

Cataloging with Confidence: Mentoring to Support Cataloger Growth

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Abstract

Mentorship provides opportunities for both novice and experienced catalogers to develop their skills and learn what it means to catalog in a cooperative environment. Often libraries do not have the resources to provide specialized training for the new cataloger, making a formal mentorship program outside one's institution particularly useful. This paper examines key elements that ensure a successful mentorship pairing, how the authors integrated these components into practice, and how the authors customized their program to address the mentee's greatest area of need: finding practical solutions to both common and challenging serials cataloging questions.

Introduction

Catalogers new to the profession are confronted with a variety of challenges. While graduates of ALA-accredited MLIS programs might take a course or two in cataloging, most have much to learn as they begin their first professional position. There are cataloging guidelines to consider and cataloging tools to learn. The learning curve is steep, especially if a cataloger is hired into a position with a specialized focus. Working with a mentor is one way for an inexperienced cataloger to ease the curve and learn the nuances of the profession.

Catalogers employ established standards and guidelines to create records that improve access to resources for library users. These standards and guidelines are meant not only to improve searchability for the patron, but also to contribute to a centralized database of records shared among the cataloging community. Novice catalogers are confronted with a variety of protocols that can be overwhelming when trying to create descriptive metadata. Working with an experienced mentor helps guide the novice cataloger through the process of identifying appropriate cataloging resources and how to interpret and apply the guidelines. In this paper we address how the authors use mentoring principles along with a "hands on" approach to improve both the mentor's and mentee's cataloging skills.

Literature Review

The bulk of recent literature written about mentoring in library professions, from both the mentor's and mentee's perspectives, focuses on general career development within the same library workplace. Although the mentor and mentee work in different states and cataloging and metadata work was not specifically addressed in many of the resources, the literature still yielded valuable insight. Three mentorship themes resonated with us, and we applied those principles to our relationship. First, mentoring is a long-term process. Second, for the mentoring relationship to succeed, the mentor and mentee must create an environment of respect and trust. Third, the outcomes of mentorship should result in a deeper understanding and proficiency in the subject matter.

The three themes were prevalent regardless of whether the mentorship arrangement took a formal or informal approach. For a mentoring relationship to be successful, it should be long-term to allow time for both partners to learn about one another and build a climate of confidence, mutual trust, and respect. One partner should assume the role of listener and provide advice and guidance.¹ Specifically, the mentor provides thoughtful, honest feedback and skill-building advice by actively listening to and acknowledging the needs of the mentee.

Mentoring within the framework of a library technical services environment was especially relevant to our mentoring activities because of our work with metadata. In 2014, Hall-Ellis published an article listing four strategies administrators can adopt to encourage employees to accept standards-compliant metadata that others have created. "First, cultivate a robust community of practice within the information organization. Second, recognize the importance of accepting standards-compliant bibliographic metadata with few modifications. Third, provide opportunities for managers to become skilled at coaching their team members. Fourth, inspire confidence."² Taken more broadly, these strategies also apply to mentoring relationships outside of administration and within the field of continuing resources cataloging. Hall-Ellis endorses Wenger's concept of a "community of practice," a group of people sharing a "concern or a passion for something they do and learn how to do it better as they interact regularly."³ Hall-Ellis suggested that the workplace should "cultivate a robust community of practice"⁴ based on collegial relationships rather than reporting lines and establish a common baseline of knowledge. While the members of our mentoring program were not employed in the same workplace, Hall-Ellis's suggestion to find a shared set of skills to use as our launching point resonated with us, and we applied it to our situation.

Our Focus

Though all the literature we found addressed mentoring activities that occur within a single organization or library, we identified several key benefits that applied to our unique project. These key benefits included expanding the competencies of both the mentor and mentee, addressing the gap between the mentee's education and practice and introducing the mentee to fundamental tenets of the library profession.⁵ Especially relevant was the opportunity for the mentee to gain experience in her area of specialization—continuing resources cataloging. The mentee took an introductory cataloging class while in a library school program, but the program did not offer an advanced class that would have covered serials cataloging. She needed to look elsewhere to develop her skills. Cataloging continuing resources (including serials and integrating resources) requires specialized knowledge and skills that take time and training to cultivate. While some institutions may be fortunate enough to have several serials cataloging experts on staff, most catalogers who work with these resources find themselves working in an environment that offers few opportunities for mentorship and specialized training. Effective mentors aid and “share experience in specialty areas that are taught less frequently in many formal programs.”⁶

In addition to the lack of resident experts, remote work situations that arose from COVID-19 precautions also resulted in limited opportunities for in-person training. In our case, the mentoring relationship was remotely based, and we were motivated to seek out solutions that did not require us to be in the same physical environment.

Formal mentoring programs, such as the one offered through ALCTS (Association for Library Collections and Technical Service; now known as Core: Leadership, Infrastructure, Futures), facilitate and encourage professional development opportunities for members at any stage in their careers and in any of the areas related to leadership and management, metadata and collections, and technology. Wanberg, Welsh, and Hezlett have identified six primary characteristics of formal mentoring programs that can directly influence the program's effectiveness.⁷ Though their research took a broader approach to mentoring, we found five of the characteristics applicable to our mentoring program. Formal programs work better when the selection and participation of participants is voluntary.⁸ For example, within the Core program, participation is voluntary and open to all members. Participants may apply to be a mentor, a mentee, or both. In 2019, we were paired through the ALCTS mentoring program as serials catalogers. Our participation in the formal portion of the program started June 1, 2019, and ended April 30, 2020, but as a mentoring pair we elected to continue working together even

after the program concluded. The second characteristic of formal mentoring programs involves the method of matching. The authors noted two key concerns: How much participant input should administrators use in the match process? What constitutes a good match? Wanberg, Welsh, and Hezlett's research encourages participants to provide input, such as listing their interests and goals. The authors argued that forming pairs with similar interests and objectives resulted in a stronger match. They also addressed geographic proximity and found that pairs located in the same area reported "higher levels of meeting frequency, mentoring scope, and strength of influence."⁹ Within Core, mentors and mentees provide input at the outset and are paired based on mutual interests. It is understood that most pairs will not be in close geographic proximity. The Core program also uses participant input to form pairs. Pairs are not expected to meet in person. The third characteristic for success addresses format orientations or training sessions for mentoring programs. Wanberg, Welsh, and Hezlett argued that effective orientations "reduce destructive conflict and increase the intimacy and interpersonal perception"¹⁰ in the mentoring relationship. While Core offers an official program training and some formalized components of the program, the mentor and mentee are free to customize the focus of their work. The fourth characteristic is meeting frequency.¹¹ Wanberg, Welsh, and Hazlett suggest that mentoring pairs who establish their own expectations for meeting frequency communicate more often than pairs who do not.¹² Our program facilitators strongly suggested that mentors and mentees commit to monthly meetings. Because we were in different geographic areas and unable to meet in person, we chose to meet virtually using Zoom. The fifth and final characteristic addresses goals. Wanberg, Welsh, and Hezlett propose that the process of setting goals would influence the scope of the mentoring throughout the program.¹³ Goal setting was a collaborative process and an important step toward building an effective mentoring relationship. The mentee identified three goals that she wanted to work on with her mentor:

1. Enhance her serials cataloging skills.
2. Understand how to network and contribute within the community.
3. Receive advice on how to navigate the academic promotion and tenure process.

Goal Implementation

Goal 1: Enhance Serials Cataloging Skills

The mentee's greatest reason for entering the mentoring program was to enhance serials cataloging skills. The mentee had taken a cataloging class and had received both RDA (Resource Description and Access) and NACO (Name Authority Cooperative) training, but still

desired to learn more about resources and skills specifically related to cataloging continuing resources. The mentee was paired with a mentor who regularly cataloged serials. This pairing helped the mentee receive a fresh perspective on serials-specific questions. The mentee often emailed or brought cataloging questions to monthly meetings with the mentor. The mentor felt that it was important to not only provide answers but also model how to find the answers. At each meeting, the mentor addressed questions by referencing resources in the *CONSER Cataloging Manual (CCM)*, *CONSER Editing Guide (CEG)*, Original RDA Toolkit, and *Notes for Serials Cataloging*. These resources not only helped the mentee engage with the cataloging rules but also showed her examples of how to catalog the item in hand. This process allowed the mentee to develop greater confidence in her ability to produce accurate bibliographic records. The collaborative problem-solving approach also served to strengthen the mentor's cataloging and mentoring skills.

The continuing resources cataloging community has a long history of collaboration through dispensing problem-solving techniques and advice on various online platforms. Reading through the questions and answers on these platforms gave the mentee a broader understanding of how to catalog serials and became another resource for her to consult when the rules in the available resources were unclear to her. The mentor pointed out that subscribing to the Program for Cooperative Cataloging (PCC)¹⁴ and CONSER¹⁵ email lists provided ways to enhance cataloging skills through community networking. For example, the mentee had a question about what to do with a pre-AACR2 authenticated record. By posing a question on a listserv, the mentee received an answer from a member of the community (see example 3). Other times, the mentee learned from other listserv members by reading the questions they asked or the answers they offered. This dialogue helped provide a broader understanding of how to apply cataloging best practices.

Goal 2: Developing Networking Skills and Contributing to the Cataloging Community

Cooperation and community are at the core of serials cataloging. The CONSER Program, established in 1973, is the oldest section of the Program for Cooperative Cataloging (PCC), and boasts an active and collaborative community of serials catalogers, nationally and internationally. Catalogers are not required to be official members of the program to benefit from its documentation, training, and advice. In many libraries, there may be only one cataloger who works with serials. Finding a community of professionals who do similar work helps create a sense of belonging and establishes a foundation to support professional growth. Growth

opportunities may take many forms from networking at conferences and meetings to formal or informal training opportunities. The goal is for the mentee to gain confidence and experience so that she, in turn, can contribute to the larger community. The mentor introduced the mentee to a variety of options that helped her to discover both traditional and nontraditional ways to become a contributor.

The mentor introduced the mentee to the CONSER Open Access Journal Project for the Directory of Open Access Journals (DOAJ).¹⁶ This project is an effort by the CONSER program to provide authenticated bibliographic records for open access journals. The mentee volunteered for the project and committed to catalog forty original bibliographic records for journals in English and German. Through this project, the mentee contributed to the academic community by providing description, analysis, and classification to free scholarly journals. Also, through DOAJ, the mentee applied the skills she was learning regarding serials cataloging by working with a group of journals that needed original cataloging.

The mentor encouraged the mentee to look for service opportunities in her area of interest with national committees and organizations, such as the North American Serials Interest Group (NASIG), PCC, and American Library Association's (ALA) Core committees. Committee service provides members with opportunities to contribute to the cataloging and library community as well as to meet others working in the profession. The mentee chose to serve on a Core committee based on the mentor's feedback. Core sent the mentee a survey to fill out to help them determine which committee she should serve on. After expressing interest in a few committees, she was asked to serve on the Continuing Resources Cataloging Committee. The mentee met others in the continuing resources cataloging community and helped plan programming for others in the greater serials community to learn about relevant updates on topics and standards related to continuing resources cataloging.

The mentor also encouraged the mentee to attend library conferences to network with other catalogers. After their formal mentoring program ended, the mentor and mentee decided to attend and present a poster at the inaugural Core Forum. This collaboration helped the mentee to walk through the submission process, and it provided an opportunity for them to share their mentoring experience with other attendees.

Goal 3: Receive Advice on How to Navigate the Academic Promotion and Tenure Process

Learning valuable cataloging and networking skills and contributing to the greater serials community are all factors that prepared the mentee for the academic promotion and tenure process. These opportunities became a part of the mentee's faculty profile, improving her chances for achieving tenure as a faculty member.

As part of the promotion and tenure process at her academic institution, the mentee was expected to submit a packet outlining the activities of her first year as a faculty member. The mentee updated her CV and prepared a personal narrative. The mentor reviewed the packet and offered suggestions to further highlight the mentee's accomplishments. The mentor also pointed out areas of weakness in the CV, and in the mentoring sessions that followed, they discussed ways to strengthen the mentee's portfolio for the following year.

The mentee was encouraged to develop a scholarship agenda from her library colleagues. Based on one colleague's suggestion to make research an extension of work, the mentee asked the mentor whether she would be willing to write a paper with her on their mentorship experience. Writing this paper helped the mentoring pair to analyze and review their collaboration over the course of the mentoring experience.

Setting goals and addressing ways to achieve them are key components of a successful mentoring relationship. Both parties shared their objectives at the onset of the program. The mentor's primary goal was to contribute to the profession by serving as a professional development coach for the mentee. The activities she created for the mentee ranged from sharing practical cataloging knowledge to helping the mentee determine appropriate professional development and networking opportunities within the serials cataloging community. In their monthly meetings, the mentee often brought up questions that arose during her serials cataloging activities in the previous month. While the mentor did provide some answers, more importantly, she guided the mentee to resources where she could find her own answers. Ultimately, this process helped the mentee learn to judge the information found in the various resources and find solutions to difficult cataloging issues. If a timely question arose in between their scheduled meetings, the mentee would email the mentor and seek advice. It was this "hands-on" approach that brought the greatest value to the mentoring relationship. The mentee received timely feedback, and the mentor solidified her skills through a thorough review of how and why certain serials cataloging decisions are made and where guidance for making them could be found.

Throughout the year, the mentee compiled a list of questions that pertained to items she was cataloging. The mentor approached each question using a core set of common tools and resources. The intention was to help the mentee become aware of what resources were available to help her learn how to find the answers on her own. The mentoring pair reviewed the items being cataloged together and determined which cataloging principles to apply in order to answer the mentee's list of questions. Key tools used by the mentoring pair include the CONSER Cataloging Manual (CCM), the Conser Editing Guide (CEG), the original RDA Toolkit, *Notes for Serials Cataloging*, and listservs. The sections that follow feature examples of cataloging questions that the pair worked on during the mentoring program, the techniques they used, and how this hands-on approach integrated many aspects of a mentoring relationship that set the mentee up for long-term success in her cataloging career.

Examples from the “Hands-On” Approach

Example 1: Subseries (Series within a Series)

In this first example, the mentee was unsure how to catalogue the resource because the cover and the title page bore two different titles. Furthermore, the mentee only had one copy of the bulletin and could not compare it with other copies. She tried to find documentation that might show her how to proceed when a resource displayed two titles, but she was not sure which keyword(s) to input to conduct a successful search. After consulting with her mentor, she learned the process to find not only additional examples of the resource but also the documentation needed to create a bibliographic record. This experience demonstrated how the mentor's knowledge of correct terminology, relevant documentation, and searching methods guided the mentee to properly catalog the serial and teach her the skills necessary to find answers to her questions.

Sometimes a series is contained within a series, commonly referred to as a subseries. In the following example, the cover bears the title *Bulletin of the University of Utah including School of Arts and Sciences, State Normal School, State School of Mines School of Medicine* (see figure 1). However, the title on the title page is *Catalogue of the University of Utah* (see figure 1).

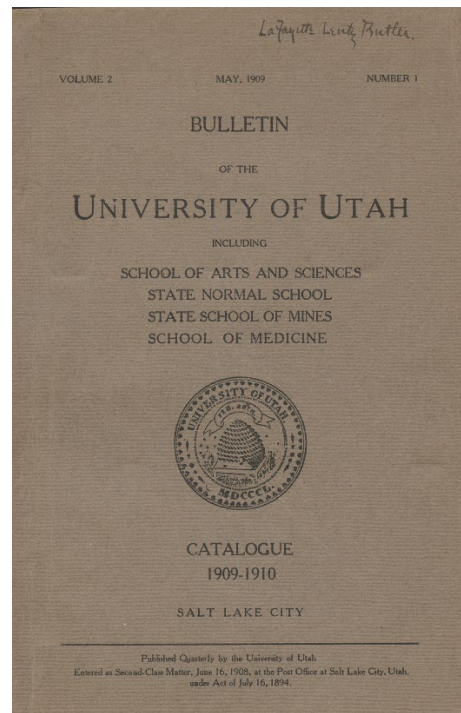
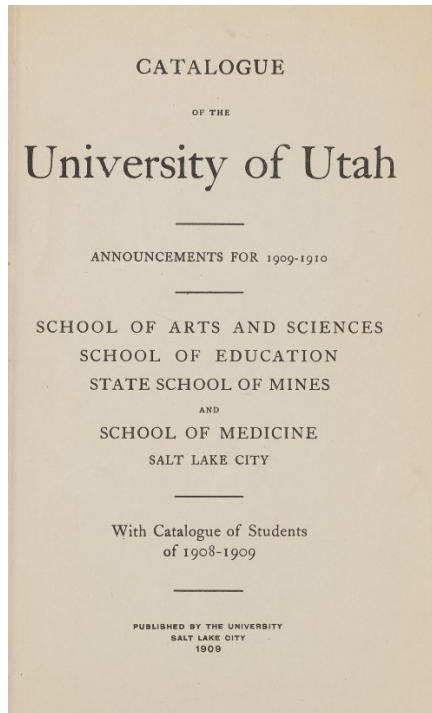


Figure 1. Cover and cover Page

Since the mentee lacked other volumes with which to compare the resource, she employed the searching techniques she had learned from her mentor in their previous meeting and conducted a search in the OCLC database for both titles. The search was unsuccessful. The mentee then consulted the University of Utah Marriott Library catalog. In their entry, the years that the title was active along with the volume numbers were listed.¹⁷ An online search yielded a digitized copy of the catalog for the previous year published. The digitized copy, located in Google Books, bore the same titles as the print copy the mentee was cataloging.¹⁸ The mentee wanted to see documentation for how to catalog this item; however, she was unsure about which keywords to use to search for it. After consulting with her mentor, the mentee learned that the two titles were indicative of a subseries. The mentor gave a brief explanation of how to catalog the serial and directed her to the documentation located in the CCM.¹⁹ Table 1 displays how the title and series were cataloged.

Table 1. Catalogue of the University of Utah

245	00	Catalogue of the University of Utah
490	_1	Bulletin of the University of Utah including School of Arts and Sciences, State Normal School, State School of Mines, School of Medicine
830	_0	Bulletin of the University of Utah

Example 2: Nonstandardized Enumeration/Chronology

The issue of nonstandardized enumeration surfaced repeatedly as the mentee was in the process of cataloging serials. The mentee had seen enumeration and chronology used in a variety of ways in OCLC bibliographic records and was unsure how to correctly reflect nonstandardized patterns. She searched for documentation and was unable to find an answer to her question. During one of their monthly mentorship meetings, the mentor discussed the importance of “cataloger’s judgment.” She then provided some suggestions on how to determine the best method to catalog an item when an idiosyncrasy exists that is not specifically addressed in documentation. The following example is from the journal *Isis*. On the journal homepage, the frequency is described as “4 issues/year plus Current Bibliography.”²⁰ The question was whether the frequency was quarterly or five times a year. The mentor suggested looking at how each issue was numbered to determine a pattern. The “Current Bibliography” was always numbered as S1, meaning supplement. The page that listed each journal issue helped confirm that the “Current Bibliography” was a supplement. Therefore, the cataloger should indicate that the frequency is quarterly and also place a 525 note indicating that the “Current Bibliography” is published annually in the OCLC record. The mentor suggested that the mentee use *Notes for Serials Cataloging* to help format a note for the bibliographic record.²¹ See table 2 for how the MACHine-Readable Cataloging (MARC) record fields would look.

Table 2. MARC record fields

310		Quarterly
525		Includes yearly bibliography Supplement

Example 3: Pre-AACR2 Record

The following example reflects the value of using the collective cataloging community. When a user conducts a search for a record in OCLC, occasionally a pre-AACR2 record will appear in the catalog. The following example is a pre-AACR2 record for the *McCall Pattern Book*. The record is authenticated by PCC, but pre-AACR2 is a cataloging standard that is no longer used. See table 3 for how the record's several fields appear in the OCLC catalog.

Table 3. *McCall Pattern Book* (pre-AACR2) record fields

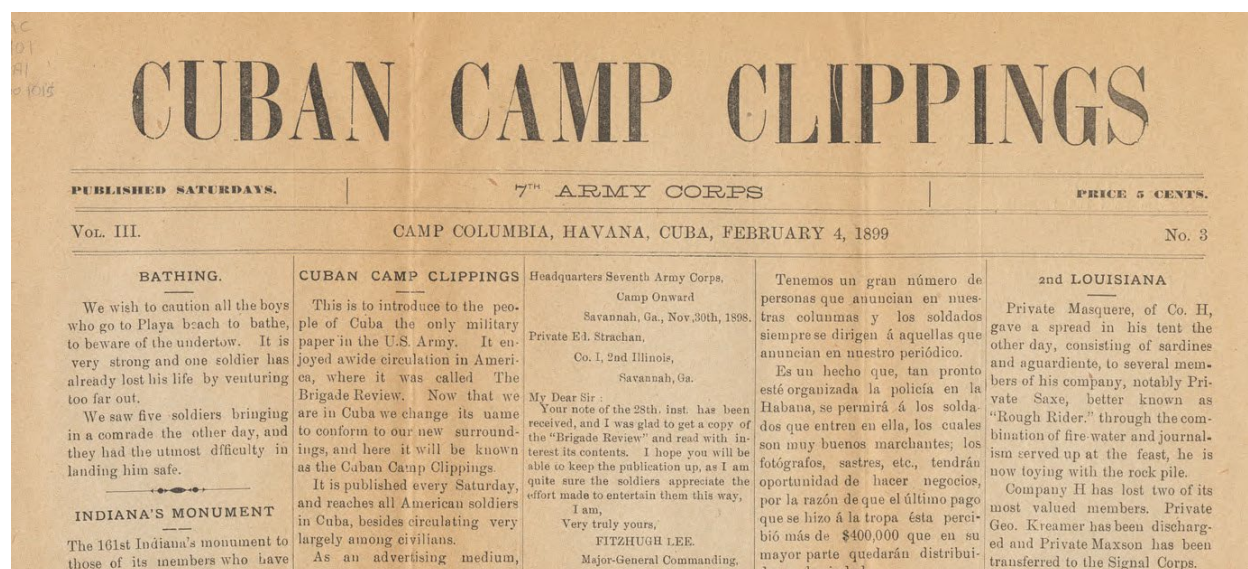
245	00	McCall Pattern Book
246	13	McCall's pattern book
247	10	McCall book of fashions #f <spring 1913>-summer 1921
247	10	McCall quarterly #f fall 1921-winter 1931/32
247	10	McCall fashion book #f <1938>-spring 1943
247	10	McCall's pattern book #f spring 1952-

It is not possible to upgrade the current record because there are multiple titles in the fields. Each title will need a new record. The question is what to do with the old, authenticated record. Both the mentor and the mentee were not sure how to treat the old record, so the mentor suggested the mentee seek advice on the CONSRLST email discussion list. Mary Greci (associate librarian, University of Oregon) replied to the discussion list and explained that the record was considered a valid duplicate but should not be authenticated.²² She directed the mentee to the *CEG*, which provided the following instruction: "Records in these cases are not reported for deletion. They remain in the World Cat database and are available for use."²³ While searching for an answer to her question, the mentee learned the value of the cataloging community and how to access their collective wisdom through listservs.

Example 4: Dating Serials

Establishing date spans can be a problem when the cataloger has a limited number of volumes to examine. In the following example, the mentor provided the mentee with advice to consult outside sources to gain a historical understanding of the resource. While searching the *Cuban Camp Clippings* newspaper collection, the mentee was not able to locate a record with a date for when the newspaper was first published. A few facts were available from the masthead of the newspaper. The paper was issued by the Seventh Army Corps, which was located in Cuba during the Spanish-American War. The earliest paper the mentee had in her possession (volume 3, number 3, published February 4, 1899) contained a statement that the paper formerly had been known as the *Brigade Review* and had changed its title to *Cuban Camp Clippings*.

Figure 2. *Cuban Camp Clippings* vol. 3, no. 3 (February 4, 1899)



Seeking advice on how to find the first date of publication, the mentee consulted her mentor during one of their monthly mentorship meetings. The mentor explained that searching the internet for information about the Seventh Army Corps during the Spanish-American War might help to date the newspaper run. According to an entry in Wikipedia, the battalion was stationed in Savannah, Georgia, before leaving for Havana, Cuba, between December 1898 and January 1899. The Seventh Army Corps was discontinued on May 1, 1899.²⁴ This information confirmed a start date and gave a likely end date.

Example 5: Change in Scope

After a pause in publishing, serials can sometimes retain the same title but change their scope. The mentee encountered this issue and was unsure how to proceed. The mentor helped her understand how to use summary notes, learn how to determine whether the magazine has stayed the same in purpose or has changed its scope, and learn how to locate documented examples. The mentee needed to catalog a copy of *Gigamesh* (number 1) published by Alejo Cuervo.

When searching the internet, the mentee found that the fanzine had been published in two time periods—the first from 1985 to 1989 and the second beginning in 1991. In the description, the mentee discovered that the scope of *Gigamesh* changed from functioning as a fanzine to becoming a “study of information, study and criticism of fantasy, science fiction, and horror.”²⁵ The mentee was not sure whether she should place the new journal run on the same record or make a new record for it. After discussing with the mentee about what she had discovered about the differences between the two journal runs, the mentor explained that because the scope of the fanzine had changed, the mentee needed to make a new record. The mentor also suggested that the mentee use a 520 summary note to explain the change in scope. Examples of summary notes could be found in the *Notes for Serials Cataloging*.²⁶ The mentor also pointed her to some good examples contained in the *CEG*.²⁷

Example 6: Suspended Journal

The mentee used her understanding of how to determine what constitutes a scope change when cataloging the magazine *Gigamesh* when she encountered a newspaper that had not changed its scope. The mentee had found an unofficial student newspaper that had an initial run in the 1980s until 1998. The paper resumed publication from 2011 to 2015. The mentee was not sure whether to create a new bibliographic record for the later publication dates. Because the scope of the newspaper had not changed, the mentor suggested that a 515 field be added to the record, stating the following: “Publication suspended between 1999–2010, resumed in 2011.” Examples could be found in the *Notes for Serials Cataloging*.²⁸

Example 7: Language Cataloging

Multiple issues arose when the mentee was tasked with cataloging one publication issued in forty languages. As she cataloged the items, her mentor and other faculty in her department helped guide her. The important skills her mentor and department taught her included translation skills, tips for finding information in an unfamiliar language, and how to use

community resources to find answers. The mentee was not familiar with all the languages, and neither was her department. Her mentor suggested using language translating tools. She also suggested that the mentee look for similarities that would assist her in locating the volume, month, date, and so forth. This information was located in the same place in each of the publications, making it possible to quickly find and translate the appropriate information. Another concern was that because of publisher error, the same International Standard Serial Number (ISSN) was given for each language. The mentor was unsure of how to proceed. After contacting another experienced serials cataloger, the mentor suggested that the mentee either contact the publisher and ask them to apply for separate ISSNs or submit a request herself to the ISSN center. Both the mentor and mentee were able to learn from this experience and were able to use the collective knowledge of the cataloging community.

Example 8: Frequency

The mentee encountered the issue of frequency when she dealt with electronic resources where articles were uploaded as accepted. The *Journal of Internet Services and Applications* is completed each year in one volume but is updated continuously, making it difficult to determine its frequency and regularity.²⁹ Each article had been assigned a volume and article number. The mentee was not sure how to code the journal and what frequency to put in the 310 field. The mentor suggested how it should be cataloged (see table 4).

Table 4. Solution for cataloging resources with indeterminate frequency

310		Annual
515		Articles are published as they become available before inclusion in an issue.

The mentee learned from this experience how frequency and regularity are not always apparent. Electronic resources are different from their print counterparts. Because of this variance, a cataloger must use their own judgment to determine how to catalog the resource. In this case, it helped to look in the *Notes for Serials Cataloging* to see how the editors approached this frequency peculiarity.³⁰

Example 9: Duplicate Names

When creating a new bibliographic record, it is important to check whether any titles with the same name already exist. The mentor taught the mentee the importance of checking titles each

time she catalogued a new item, ways to distinguish between two items with the same name, and the importance of establishing name authority. In the following case, a magazine already existed with the same title as the newspaper being cataloged. The mentee needed a way to distinguish between the two titles to make it easier for the cataloger and user to distinguish which record they needed to access. After consulting the RDA Toolkit, the mentor explained to the mentee how to distinguish between the newspaper and the magazine.³¹ The newspaper should be given a 130 tag in the bibliographic record (see table 5) qualified by place of publication. Because of the 130 tag, a title authority should also be established in the name authority file (see table 6).

Table 5. Bibliographic fields for newspaper

130	0	Ensign (Nephi, Utah)
254	14	The Ensign.

Table 6. Name authority record for newspaper

046		#k 1887 #l 1892 #2 edtf
130	0	Ensign (Nephi, Utah)
380		Newspapers #2 lcgft
670		Ensign (Nephi, Utah), Vol. 2, no. 39 (Mar. 2, 1888): #b title page (Ensign)
670		Chronicling America, via WWW, August 17, 2021: #b (The Ensign. [volume]: (Nephi, Utah Territory [Utah]) 1887-1892) #u https://chroniclingamerica.loc.gov/lccn/sn85058347/

Learning to check for duplicates allows the cataloger to know whether conflicts need to be resolved, thus preventing information from being assigned to the wrong bibliographic record. Through this experience, the mentee learned that some steps in cataloging may take time but will help the user distinguish between the two titles.

These nine examples are but a few of the many issues that the mentee encountered in her regular cataloging work. Throughout the duration of the mentoring program, she sought direction from her mentor on how to solve these issues. Her mentor was able to refer her to cataloging tools that could help her throughout her cataloging career when questions arose. The mentoring pair agreed that the most beneficial part of the mentorship was the opportunity it provided them to work through challenging examples together. The authors highly recommend that mentoring pairs focused on cataloging consider using practical examples from their daily work when personalizing their program.

Conclusion

Mentorship is an ongoing process built on respect and trust that offers development opportunities at any stage of one's career. A library mentoring program provides mentors with the opportunity to contribute to the greater library community by sharing skills with and inspiring confidence in librarians who are newer to the field. The program, in turn, provides mentees with training to help them gain knowledge and experience in their area of specialization. A mentorship is considered successful when a mentor and mentee both work to create an

environment of respect, understand that it is a long-term process, and focus on an outcome that results in deeper understanding and proficiency in the subject matter. The pair can ensure success by setting goals tailored to their needs and by maintaining open lines of communication. Additionally, the mentoring pair can study the literature to learn effective mentoring strategies and apply them throughout the program.

This mentoring pair gained the most value from the program when they took time to work through specific examples that the mentee encountered while cataloging. This hands-on approach taught the mentee not only how to catalog the item in question but also how to find appropriate solutions and use cataloger's judgment. The mentor sharpened her own skills as she found documentation to back up her cataloging practices and has contributed to the cataloging community with her experience.

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Notes

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³ Etienne Wenger-Trayner and Beverly Wenger-Trayner, "Introduction to Communities of Practice: A Brief Overview of the Concept and Its Uses," Wenger-Trayner, June 2015, <https://wenger-trayner.com/introduction-to-communities-of-practice/>.

⁴ Hall-Ellis, "Accept, Coach, and Inspire," 105.

⁵ Julie Todaro, *Mentoring A–Z* (Chicago: ALA Editions, 2015), 47.

⁶ Todaro, *Mentoring A–Z*, 47–48.

⁷ Connie R. Wanberg, Elizabeth T. Welsh, and Sarah A. Hezlett, "Mentoring Research: A Review and Dynamic Process Model," *Research in Personnel and Human Resources Management* 22 (2003): 39–124, [https://doi.org/10.1016/s0742-7301\(03\)22002-8](https://doi.org/10.1016/s0742-7301(03)22002-8).

⁸ Wanberg, Welsh, and Hezlett, "Mentoring Research," 102–3.

⁹ Wanberg, Welsh, and Hezlett, "Mentoring Research," 105.

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- ¹⁰ Wanberg, Welsh, and Hezlett, "Mentoring Research," 106.
- ¹¹ Wanberg, Welsh, and Hezlett, "Mentoring Research," 107.
- ¹² Wanberg, Welsh, and Hezlett, "Mentoring Research," 107.
- ¹³ Wanberg, Welsh, and Hezlett, "Mentoring Research."
- ¹⁴ "PCCLIST Home Page," LISTSERV 16.0, <https://listserv.loc.gov/cgi-bin/wa?A0=PCCLIST>.
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