are being achieved is available for participants to complete at the end of their relationships. Respondents are also asked to list any achievements they occurred as a result of participating in the program and they have the option of leaving contact information so that they may provide a more nuanced response at a later date. Results will be reviewed as they trickle in so that minor adjustments can be made as needed. Results will also be kept and submitted as part of the formal assessment of the program, which has been recommended by the committee to occur in a year's time, with follow-up assessments to be conducted as needed.

Another feedback mechanism of the program was the creation of ambassadors to respond to questions about the program and receive informal feedback. Ambassadors can also help mediate difficult discussions, help with the selection of an appropriate mentor and make the initial contact towards forming the pairings. Five of the original committee members are currently serving as ambassadors for the program. Although the Director of Academic Affairs is the official "point person" for the program, having several ambassadors allows participants to connect with the person with whom they feel comfortable. Contact information is provided on the Library's intranet, along with a mentoring email address monitor by all (mentoring.library@mcgill.ca). Ambassadors do not have formal meetings or terms of commitment, but play an important role in promoting the program.

## Sustainability

Sustainability is a key design element of the mentoring program. By focusing on creating a flexible program with built-in customizability and mechanisms for assessment, the program can adapt and change as needed over time. These key aspects of sustainability were founded on issues identified in the literature and from consultations with colleagues held throughout the development of the program.

A major barrier to mentoring program longevity involves the degree of oversight and active work involved in running a program.<sup>18</sup> Therefore, a great deal of consideration went into making a program that was lightweight, with very little need for intervention to keep it running. For example, the mentoring relationship is to be started and finished at the discretion of the individuals involved, without intervention from the program coordinator. Allowing individuals seeking mentorship to contact their colleagues directly lessens the need to have a group of people overseeing the program. Encouraging people of all career stages to share their expertise as mentors also increases the number of potential mentors, removing the necessity for continual mentor recruitment.

Customizability is another critical design element for a sustainable program. As there is no singular preference for what a mentoring relationship should be, the program instead provides colleagues with the tools to obtain the best fit for their diverse needs, which in turn contributes to the appeal of the program. For example, email templates and documents are

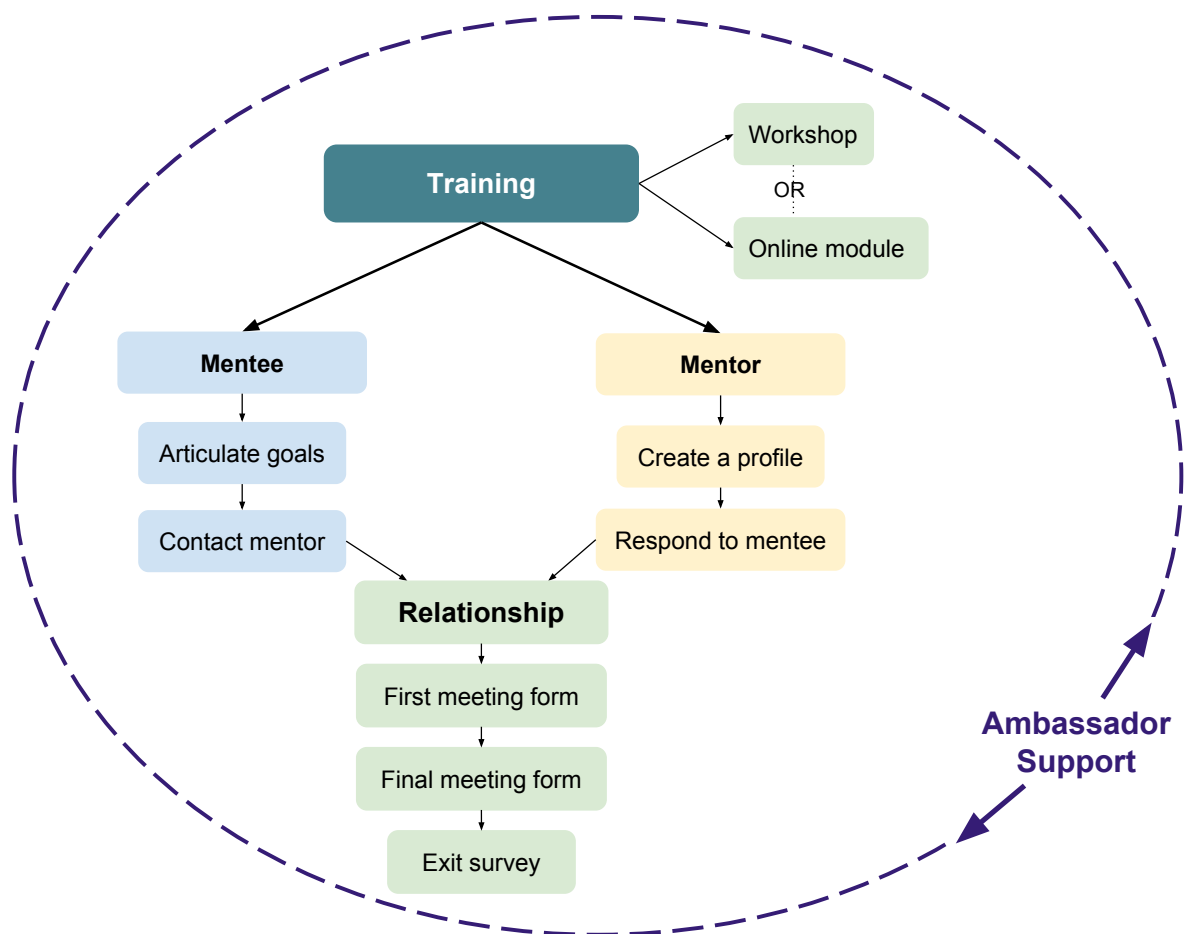
available from the Library's intranet and are customizable. This allows participants to use what works for them and adapt as needed.

It is also important to preserve institutional memory of the program and its components to ensure adaptability over time. For this reason, a senior administrator is responsible for basic oversight of the program. Ambassadors may also help contribute to the institutional memory of the program through long-term involvement.

### Participation in the Mentoring Program

Figure 1 provides a visual representation of the steps to participating in the McGill Library mentoring program. Library ambassadors play a role in the training available to interested individuals and also volunteer to offer support throughout the process.

**Figure 1:** Participation in the McGill Library mentoring program.



### Training

Training was delivered as a prerequisite for participation in the program, either as a mentor or as a mentee. The aim was to reach as many people as possible with face-to-face workshops at the launch of the program. Archivists and librarians in managerial and supervisory roles were also encouraged to attend, regardless of whether or not they intended on taking part

in the program. It was believed that they would benefit from and contribute to discussions, and would be in a better position to support and encourage subordinates entering into mentoring relationships. Training materials were later translated into an online module, to overcome scheduling conflicts and for future hires.

“Building relationships: Introduction to the mentoring program” was offered as a two-hour workshop, twice in November 2015 and once in February 2016. The chair of the mentoring committee facilitated all three sessions, with four additional committee members leading table discussions and gathering feedback. A total of 33 archivists and librarians followed the training.

The goals were to:

- Examine the roles and responsibilities of mentors and mentees;
- Address challenges that may arise during mentoring;
- Recognize the benefits of participating in the program as a mentor or mentee;
- Facilitate participation in the mentoring program.

There were three parts to the workshop agenda: 1) What is mentoring? 2) Why get involved? and 3) How does the mentoring program work? The workshop began with a presentation and a large group discussion on the roles and responsibilities of mentors and mentees, and the ideal characteristics of each. Table groups of four were asked to read and address different scenarios. These scenarios were created ahead of time, based on anecdotal challenges experienced by members in the committee, such as partners not connecting with each other, projects being abandoned despite considerable input from mentors, and coming to terms with mentee success after relationships had terminated. In order to uncover other potential issues, each group was asked to generate their own story. Afterwards, they presented their approaches to the assigned scenarios and challenged others with their own imagined situations. Two common themes were difficulties in dealing with unresponsive mentors or mentees, or with ones that come on too strong and make inappropriate requests. It is recommended that those who start or revitalize mentoring programs create scenarios that are unique to their institutional culture.

The second part of the workshop outlined reasons for individuals to get involved in the program. A handout was provided with questions and concerns that people might have at different career stages (early, middle and late career), modified from Kram’s book, *Mentoring at Work*.<sup>19</sup> It was used to acknowledge that we all have concerns about self, career, and family, regardless of where we are in our careers, and to sensitize ourselves to what might be troubling others. Following this, there was a presentation and a large group discussion on the benefits for both mentors and mentees to participating in the program.

The program overview consisted of a demonstration of the mentoring intranet space with available documentation and support, as well as a question and answer period. The session ended with a brainstorming exercise to encourage everyone to consider being a mentor. The Sharing Resources activity, modified from Shea, consisted of guiding questions about past experiences and current interests.<sup>20</sup> After filling in the sheets on their own, participants passed them around until all table group members had a chance to review them, point out interesting responses, and suggest additions.



## Participating as Mentor

In order to participate in the program as a mentor, individuals must first add their information to the mentor list on the Library intranet. The sharing resources activity, completed during training, acts as a good starting point for creating a profile. The list asks for mentor names with space to include a short job description, social and cultural context, or links to personal pages. It also prompts for mentoring areas but does not restrict these to specific themes or controlled vocabulary. Just months after the program launch, there are 15 mentors recorded.

Mentors are asked to provide contact information and also to keep their availability up-to-date when they take on a mentee or otherwise become unavailable for a period of time. As mentioned, template emails are provided as an option when responding to requests to enter into a relationship, either positively or with regrets. Relationships are not recorded for statistics purposes but mentors may choose to include participation on *curriculum vitae* or on annual performance recognition exercise and planning reports.

## Participating as Mentee

Before entering into a relationship, mentees are encouraged to determine their mentoring goals. A simple worksheet is included in the intranet materials, that encourages participants to write down short-term, intermediate, and long-term goals. This worksheet also includes questions related to the goals, in order to gently guide participants into thinking about connections between goals and their work, and to help them understand a broader perspective. For example, they are encouraged to think about how other tasks, roles, or responsibilities may affect their ability to achieve their goals. It is intended to help narrow in on what the relationship should focus on and with the selection of a mentor that has the right skills, experience, or interests. After identifying goals, mentees may review the profiles and contact a potential mentor to discuss entering into a relationship on their own, at any time. They can use the template invitation email on the Library intranet or contact the potential mentor by phone or in person. If they have questions or concerns, they are also invited to talk it over with a mentoring ambassador, or email the general email address for advice.

## The Mentoring Relationship

First and last meeting forms were prepared to help lead discussions and keep relationships focused on the mentees. As with other program materials, they are optional. They are also for personal use only, with no requirement to retain or submit them. When entering into the relationship, participants are advised to review all relevant documentation together, including the first meeting form, the mentee's *curriculum vita* and the completed goals exercise. This is a chance to articulate the goals or desired outcomes of the relationship and to think about how success will be measured. The first meeting form can be used to write down the activities that will be completed to achieve the desired outcomes, with a proposed initial timeline. It is also an opportunity to consider confidentiality, mode and frequency of communication, and how to proceed if at any time either party would like to stop the relationship. The first meeting is also the occasion to decide on the length of the association.

Participants may ask questions at any time to a mentoring ambassador, or by emailing the general address. At the end of the three- or four-month period, mentors and mentees are persuaded to meet again to review the first meeting document and decide whether to continue or to end the relationship. When it is concluded, the final meeting form can be used to acknowledge growth, celebrate successes and discuss next steps or follow-up plans. The mentorship goals that were achieved can be entered on the form, along with takeaways from the experience and the impact it will have on future mentoring roles.

## Discussion

There were many lessons learned throughout the McGill Library mentoring program design and implementation phases. First, it is possible to create a mentoring program within one year, with a small team and few resources, providing that staff have the time to dedicate to the tasks involved. In creating a highly informal, customizable mentoring program, it became adaptable to a variety of different needs with very little resources required for sustainability. However, the downside is that it is not possible to determine how many mentoring relationships are active at any given point in time.

It is also possible to create a program while incorporating best practices from the literature along with user feedback provided by colleagues into the design of the program. In particular, feedback sessions provided constructive criticism on the structure and logistics of the program. As a secondary effect, these sessions also helped with buy-in, as everyone had a chance to weigh in on the development and structure of the program.

It was clear that flexibility was critical to the success of the program on two fronts: duration and documentation. With respect to duration, the shorter terms were accepted, providing that extensions to the mentoring relationship time periods were allowed when desired. Documentation, such as the initiation and concluding agreements, were found to be a good idea in general but there was a strong sentiment that these documents were for personal use between mentor and mentee and that their use should not be mandatory.

On the other hand, the feedback sessions also exposed that while a less structured program might be more flexible, it could also seem intimidating, particularly for newer librarians who may be unsure of their mentoring needs or may be overwhelmed by available choices. This led to the creation of the ambassadorial role to act as guide for program participants at any stage of the program. Questions could develop after the initial program training workshops and program launch, such as questions about the program itself, potential matches, or difficult situations within an existing mentoring relationship.

Having potential mentors and mentees alike take the same two-hour training session underscored the fact that everyone has different skills and abilities that can be shared with each other. It also familiarised everyone with the whole person approach to mentoring. The greatest lesson learned during the training workshops was that everyone has a different understanding of mentoring. This also points to the myriad of reasons why people seek a mentor, ranging from project or task-based tutelage (but not trainer-trainee) to more emotional and/or interpersonal support, including how to manage relationships with colleagues and how to maintain a work-life balance. Many spoke of the central role that trust and friendship played in the participants' understandings of the mentoring relationship.

The training workshops also helped participants explore what they could offer as mentors, regardless of the stage of their career. This became abundantly clear during the sharing resources exercise, where people initially struggled with listing their own achievements and skills until prompted by their colleagues. When the exercise results were shared with the

table, it cultivated a sense of empowerment with respect to what people had to share with their and highlighted the importance of inclusivity in the program design.

The committee will continue to offer the workshop face-to-face. The live training can bring together recently hired individuals, along with those who are considering joining the program or have been newly appointed to more supervisory or managerial roles. It provides another avenue for social interaction and support and is an opportunity to receive immediate feedback and make improvements or additions to the program organization and supporting documentation. The online training module will remain available for use by all library staff as needed, whether or not they decided to join the program.

The current list of willing mentors maintained on the staff intranet presents an impressive breadth of experience among librarians and archivists at McGill University. They span the gamut of mentoring areas with research, library services, assessment, management, community building, navigating the reappointment and tenure process, editorial work, library association work and conference planning, and university governance. There are different perspectives to share with a strong focus on work-life balance, such as those who are new to the city or the country, transitioning out of library school or into new roles in the institution, and working as a parent or working on contract. Many also chose to include their hobbies, such as baking, sewing, crocheting, knitting and an enthusiasm for yoga and other forms of physical fitness.

Lastly, an important lesson that the committee learned in the development of the program is that there is a rich community on campus to consult with when developing mentoring programs. Organizers of active mentoring programs established in other university departments, such as in the McGill Faculty of Medicine, were not only generous with their materials, but also with their time. Access to different programs proved to be very helpful in assessing what would be best for the library structure and climate, and to learn from the experiences of others. The authors are now in a position to share knowledge and collaborate with existing and emerging mentoring programs on campus and beyond.

## **Next Steps**

The program had a soft launch at the end of 2015 and the first round of relationships in the program are concluding. Although the training modules are freely available online, training sessions will be offered periodically if there is demand and when new hires arrive to continue to foster mentoring culture in the library. Also on the horizon are two types of assessment. The first type relies on user feedback, through the mentoring contact email and the voluntary exit survey that both parties are asked to complete at the end of the relationship. The second is a formal assessment of the program, to be conducted by an external group, at a later date.

## **Conclusion**

Using best practices and lessons learned from colleagues on campus and throughout North America, McGill Library was able to design and create a mentoring program in less than a year. Moving away from traditional mentoring models that focus on tenure and research goals, the mentoring program has two unique aspects. First, it is inclusive, encouraging everyone to participate as both mentors and mentees, regardless of where they are in their careers. Second, it focuses on the person as a whole and provides a mechanism for support in a variety of areas to help meet everyone's unique goals, be they personal or professional. Through building in sustainability and customizability, the program does not incur large overhead costs. Rather, its grassroots nature allows for a flexible program that provides structure and support when

needed. All program documentation is available upon request and can be tailored to different institutions and environments.

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<sup>14</sup> Lorenzetti and Powelson, "A Scoping Review of Mentoring Programs for Academic Librarians," 193.

<sup>15</sup> Lorenzetti and Powelson, "A Scoping Review of Mentoring Programs for Academic Librarians," 194; Harrington and Marshall, "Analyses of Mentoring Expectations, Activities, and Support in Canadian Academic Libraries," 778.

<sup>16</sup> Hines, Tobi, Amy Kohut, Sara Wright, and Sarah Young, "Grow your Own Leaders: Cultivating Partnerships to Create a Sustainable Mentoring Program." Paper presented at ACRL Portland, March 25-28, 2015.

[http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2015/Hines\\_Kohut\\_Wright\\_Young.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2015/Hines_Kohut_Wright_Young.pdf)

<sup>17</sup> Lorenzetti and Powelson, "A Scoping Review of Mentoring Programs for Academic Librarians," 193-194; Hines et al., "Grow your Own Leaders: Cultivating Partnerships to Create a Sustainable Mentoring Program."

<sup>18</sup> Harrington and Marshall, "Analyses of Mentoring Expectations, Activities, and Support in Canadian Academic Libraries," 778.

<sup>19</sup> Kram, *Mentoring at work*, 72-73.

<sup>20</sup> Shea, Gordon, F., *Mentoring: How to Develop Successful Mentor Behaviors*. Crisp Learning, 2001, 21.