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# Mentoring: A Select Annotated Bibliography

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# Mentoring: A Select Annotated Bibliography

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## Introduction

Increasingly, librarians have been engaged in discussions of the disconnect between the content covered in LIS education and the skills required to successfully navigate the first several years of work as a library professional (Andersen, 2002; Westbrook & Fabien, 2010). Mentoring has proven to be an important avenue for newly-degreed professionals to transition into the professional environment and bridge the gap between education and practice (Hallam & Newton-Smith, 2006). While examining the existing literature, a clear divide emerges between discussions of mentoring programs and mentoring relationships. This annotated bibliography seeks to bridge this disconnect by examining literature using narrative analysis as the primary methodology, which provides material covering both the programmatic and relational aspects of mentoring in the Library and Information Science profession. Library leaders and new professionals alike can benefit from this focused review of the literature as it provides an overview of both benefits and drawbacks of mentoring programs and relationships while reducing the information overload found in exploring this significant area of library and information science research.

## Selection Criteria

There is a large amount of literature on the topic of mentoring in libraries, with over 1,500 results returned in a simple search of the *Library, Information Science, & Technology Abstracts* database; thus, selecting materials for inclusion in this select annotated bibliography presented some difficulty. The authors decided to focus on material published in the last ten years to provide an overview of current literature and to review material covering formal and informal mentoring programs and relationships in libraries and related professional organizations. Finally, the selected materials focus on those using a narrative analysis structure, a way of communicating research through personal accounts and storytelling, as such research provides the most in-depth look at the form and function of mentoring. Furthermore, such qualitative accounts better help individuals understand how mentoring programs and partnerships function and what changes might be needed to undertake such an endeavor. An effort was made to include studies covering mentoring in different library settings, as well as international and domestic programs.

## Annotated Bibliography

**Bosch, E. K., Ramachandran, H., Luevano, S., & Wakiji, E. (2010). The resource team model: An**

**innovative mentoring program for academic librarians. *New Review of Academic Librarianship*, 16(1), 57-74.**

The authors in this case study present an alternative approach to one-on-one mentoring, detailing the Resource Team Model (RTM) used at the California State University, Long Beach (CSULB) University Library. A literature review is provided to distinguish the RTM from other mentoring models such as group mentoring, mutual mentoring networks, and mentoring circles. In the RTM, three experienced librarian mentors with varying strengths are paired with a new librarian to offer advice and guide them through the first six months of employment. This model is compared to the model of a medical team of experts, mobilized to provide patient care. The Resource Team generally meets with the new librarian the first day on the job, demonstrating their support for the mentee during what can be a stressful and overwhelming first day. After the initial six months, mentees have the choice of whether they want to continue the mentoring relationship with any of their mentors. Several advantages to this model were highlighted, including the opportunity to have three advocates involved in the empowerment of the new librarian, as well as the shared workload on the three mentors. Some disadvantages included the difficulty in scheduling four people for meetings and the occasional lack of cohesion among mentors. The authors provide an analysis of the program and offer the suggestion of an expanded assessment component to better gauge the RTM and its success.

**Donovan, Georgie L., & Figueroa, Miguel A. (Eds.). (2009). *Staff development strategies that work!: Stories and strategies from new librarians*. New York, NY: Neal-Schuman Publishers, Inc.**

In this book, the editors bring together a collection of essays and stories from library professionals about the various staff development strategies one can use to cultivate leaders in the workplace. The book is comprised of seventeen essays organized in two parts: "Part I. In the Library" with essays on development of staff within the library, and "Part II. Out of the Library", which focuses on outside resources for staff development. In Part I, subjects include developing supervisory skills, cultivating paraprofessional staff, and building campus leaders. In chapter five, for example, the writer provides practical advice on mentoring new library professionals, with guidelines regarding formal programs and what to do when a mentorship is not productive. Part II subjects include mentoring minority leaders, networking, and community engagement. Special attention is also given to the

importance of service in professional organizations and encouraging participation among staff as a tool for developing effective leaders. Each chapter highlights quick tips throughout and many include further reading suggestions. While this resource would be helpful for any library professional, it is especially tailored towards those in leadership, supervisory, or administrative roles. The personal reflections of the writers are useful in providing concrete examples of staff development and mentoring experiences, allowing the reader to gain insight into the areas of mentorship they are encountering in their own careers.

**Doolittle, E. M., Graham, J., Martin, A., Mendelsohn, H., Snowden, K., & Stone, A. (2009). Creating a culture of mentoring @ your library. *Southeastern Librarian*, 57(1), 29-38.**

In this article, the authors make a strong case for pursuing mentoring, and focus specifically on mentoring within academic libraries, Web 2.0 platforms, and professional organizations. They argue that establishing a “culture of mentoring” among libraries and staff can offer empowerment and better opportunities for individuals in the library profession. In academic libraries, formal mentoring programs can promote a healthy organizational climate and provide professional development to both senior and junior library faculty. Another option is to create faculty organizations or research and welcome committees. One example included is the University of Alabama’s Library Faculty Organization (LFO). With duties like welcoming new staff and promoting continuing education, the LFO also arranges discussions of topics relevant to library faculty such as tenure and promotion and scholarly pursuits. The authors next discuss mentoring via Web 2.0 technology and mention the utilization of blogs, social networks such as Facebook and LinkedIn, and niche Web technologies including iMantri and Second Life. Although virtual mentoring can open up new avenues for professional development, the authors caution mentors and mentees to be aware of communication divides and the difficulties that may arise in maintaining access to these technologies. Lastly, the authors briefly discuss mentoring through professional organizations. They cite the Southeastern Library Association (SELA) Mentoring Program as an example, writing of the flexibility of this program and its ability to connect librarians with similar goals in varying geographic locations. The authors stress that whatever type of mentoring is chosen, “it is important to start somewhere” to make a difference in an individual’s career and the library profession as a whole. Finally, of particular note are the resources at the end of this article, including further readings and a list of mentoring programs in professional organizations.

**Eggett, C. B. (2012). Trading Spaces Mentoring Program: The melding of talent and opportunity. *Public Library Quarterly*, 31(2), 153-158.**

This case study features the Trading Spaces Mentoring Program developed by the Utah State Library in collaboration with other librarians throughout the state. The

author begins by detailing the mentoring process in this particular program, which begins with interested librarians in any specialty (or those pursuing a master’s degree) applying online. A statewide committee matches mentors with mentees and approved participants are invited to attend a workshop and develop an action plan for the mentoring relationship. Grants and mileage reimbursements are available to help offset travel costs and other expenses. After detailing this model, the author offers ideas on best practices for those interested in creating or enhancing similar programs. She recommends conducting a needs assessment to determine what potential mentees are seeking in a mentoring relationship to help tailor the program to meet those needs. For example, an assessment conducted for the Trading Spaces Mentoring Program identified elements of success such as training, flexibility, and accountability. The author provides advice on researching other programs, including contacting those involved as well as reviewing literature. Additionally, Eggett discusses the use of steering committees, letters of recommendation, and financial matters, among other relevant topics. In summary, the author contends that effective research, mutual understanding, and connection are essential components to creating and sustaining a successful and beneficial mentoring program.

**Eldredge, J. D. (2014). The long reach of a mentor’s influence. *Hypothesis: Journal of the Research Section of MLA*, 26(1), 14-19.**

In this article, author Eldredge shares both his personal and professional insights on interacting with his experienced mentor, Greta Renborg. Ms. Renborg was a notable librarian and information science faculty member in Sweden and the two met while Eldredge was on an exchange to the College of Librarianship Wales in Aberystwyth. Renborg was a visiting professor at the same institution. The two engaged in correspondence over a period of many years, and through this experience Eldredge outlined four main points for successful mentoring. First, he highlights “the importance of relationship” as a key. The relationship may be contextualized by professional or personal demands, but should always be one where disagreements can be overcome and successes celebrated. Second, he outlines the “mentor’s unwavering belief in the protégé” as important to help the protégé accept their own worth, despite any obstacles that might arise personally or professionally. Third, Eldredge discusses the “mentor’s initiative”- in this case, Renborg’s willingness to initiate and maintain the relationship over time, even when not receiving equal effort by the protégé. Finally, he expresses the idea that mentoring “cannot be formalized easily,” although it is important to note that this limited formality does not detract from the value of a mentoring relationship. In the end, with reflection, the importance of Renborg’s influence on Eldredge helped to further his professional success and support him through his career even in moments of self-doubt. This case provides an intimate look at a successful, long-term mentoring partnership.

**Farmer, D., Stockham, M., & Trussell, A. (2009). Revitalizing a mentoring program for academic librarians. *College & Research Libraries*, 70(1), 8-25.**

The article discusses changes to an existing formalized mentoring program within a library system and the resulting assessment conducted to determine the effectiveness of the changes made. Within the Kansas State University Library system, there had been a mentoring program in place for nearly twenty years, but the main focus of the existing program was to prepare untenured faculty to apply for tenure and promotion. While this assistance was important, the library Professional Development Committee wanted to change the program and focus on forming mentoring relationships to address all areas of work, not just the promotion and tenure process. To make the relevant changes, the committee reviewed the literature and identified five basic concepts to guide their improvement. Such ideas included ensuring mentors were volunteers, scheduling group events, matching pairs from different departments, placing a focus on the varied responsibilities of the mentee in a faculty position, and conducting regular assessment. The committee sought to provide more structure through creating general guidelines and initiating quarterly meetings with the mentoring pairs. The committee solicited feedback from both mentors and mentees in the program using a survey and found, among other results, that the stronger mentoring relationships led to better outcomes including jointly conducted research, better working relationships, and a more supportive environment. Some felt it was difficult to work around time constraints and communication barriers. However, even for individuals that expressed concerns, the quarterly group meetings as a cohort were beneficial. Ultimately, the changes in the program led the Professional Development Committee to consider the need for mentoring in other constituencies in the library, including faculty in the position for over a year. Continuing efforts of both program improvement and expanded mentoring in the libraries should allow for a more meaningful program than ever before.

**Gieskes, L. (2010). Mentoring interactively (MIing): new tools for librarian recruitment and retention. *New Library World*, 111(3/4), 146-153.**

Mentoring interactively (MIing) is a term used by the author to describe the process of mentoring online utilizing Web 2.0 technologies. MIing is a viable alternative to traditional mentoring, the author contends, because it offers economic benefits and the ability to learn about and promote the usage of online social networks. In the author's narrative, a specific example is given of the University of South Carolina's School of Library and Information Studies (USC-SLIS) use of Second Life during a continuing education event for current students and alumni. USC-SLIS hosted an online event through the Second Life platform that allowed notable alumni to join the event and share their stories remotely without the need to physically be on campus. MIing involved asking alumni to serve as panelists while USC-SLIS students posed questions to them about their professional experiences. This type of virtual

community was helpful for MIing because of the participants' ability to create online avatars. These avatars could take any form and eliminated the boundaries of gender, race, and generational stereotypes. The author felt the program was successful, connecting information professionals with shared interests who otherwise would not have been able to interact. This unique take on mentoring, she concludes, allows libraries to stay relevant, reaching a wider demographic and transcending place through the use of virtual worlds.

**Goldman, C. (2011). First-year library mentorship opportunities. *Urban Library Journal*, 17(1), 1-11.**

This article discusses many types of library mentorship, as well as the strategies that librarians can use to make the most out of a mentoring opportunity. The author begins by discussing formal and informal mentoring in traditional one-on-one mentor/mentee settings. Positives and drawbacks are highlighted, including the importance of proper training for both participants, the equal opportunity factor indicated in formal programs within institutions, and the inherent consensual participatory nature of an informal pairing. Alternatives to traditional mentoring are offered, with brief descriptions of peer, group, circle, team and co-mentoring models. For example, instead of a long-term commitment required in a traditional mentorship, individuals can seek out mentors for finite projects and goals such as promotion and tenure. Group peer mentoring is also considered as an important mentoring option, with cohorts of librarians at generally the same level, meeting to discuss professional development, tenure process, and other relevant topics. In the conclusion, the author emphasizes the importance of mentoring for professional growth, but contends that not all models are appropriate for every individual. She recommends participating in a combination of those mentoring models mentioned, and asserts that librarians must take a determined, active role in their own professional development for a truly rewarding mentoring experience.

**Hicks, D. (2011). The practice of mentoring: Reflecting on the critical aspects for leadership development. *Australian Library Journal*, 60(1), 66-74.**

The focus of this article is on the use of mentoring to develop future library leaders from new professionals. The author deems this issue of particular importance when considering the aging workforce in libraries and the need to pass such institutional knowledge on to the next generation. While most literature spends significant time extolling the positive virtues of mentoring relationships, the author here investigates both dysfunctional relationships and drawbacks of such relationships for future library leaders. In particular, the author focuses on the issue of having a supervisor act as a mentor. There may be conflict between the responsibilities of protégé and employee that add an additional level of complexity to the mentoring relationship. Furthermore, the mentor/supervisor is responsible to the organization over the individual, meaning they may be ill-positioned to support the growth of the individual protégé. Mentoring relationships may also

be dysfunctional due to gaps in interpersonal communication between the mentor and protégé. These can be overcome with self-reflection and constant feedback, but mentoring relationships often lack the structure that would allow for such analysis. The mentoring relationship also contains an inherent power imbalance between the mentor and protégé. While such power imbalances can be addressed with training for the mentor, it is something that requires attention on the part of the mentor for a successful pairing. The author also discusses the positives and negatives of pairing mentors and protégés in formal mentoring programs. While there are advantages for both parties working with people outside of their organizations, the participants must set firm agreements and processes for ending the relationship at the end of the program. In the end, the author concludes that, while mentoring relationships can be helpful, there needs to be more of a balanced view of the positives and negatives present in any such pairing. This will help those engaged in mentoring understand the expectations and responsibilities while ultimately allowing for the development of better leaders.

**Hines, S. S. (2007). Adventures in online mentoring: The New Members' Roundtable Career Mentoring Program. *Journal of Web Librarianship*, 1(4), 51-65.**

This article helps the reader understand how members of the American Library Association's New Members' Roundtable Mentoring Committee worked to establish a mentoring program based entirely in the online environment for mentor-protégé pairs from all types of libraries. In the first year, the pairs were limited to ten mentor-protégé matches in an attempt to pilot the project in such a way as to create a reasonable workload for the committee members. The decision was also made to ask protégés to be librarians already working in professional positions with fewer than five years of professional experience. The application process included basic contact information and an essay to help the members of the committee best match mentoring pairs based on interests and goals. The committee also established a monthly email discussion topic that was sent out to the mentoring pairs in keeping with the mode of communication most used by the mentoring pairs. At the end of the year, the participants were asked to respond to a survey evaluating the impact of the program. The results were mixed, especially when considering whether or not the matches worked well. Also of note was the fact that many protégés did not feel their mentor had a valuable learning experience from the match. However, most mentors seemed to enjoy the experience and felt they might participate again. Through this process and a second round of mentoring pairs, it became clear that the organizers of the mentoring program needed to make expectations clear for both mentors and protégés. Ultimately, the experiment demonstrates mentoring does not need to be a strictly face-to-face endeavor.

**Johnston, M. P. (2013). The importance of professional organizations and mentoring in enabling leadership. *Knowledge Quest*, (4), 34-39.**

The survey highlighted in this article supports the concept of mentoring for school librarians who want to become leaders of technology integration in education. The National Board for Professional Teaching Standards asserts that school librarians must evolve as the information landscape continues to change. However, the author contends that little has been published regarding practical guidelines for librarians to follow. A survey was conducted to determine what some school librarians were doing to meet this challenge. Many responded that participation in professional organizations, such as the American Association of School Librarians, provided members with networking support and mentoring opportunities. Mentoring is cited frequently as an enabler for those school librarians highly involved in technology integration, especially those who are the sole library professional in their respective work settings. After the survey results are presented, the author provides a brief discussion about the responses and their implications. She quotes several articles that promote the role of professional organizations in the development of library leaders. With support of both the literature and survey results, the author reemphasizes the importance of professional organization involvement and mentoring experiences as essential components to developing leadership skills, particularly those related to the integration of technology.

**Lee, M. K. (2011). *Mentoring in the library: Building for the future*. Chicago, IL: American Library Association.**

*Mentoring in the Library* is an all-purpose reference book for various types of mentoring, from library school students to seasoned professionals and many categories in between. The author dedicates each chapter to a specific topic and includes a case study narrative from her own experience. The resource provides an essential look into the diversity of mentoring and its many applications in a librarian's professional career. Lee opens each chapter with a description of the topic to be covered, drawing on the library literature to support her statements. She breaks each subject into its various parts, such as the many settings in which one encounters library volunteers, and then relates her personal experience and the experience of others to provide examples of these types of mentoring. The case studies are a valuable addition to the book, helping readers connect with the practical advice given for each area of focus. For example, one case study in the chapter "Developing the New Librarian in the Workplace" relays the story of a new hire at a university library and how the author's mentoring pair with this individual was mutually beneficial. This book is useful for any information professional interested in exploring the various facets of mentoring and its benefits in diverse situations and settings.

**Lucas, D. H. (2009). From mentee to mentor: Learning how to manage interns. *Journal for the Society of North Carolina Archivists*, 6(2), 67-74.**

When does one become the mentor instead of the mentee? When is one ready to take on the challenge of mentoring a new professional? The article shares personal experience about utilizing the lessons learned as a mentee to mentor

interns in an archival setting. The author outlines practical tips for managing and supervising, with a concise list of six key areas to focus, including preparing a process manual, providing structure, and remembering training from a previous mentee experience. Her advice is meant to be a guide for first-time mentors and, while focused on archival work, can transcend the specifics of her setting. For example, she writes that “every intern is different”. The author encourages mentors to be flexible and remember that their mentees will come to the job with their own set of experiences and background from which they will pull to complete their work. This reminder is beneficial for any mentor to hear no matter their particular professional setting. This article is helpful in reminding reluctant first-time mentors that internships in the library and information field are important and enable potential mentees the opportunity to discover more about their chosen profession while also allowing the mentor the possibility of learning something new.

**Mavrincac, M. A., & Stymest, K. (2012). *Pay it forward: Mentoring new information professionals*. Chicago, IL: Association of College & Research Libraries.**

This resource is a quick guide for any library professional seeking the encouragement and tools for beginning a mentoring relationship. Drawing on their personal experience, the authors share tips and insight on the “democratic” process of mentoring and emphasize its professional value as a learning process. The book provides various activities and reflection questions for the mentor/mentee pair to complete and makes a strong case for the importance of mentoring in helping new professionals navigate their career path. Short chapters cover a variety of subjects including overcoming the fear of mentoring, the importance of leadership, and the general structure of a mentoring relationship. Each chapter ends with an activity or questions to consider such as a networking exercise or a list of resources to utilize in learning about self-awareness. The authors believe mentoring is an integral part of any librarian’s professional life and that practitioners should utilize multiple mentors throughout various stages of their career. They provide a helpful list for seasoned and new professionals with specific advantages of mentoring in many areas such as research and publishing, capacity building, and celebrating success. An appendix worksheet is included to help readers establish tangible objectives to reach their leadership goals. This resource is a valuable addition to any information professional’s library, especially those new to mentoring.

**Namhila, E. N. (2014). *Mentoring librarians for scholarly publishing*. *IFLA Journal*, 40(2), 120-126.**

In this case study, the author discusses a professional partnership between the University of Namibia (UNAM) Library and the libraries of Helsinki University and Tampere University. The program was established to support the UNAM librarians’ identification as “academic staff” to the university community. Library staff conducted a self-review to identify knowledge gaps and then sought participation from other university libraries for the

collaborative partnership. Among several components of the project, mentoring between librarians was intended to improve core competencies such as instruction and pedagogy, collection and policy development, and marketing of library services. Mentoring was also utilized to establish a precedent for research, scholarship, and publication, this being the primary concern of the UNAM Library staff. The partnership resulted in the co-authoring of several articles as well as a published book- *Empowering People - Collaboration between Finnish and Namibian University Libraries*. These outcomes supported the success of the program, and helped UNAM librarians to assert their status as university academics. Many of the participants continued to write, research, and even pursue post graduate degrees. As a result of the partnership, the author indicates that the quality of library services also improved with the inclusion of more evidence-based practice among library staff.

**Osif, B. A. (2008). *Successful mentoring programs: Examples from within and without the academy*. *Journal of Business & Finance Librarianship*, 13(3), 335-347.**

A review of several types of mentoring programs, both inside and outside universities, is presented in this article in an effort to guide those who are looking to create or improve a library mentoring program. Eight university programs are discussed, with special emphasis on their unique characteristics and successes. The University of Utah Libraries, for example, distinguishes itself because of its precise documentation, utilizing a dedicated website to help guide mentors and mentees through the relationship. Colorado State University is included for its implementation of peer mentoring, pairing librarians at generally the same level to work together and help each other through shared experiences. The author then goes on to discuss several mentoring programs in settings outside of universities. Blue Cross Blue Shield Association is one example of mentoring in the corporate world. A signed formal contract is included in this program, committing participants to dedicate at least one year to mentoring, evaluations, and a celebration at the end of the mentoring term. The author closes the article with a succinct conclusion, relaying common aspects of those mentoring programs mentioned within the article. She is careful to point out that there is no one-size-fits-all solution, but that mentoring should be included in a librarian’s professional development.

**Sears, S. (2014). *Mentoring to grow library leaders*. *Journal of Library Administration*, 54(2), 127-134.**

In this article, the author discusses mentoring in general, while sharing her own experiences as a mentor in both formal and informal settings. Several positive aspects of mentoring, including developing library leaders, the retention of minority librarians, and personal as well as professional development are discussed. Mentoring may be informal, as between a supervisor and an employee, or through more formal mentoring programs that permeate state and national library associations. The mentoring may

also have a specific focus, such as moving to a management position, navigating a large conference, or succeeding at the promotion and tenure process. Though the author describes both formal and informal mentoring opportunities, her personal experience was that informal mentoring offered greater opportunity as it was easiest to fit into a schedule full of other responsibilities. Such informal arrangements can lead to better understanding of organizational politics, guide students toward professional careers, and build long-lasting professional friendships. The author also shared that mentoring led to her own decision to become a librarian and her personal enthusiasm for the profession. The article ends on a positive note that, based on personal experiences, acting as a mentor or a mentee can support the growth of the profession and of individual organizations.

**Smallwood, C., & Tolley-Stokes, R. (Eds.). (2012).** *Mentoring in librarianship: Essays on working with adults and students to further the profession.* Jefferson, NC: McFarland & Company, Inc.

*Mentoring in Librarianship* is a one-stop-shop resource for everything mentoring-related in the library profession. Organized in four parts, its thirty-two authors combine to offer personal insights on every aspect of mentoring. These parts include “Philosophical Questions and Practical Applications”, “Mentoring Students”, “Mentoring Students in Library School”, and “Mentoring Librarians”. A diverse collection of subjects are incorporated, containing practical advice like structuring time and setting goals, formal programs for mentoring undergraduate students, techniques for working through the various stages of a job search, and mentoring librarians in unrelated subject specialties. One essay describes the process of distance mentoring, with specific examples of characteristics and communication modes, and advice on avoiding pitfalls. The author stresses the importance of structure in distance mentoring and the focus required to make the relationship successful. Another essay details “mentoring on the fly”, or connecting with an individual through a job task or reference interview. This type of mentoring builds confidence in the mentor and fosters support and relationship building with students in a more informal situation. The book’s value rests in its utilization of personal narratives, helping others connect to the importance of mentoring with the application of relatable advice and expertise. The writers’ various backgrounds allow readers to learn about a multitude of experiences and gain knowledge that can be applied in their professional setting.

**Zabel, D. (2008).** The mentoring role of professional associations. *Journal of Business & Finance Librarianship*, 13(3), 349-361.

This article gives a thorough overview of mentoring in professional associations for both formal and informal programs. The author introduces the importance of mentoring due to the diversification of the profession, as well as the impending peak of librarian retirements. A literature review is included, with the author suggesting that the literature discussing mentoring in library associations is decidedly lacking. A study is conducted wherein the author interviews twenty-one leaders in fifteen librarianship-related organizations. Some of these associations include various ALA divisions, ALA round tables, and national and state organizations. Each leader provides descriptions of their associations’ activities related to mentoring and their differing viewpoints on the role of mentoring as it relates to the library profession. Many of those interviewed indicated that their mentoring programs were evolving and adjusting on an ongoing basis. For example, the Young Adult Library Services Association (YALSA) indicated they were currently surveying their population of student members to identify how YALSA might better serve their needs. Most interviewees agreed that mentoring was a very important component to the evolution of a new librarian. The author contends that a majority of the associations were not sufficiently marketing their mentoring programs even though several of the interviewees were concerned about the ability to grow leaders within librarianship.

### Conclusion

By examining the narrative analysis literature on mentoring, one can more clearly see the trends and practical applications in real-world library environments. Many resources stress participation in mentoring as preparation for developing effective library leaders (Donovan & Figueroa, 2009; Johnston, 2013; Sears, 2014). Some offer guidance on choosing the right program, emphasizing that an individual should understand there is no one-size-fits-all approach and participants should examine multiple strategies to determine what works best for their given situation (Goldman, 2011; Osif, 2008). Another important piece of advice is to look to other resources and programs for examples if one is considering organizing a new mentoring opportunity (Eggett, 2012). Lastly, many resources frequently cite the importance of looking at mentoring as a relationship (Eldredge, 2014); even in a structured program, there should be both a professional and personal connection. While developing a mentoring program or entering a mentoring relationship can sometimes be complex and challenging, it is evident that mentoring is a valuable undertaking for librarians and should be considered as an important tool for professional development and continuing education.

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