



LIBRARY AS  
RESEARCH LAB

# Mentoring Guide

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# Overview

As academic libraries increasingly serve as hubs for digital learning and scholarship, librarians are expected to become expert information professionals who are capable of demonstrating the impact and value of the library as community anchor contributing to the overall learning, teaching, research, and service missions of their university. Therefore, current and future librarians alike need to develop their research skills including systematic collection of evidence, data analysis, and interpretation. The research is then used as evidence when arguing for new programs or making changes in current services and collections. One way these skills can be developed is through mentoring relationships.

The motivation for this project (Institute of Museum and Library Services RE-95-17-0104-17) is grounded in ongoing efforts and discussions about a new set of core competencies for librarians. There is a gap between what is taught in Library and Information Science (LIS) classrooms and what skills and abilities are needed for professionals in the contemporary workplace. LIS programs have addressed this gap historically by offering opportunities for practical experiences, such as internships, practicums, field experiences, experiential learning, and service learning. Although the formats, lengths, and components of these learning opportunities vary, they share a commitment to bridging this gap by adding a critical component to LIS education.

The work of Library as Research Lab focuses on three core components:

- the creation of student-librarian-faculty “labs” with experiential research-based learning opportunities to complement and enrich coursework for LIS students
- a professional development program for early-career librarians
- an opportunity to use and improve mentoring skills for mid- to late- career librarians

The promise of nurturing mutually beneficial relationships among lab directors, librarians, and students is a powerful strategy for building necessary skills and competencies for the workplace.

The experiences of this grant offered lessons learned for mentoring relationships. The following guide offers highlights and activities that consider and inform mentorship practices. This mentoring guide is organized into two primary categories: building mentoring relationships and the valuable work on which those relationships develop over time.

## **1.0 What is Mentoring? An Expansive Understanding**

### **2.0 Building Mentoring Relationships: An Introduction**

- 2.1 Identifying Mentoring Relationships
- 2.2 Creating Shared Expectations
- 2.3 Communicating With Each Other
- 2.4 Embracing Inclusion

2.5 Know Your Risks, Aim for the Rewards and Learn Together

**3.0 Valuable Work, Engaged Mentorship, Impactful Outcomes: An Introduction**

3.1 Identifying Real World Projects

3.2 Creating a Good Match Between the Mentee and the Project

3.3. Planning for Project Success

3.4 Embracing the Work

3.5 Know Your Risks, Aim for the Rewards and Learn Together

**4.0 Mentoring: Ready, Set, Go!**

**5.0 For Further Reading**

# 1.0 What is Mentoring? An Expansive Understanding

Mentorship – this relationship is relevant to the work of today’s libraries and essential for success as libraries transform and innovate toward the future.

This IMLS grant entitled [Library as Research Lab](#) infuses academic libraries with student-librarian-faculty research laboratories to enhance the research skills of professional librarians and master’s students. A core component of the grant focuses on the mentorship that emerges as students and librarians work together to develop and hone research skills and use evidence-based practices. The nature of academic library work is emergent with ongoing engagement with scholarly practices. Library services are informed by these engagements and the evolving standards for excellence in scholarship. There is increased emphasis on high performing teams and collaboration. The need to renew focus on ongoing professional development, combined with the experiences of this grant, inform the recommendations and activities of this guide.

We are using an expansive understanding of mentorship. Our understanding is based on a variety of opportunities through multiple experiences that were learner-centered and intended to support growth. **Mentor** will be used to describe a trusted partner invested in ongoing growth and development. **Mentee** will be the learner, developing deeper and more relevant competencies. These roles are increasingly fluid, flexible and embrace a wide range of activities as well as levels of commitment and formality. Within a team, project or time period, movement between the roles of mentor and mentee has become a new norm.

Intentional mentoring promotes cognitive diversity, equity in opportunities, and inclusion. The mentoring relationship creates space where individual experiences are valued. Mentorship promotes an engagement with different viewpoints and capabilities because there is an expectation of engagement in an environment that encourages sharing and trust. An equity mindset in a mentoring context infuses awareness of, and direct connection with, opportunities; and support to realize these new opportunities. Together the mentor and the mentee deepen their cultural competencies resulting in increased inclusion and a better understanding of each other and the organization.

This guide focuses on key concepts and provides activities to enable mentoring capabilities. It is divided into two focus areas: relationship building and valuable work. Each focus area will provide an overview, followed by recommended exercises designed to promote learning and professional development.



## 2.0 Building Mentoring Relationships: An Introduction

Mentorship and relationship building require attention, purpose, time, energy and integrity.

Regardless of whether you are entering the profession, shifting your responsibilities, or settling into an established professional role in your organization, mentoring relationships can be one of the most significant components of any professional journey.

Those who participate in the most meaningful relationships move between the role of mentor and mentee with fluidity. This fluid engagement benefits both parties by energizing and creating an expectation of reciprocal learning. Realizing fluidity as a lived value requires all to embrace responsibility for identifying relationships, creating shared expectations, communicating, and embracing inclusion.

The following offers an examination of these elements and exercises to promote trust, self-reflection and critical thinking. Sections 2.1 through 2.5 explore key elements in identifying, creating and communicating within mentoring relationships.



## 2.1 Identifying Mentoring Relationships

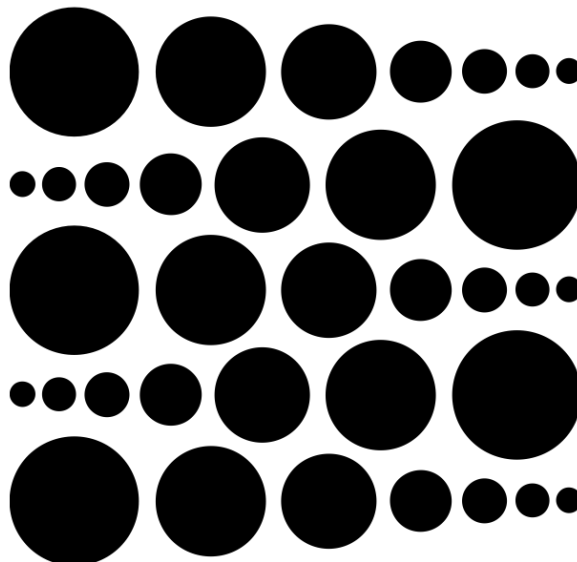
The most effective mentoring relationships have mutual benefits and are based on mutual respect. It is a partnership, with both partners being open to learning and teaching. Taking the time upfront to reflect and understand yourself and your connections with other colleagues is critical and foundational.

What are you looking for in a mentoring relationship? What are your strengths and gaps in your current network? What do you want your network to look like in a year? How will you build a map for your future?

Asking yourself these types of questions that will launch your journey and help you to identify the most relevant mentoring relationship.

For example, if you are new to the profession, you might look for a colleague with whom to explore ideas. Or if you are a mid-career professional, you might look for a colleague to help you develop leadership skills at the next level. If you are a more experienced professional, you might look to help colleagues with scholarly communication and research to deepen your impact.

Reflections are essential in identifying relevant mentoring relationships. Reflection can make the difference between a good and exceptional mentoring experience.



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## Activity: Visualizing Your Network

This activity by the [National Center for Faculty Development & Diversity](https://www.researchgate.net/figure/NCFDD-Mentoring-Map-wwwFacultyDiversityorg_fig1_309487251) will provide a way to visualize or map<sup>1</sup> your mentoring relationships. Visualizing your network is extremely important in order to reflect on needs for the future.

**Purpose:** By visualizing your network of mentoring relationships, and keeping your professional or personal goals in mind, you can identify which relationships will help you reach those goals. These could be the people in your network who you connect deeper with in a formal mentorship.

**Time:** 20-30 minutes

**Materials:** Mapping sheet from the National Center for Faculty Development & Diversity, Writing Utensil

**Who:** We suggest completing the map individually and then having a conversation with a trusted friend or colleague to talk about the current state, future state and strategies to advance your mentoring relationships.

### **What:**

1. Fill in your network map with individuals who you can see as mentors in each category.
2. After mapping your mentoring relationships, ask yourself: How will you best use this information? Where do you want to be in a year? What are the strategies you might deploy to get there?

### **Tips:**

- This is an exercise that can be done on an ongoing basis to reflect on progress and to make decisions about future engagements.

### **Variations:**

- Additional questions to consider and reflect upon:
  - Who do I admire? Who is an effective leader?
  - Giving and receiving are equally important: how best to model as a mentor and mentee?



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<sup>1</sup> Gender-sensitive Mentoring Programme in Academia: A Design Process. - Scientific Figure on ResearchGate. Available from: [https://www.researchgate.net/figure/NCFDD-Mentoring-Map-wwwFacultyDiversityorg\\_fig1\\_309487251](https://www.researchgate.net/figure/NCFDD-Mentoring-Map-wwwFacultyDiversityorg_fig1_309487251) [accessed 31 Jul, 2019]

- What are strategies and behaviors to sustain and nurture your network?
- What parts of your network are enduring and what parts are time-limited?
- What are the relationships between the nodes of your network?
- What is the purpose of your network? What do you need right now? In a year?

**Link(s) to Materials:** [NCFDD Mentoring Map](https://tinyurl.com/NCFDDMentoringMap) (<https://tinyurl.com/NCFDDMentoringMap>)





## Activity: Reflecting and Learning from Past Experiences

This activity will help you think about the team and broaden your understanding of mentorship beyond the one-to-one scenario.

**Purpose:** Reflecting on past experiences, both positive and negative, can broaden one's understanding of their own behaviors and preferences in a mentoring relationship.

**Time:** 10-15 minutes

**Materials:** [Handout: Reflecting and Learning from Past Experiences](#), Paper/Journal and Writing Utensil (optional)

**Who:** Individual, or Mentor and Mentee

**What:**

1. Either in a journal or with a trusted colleague or mentor, think about someone who made a positive difference in your life.
  - What behaviors and characteristics were displayed that made the relationship successful?
  - What qualities did you bring to the relationship to make it successful?
  - What did you take away from this experience?
2. Now think about an unsuccessful mentoring relationship and answer the same questions.

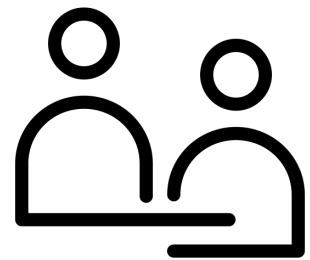
**Tips:**

- Make sure to be honest with yourself and your mentoring partner, but avoid gossip of unsuccessful mentoring experiences. Focus the conversation on what you learned about yourself and your own preferences in a mentoring relationship from that experience.

**Variations:**

- Pick one or two of those qualities that were successful, and make an action plan of how you plan to bring those qualities to your mentoring relationship or project.

**Link(s) to Materials:** [Handout: Reflecting and Learning from Past Experiences](#)  
(<https://tinyurl.com/HandoutPastExperiences>)



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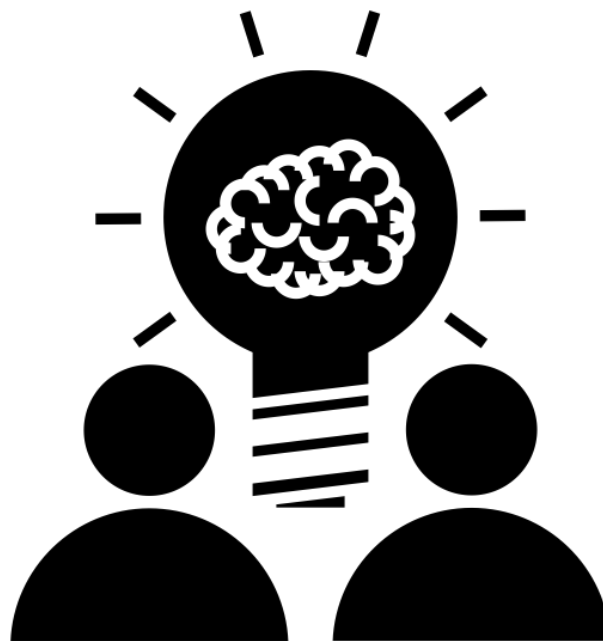
## 2.2 Creating Shared Expectations

Once you have identified a mentoring relationship, you will want to have a conversation to create shared expectations. These expectations will help clarify roles and responsibilities.

A mentor does not do the work for the mentee, rather assists in reflection, identification of gaps and possible paths forward. A mentee does more than receive information and complete the work no one else wants to do. Instead, the mentor and mentee co-create culture and live a shared philosophy.

It is only when these expectations are expressed that the work can begin in a positive and forward direction. For example, creating shared expectations around confidentiality will help set a respectful space where ideas and challenges are honestly and freely explored.

The benefits of these conversations will result in a recognition of limitations and advantages this mentoring relationship will have for all involved.



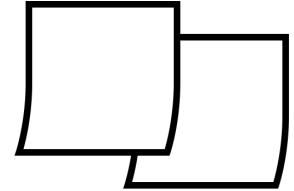
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## Activity: Creating Shared Expectations and Norms

This activity will help you articulate, practice and live the norms of behaviors that you co-create together. It should be done during one of your first meetings to co create norms of behavior expected by both parties in the relationship.

**Purpose:** This activity will bring expectations of the mentoring partners to the forefront of the partnership. By making meaning and norms visible, partners can identify shared understandings of a mentoring relationship, and begin to shape their new relationship and projects accordingly.



**Time:** 30-45 minutes

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**Materials:** [Handout: Creating Shared Expectations and Norms](#), Multiple pieces of 8.5x11 size paper, sticky notes, writing utensils and and a large table/wall surface, tape (if using wall surface)

**Who:** Mentor and Mentee

**What:**

1. Frame the activity by writing the following words, each on one piece of 8.5x11 paper: meaning, norms, accountability. If you are using a wall surface, tape them to the wall. These will be your headings to guide you through the activity.
2. Select a sticky note pad and pen. Reflect on being responsible in a mentoring relationship and what that *means* to you. Capture a word or phrase per sticky note to share on the table/wall under the “Meaning” heading.
3. Reflect on past experiences where you had articulated and shared norms. Describe them and what behaviors made them successful or not. Reflect on how you want to give and receive feedback. Prioritize five or fewer norms and capture them on a sticky note to add to the table/wall under the “Norms” heading.
4. Reflect and agree on what mutual accountability would look like. Capture one idea per sticky note and add it to the table/wall under the “Accountability” heading.
5. Review the notes on your surface. What are the themes, similarities, and differences that emerge. Write “Agreement” at the top of a piece of paper and complete the following sentence (with bullets):
  - We agree to responsibility for trust and respect in our mentoring relationship. To be in integrity with each other, we will \_\_\_\_\_.”
6. Tape/place the “Agreement” sheet at the top of your surface.

7. Take time as a team to develop an “Action Plan” to put in place your newly co-created statement so it is at the forefront of your work together.

**Tips:**

- Communicate how you will hold one another accountable for following the action plan. Revisit the action plan every few weeks to assess how you as a team are following it, and if certain elements need to be modified.

**Link(s) to Materials:** [Handout: Creating Shared Expectations and Norms](https://tinyurl.com/HandoutExpectationsAndNorms)  
(<https://tinyurl.com/HandoutExpectationsAndNorms>)





## Activity: Mentoring Log

Creating a shared space to track progress and achievements can help direct the mentoring relationship and project toward shared goals. This activity will give the mentor and mentee a space to track progress, set new goals, and share insight, growth and resources in one centralized spot.

**Purpose:** This activity will help partners track progress in their mentoring and project. It will also help identify gaps in knowledge or skills that the mentoring pair can then address by providing more opportunities to learn or practice.



**Time:** 15-20 minutes/week (10 minutes/week for updating the log, 5-10 minutes/week for reviewing the log as a pair throughout the course of the mentoring relationship)

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**Materials:** Word processor or journal to log progress, [Template: Mentoring Log](#)

**Who:** Mentor and Mentee

### What:

1. Create a shared document or simple log to capture the types of mentoring activities you accomplish together. What have you done to move the project forward this week? What are immediate action steps you should take in the next week?
2. Routinely review the log together as a way to reflect and set future goals and projects.

### Tips:

- Use a collaborative software, such as Google Docs, where both the mentor and mentee can write and log progress.
- Start this log off by including the action plan from the Creating Shared Expectations and Norms activity (Section 2.2).
- Pay particular attention to what is missing and make sure to identify activities that fill in those missing gaps and broaden engagement with various expertise.

**Link(s) to Materials:** [Template: Mentoring Log](#) (<https://tinyurl.com/TemplateMentorLog>)

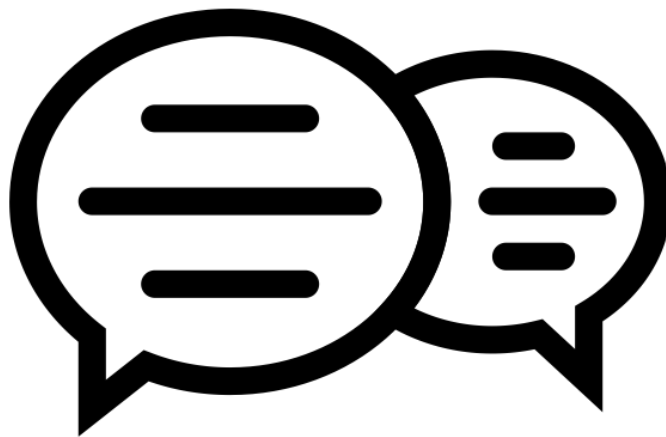
## 2.3 Communicating With Each Other

Being able to effectively communicate is a vital skill we use to share ideas and exchange information. It is woven throughout verbal, non-verbal, written and visual activities, in both formal and informal ways.

Communication is a two way process.

The mentoring relationship gives both the mentee and mentor the opportunity to deepen and further practice their communication capabilities.

There is always something new to learn and understand about communication.



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## Activity: Communicating as a Learning Experience

This activity will promote thinking about how we communicate and be a foundational exercise that can be referred to throughout the mentoring relationship. It will encourage reflection, planning and communication moving forward in a project.

**Purpose:** This activity will give the mentor and mentee an opportunity to each practice communication and listening skills in a low-stress environment. It may highlight strengths and points of improvement in communication, and inform partner communication moving forward.

**Time:** 20 minutes

**Materials:** 2 chairs, a writing utensil, paper, and 2 objects, [Slides: Communicating as a Learning Experience](#) (optional)

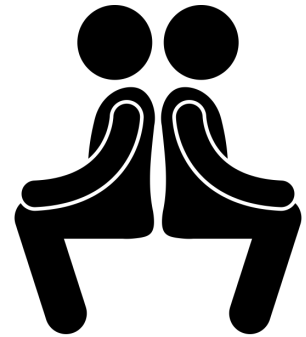
**Who:** Mentor and Mentee

**What:**

1. Sit back to back. One person with an object; the other with paper and pen.
2. The person with the object assumes the role of speaker and the other assumes the role of listener.
3. The speaker should take 3 minutes to describe the object.
4. The listener should use that description to draw the object.
5. Have a conversation, reflecting about the experience. Explore what you learned about yourself and the other person:
  - What were the assumptions you made in describing and listening? How do these assumptions relate to your lived experience?
  - What did you find particularly helpful about the description?
  - What would you do differently next time?
6. Repeat the steps above in the opposite role with a new object.
7. How might these reflections help you with communication in your relationship?

**Tips:**

- Perform this early in your mentoring relationship or project, because it can be a foundational experience to refer back to throughout.



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from Noun Project

- The listener should not ask questions, and should instead be focusing on the speaker's word choice and communication.

**Link(s) to Materials:** [Slides: Communicating as a Learning Experience](https://tinyurl.com/SlidesCommunicatingExperience)  
(<https://tinyurl.com/SlidesCommunicatingExperience>)

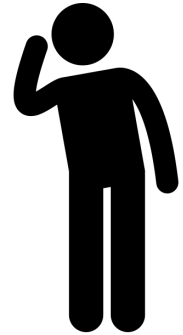


## Activity: Deconstructing Listening

Taking the time to reflect on your listening can help you build rapport and respect, promote understanding, invite various viewpoints into a discussion and avoid misunderstanding. It can also help you understand your strengths and where you could design specific practices to improve your communication. Key listening skills to consider include body language, reflection, clarification, asking questions and not interrupting or jumping to conclusions.

**Purpose:** This activity encourages listening as a communication skill and reflection about ways to focus on hearing, understanding and improving active listening.

**Time:** 20-25 minutes (10 minutes for personal reflection, 10-15 minutes for discussion)



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**Materials:** [Handout: Deconstructing Listening](#), writing utensil, paper/journal

**Who:** Mentor & Mentee

**What:**

1. Select 2-3 questions from the list below and take 10 minutes to reflect on the following questions. Capture your thoughts on paper so you can share them with your mentor/mentee later.
  - What are the reasons for why we listen?
  - Describe a time when you were not listened to.
  - What are the factors that become barriers to active listening?
  - Identify someone you think is a good listener. Why did you select that person?
  - What were the behaviors? How was listening demonstrated? How did it make you feel?
  - What is the power of listening? And being listened to?
2. Come together with your mentoring partner to discuss your personal reflection.
3. Share highlights from Step 1. What did you learn about yourself? And your mentoring partner?

4. Brainstorm together examples of ways to demonstrate understanding and engagement. Provide an example or two of ways you could:
  - Paraphrase: “I think I just heard you say...”
  - Affirm: “That is a fantastic summary ....”
  - Ask open-ended/specific questions: “Would you share more...”
  - Connect by sharing similar situations: “It makes me think of ...”
  - Be Inclusive: “Are there other points to raise?”
  - Summarise: “Let me share what I heard...”
5. Select 1-2 new approaches you could practice with over the next two weeks. When you next meet, share what happened when you used those new approaches and your reflections about making these changes to your listening habits.

**Tips:**

- We encourage both the mentor and mentee to adopt a mindset of openness when observing and learning about your listening behaviors.
- Hold one another accountable when adopting these approaches. Actively use them in your spoken and written correspondence.

**Link(s) to Materials:** [Handout: Deconstructing Listening](https://tinyurl.com/HandoutDeconstructingListening)  
(<https://tinyurl.com/HandoutDeconstructingListening>)



## Activity: Structuring Discussion

This activity will promote learning about each other and develop curiosity about different points of view. Sharing is a powerful way to create space for engagement and rapport. Listening to learn from one another, asking questions, being curious and being present will have long-term impact on the quality of your mentoring relationship.

**Purpose:** Through conversation and listening, the mentoring pair will learn more about their partner and their profession through semi-structured discussions around professional topics.

**Time:** Shorter (10-15 minute) and longer (30-40 minute) discussions can happen throughout the course of the mentoring relationship.

**Materials:** Collaborative word processor to brainstorm and keep track of discussion topics

**Who:** Mentor & Mentee

**What:**

1. Create a shared document of topics that the mentoring pair wants to learn more about.
2. Schedule a time for discussion. These discussions could be structured in a variety of ways. For example, the mentoring pair could:
  - Read an article together.
  - Engage in discussions about knowledge gaps.
  - Attend a lecture together with discussion afterwards.
  - Engage with campus initiative.
  - Share work challenges that keep you up at night.
  - Explore work culture.
  - Discussing national trends.

**Tips:**

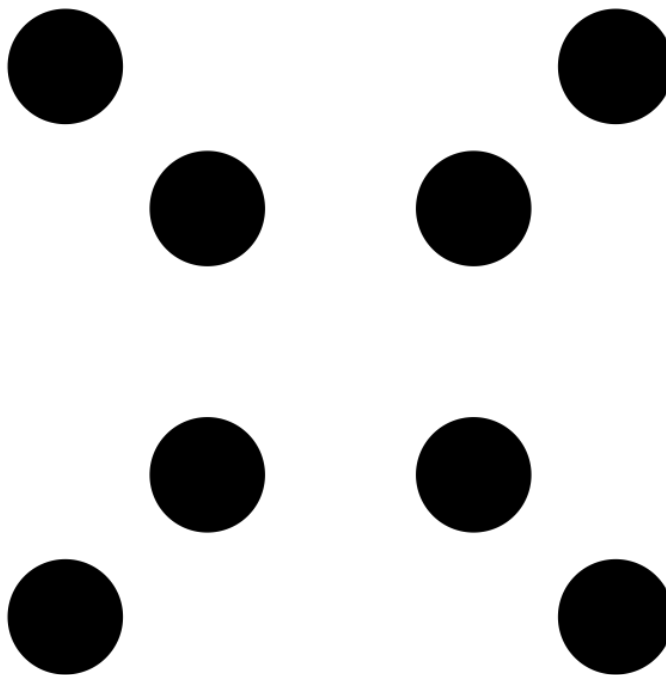
- Avoid gossip, rather focus on ideas, possibilities and learning.



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## 2.4 Embracing Inclusion

Mentoring relationships that are done well enable a sense of belonging and inclusion. We all want to know that we matter; it enables us to bring our best selves to our work. Genuine listening and empathy are key to embracing inclusion as a habit, instead of as an afterthought. Practicing respect and being curious about each other's lived experiences, regardless of whether they match one's own experience, elevates understanding and facilitates creative problem solving. Taking time to learn about each other through active listening and genuine discourse will surface different values, perspectives and interests. Through these explorations, advantages and bias can proactively be surfaced as a way to deepen trust. Embracing inclusion will open doors not otherwise imagined and be a catalyst for positive culture beyond the life of the mentoring relationship. It means active listening, being receptive and encouraging to different points of view. Learning to embrace inclusion is a skill in which everyone can develop.



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## Activity: Speed Mentoring

Through strategic conversations with others, you can learn with and from one another, and build community. This exercise will promote respect and being curious about each other's lived experiences, regardless of whether they match one's own experience, elevate understanding and facilitate creative problem solving.

**Purpose:** Taking time to learn about each other through active listening and genuine discourse will surface different values, perspectives and interests. It will also expand your network and knowledge about the profession through unstructured informational interviews.

**Time:** 30-45 minute/meeting. Conduct meetings throughout the course of the mentoring relationship.

**Materials:** Writing utensil and paper or journal for taking notes (optional)

**Who:** Individual

### **What:**

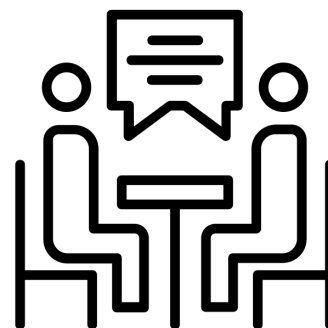
1. Set up meetings with various colleagues across your institutions to have coffee to learn more about their work experiences. These are short, strategic conversations on specific topics as a way to have a shared experience and broaden your understanding of the challenges and opportunities facing your institution.
2. Prepare a list of 5-10 questions that could help guide your conversation. If you are the mentee performing these meetings, ask your mentor for feedback on your questions.
3. Come to the meeting actively ready to listen and ask questions.

### **Tips:**

- Take notes as a way to remember the answers to your questions, as well as to demonstrate active listening.
- Avoid gossip, rather focus on ideas and trends in your field.

### **Variations:**

- The mentor can perform this with colleagues, or set up different informational interviews with their colleagues for the mentee to participate in.



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from Noun Project



## Activity: Mapping Your Professional Journey

This activity will help you identify key moments throughout your professional journey and mark important events and reasons for their importance along the way.

**Purpose:** By creating a professional journey map, you are able to capture and organize significant milestones that led you to the professional you are today.

**Time:** 45-60 minutes (15-30 minutes individually, 30 minutes for discussion)

**Materials:** [Handout: Mapping your Professional Journey](#), Writing, utensil, paper, art supplies (optional)

**Who:** Complete the map individually and then discuss the experience with your mentoring partner.

### What:

1. Identify 6-8 life points that you want to capture.
2. Draw a professional journey map. It can be as simple as a line with words or creative with images and drawings. Make sure to also capture **why** this life point is significant.
3. Use the following questions to have a discussion at your next mentoring meeting.
  - What have you learned about yourself?
  - What did you decide to leave out?
  - What are the patterns? Motivations along the way?
  - Is there anything that surprises you?
  - What is the most significant on your map? Was there a pivotal moment?
  - Who helped you out along the way? What was their motivation for doing so? Have you stayed connected? Why/why not?
  - Where did you have a sense of belonging/not-belonging? Why?
  - What should appear next on your map? What capabilities or skills do I need to help you develop to get there?



Created by Adrien Coquet  
from Noun Project

4. After the conversation, reflect individually how now understand your map? It may have revealed both positives and negatives. What reflections or realization from this exercise can you use to articulate and advance your professional goals?

**Tips:**

- Keep your map visible, visit it regularly, make updates and check-in.

**Link(s) to Materials:** [Handout: Mapping your Professional Journey](https://tinyurl.com/HandoutMappingJourney)  
(<https://tinyurl.com/HandoutMappingJourney>)



## Activity: Reflecting on and Sharing Your Identity Wheel

There are a number of identity wheel exercises available to encourage reflection, build community and further engage with each other. Below are two examples adapted by the University of Michigan Literature, Sciences and Arts. For further information about how to use these wheels, visit <https://sites.lsa.umich.edu/inclusive-teaching/>.

**Purpose:** This activity can be used to help the mentoring pair learn more about one another or find common ground which promotes inclusion, empathy and community.

**Time:** 35-45 minutes (10-15 minutes individually, 25-30 minutes for discussion)

**Materials:** Identity wheel (such as the [Personal](#) and [Social Identity Wheels](#) from the University of Michigan Literature, Science, and Arts), writing utensil

**Who:** Complete the map individually and then discuss the experience with your mentoring partner.

**What:**

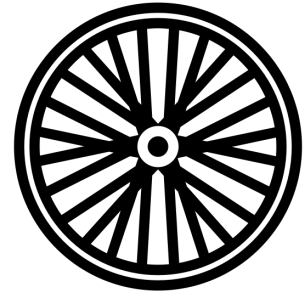
1. Fill in your identity wheel individually.
2. Reflect personally on the process.
3. Share your experience with your mentoring partner.

**Tips:**

- Dedicate one of your early meetings to use this tool as a way to share your lived experience as a way to deepen the mentoring relationship.

**Link(s) to Materials:**

- [Personal Identity Wheel](https://tinyurl.com/PersonalIdentityWheel) (<https://tinyurl.com/PersonalIdentityWheel>) from the University of Michigan Literature, Science, and Arts.
- [Social Identity Wheels](https://tinyurl.com/SocialIdentityWheel) (<https://tinyurl.com/SocialIdentityWheel>) from the University of Michigan Literature, Science, and Arts.



Created by Pham Duy Phuong Hung  
from Noun Project

A circular diagram with a central circle and an outer ring. The central circle contains the text "Three Adjectives to Describe Yourself" followed by three numbered lines (1., 2., 3.) and a line for "Name". The outer ring is divided into 12 segments, each with a label: "Favorite Music", "One Skill you are Proud of", "Favorite Movie", "Favorite Book", "Favorite Food", "Favorite Hobby", "Favorite Color", "Personal Motto", "Number of Siblings", "Birth Order", "Favorite Music", and "One Skill you are Proud of".

**Personal Identity Wheel**

**Social Identity Wheel**

A circular diagram with a central circle and an outer ring. The central circle contains five numbered prompts: "1. Identities you think about most often", "2. Identities you think about least often", "3. Your own identities you would like to learn more about", "4. Identities that have the strongest effect on how you perceive yourself", and "5. Identities that have the greatest effect on how others perceive you". The outer ring is divided into 12 segments, each with a label: "Ethnicity", "Socio-Economic Status", "Gender", "Sex", "Sexual Orientation", "National Origin", "First Language", "Physical, Emotional, Developmental (Dis)Ability", "Age", "Religious or Spiritual Affiliation", "Race", and "Ethnicity".



## Activity: Practicing Mindfulness and Gratitude

Building in time for mindfulness and gratitude will promote a culture of encouragement and growth. Expressions of gratitude contribute to feelings of inclusion as part of a team and motivation to finish projects. Recognizing the small wins along the way is just as important as celebrating the project when it is completed. Connect gratitude with areas of growth and when you see success, celebrate it.

**Purpose:** This activity will help you connect with each other, engage more deeply, and improve the quality of your work. Genuine and ongoing engagement with gratitude has a lasting impact on mentoring relationships.



Created by carlos sarmento  
from Noun Project

**Time:** 5 minutes at the beginning or end of each mentoring meeting

**Materials:** Writing utensil (optional), notepad (optional)

**Who:** Mentor & Mentee

**What:**

1. Carve out a regular time, either in the beginning or end of each meeting to reflect and focus on gratitude.
2. Take a few minutes to write a note of appreciation or publically thank each other in meetings.

**Tips:**

- Resist the urge to multitask, rather focus on one item at a time.
- Even when things do not go as planned, acknowledge the effort. That will make a significant impact in moving the work forward.

## 2.5 Know Your Risks, Aim for the Rewards and Learn Together

Mentoring comes from many directions, including peer interactions, (in)formal mentoring activities, inspiration and iteration, and broadening of perspectives. In the work of this IMLS grant, professional growth is increasingly present for principal investigators, librarian faculty, and students. There is a curiosity through all levels of the grant ranging from engagement with outside presenters, interactions at monthly meetings and one-on-one conversations. There is a commitment to learning in words and actions. Being genuine is contagious and invites communities of practice to flourish. It welcomes inclusivity and makes accessible the expertise around you. Learning how to apply curiosity is a skill and one honed by asking questions in order to fill in and further build knowledge.

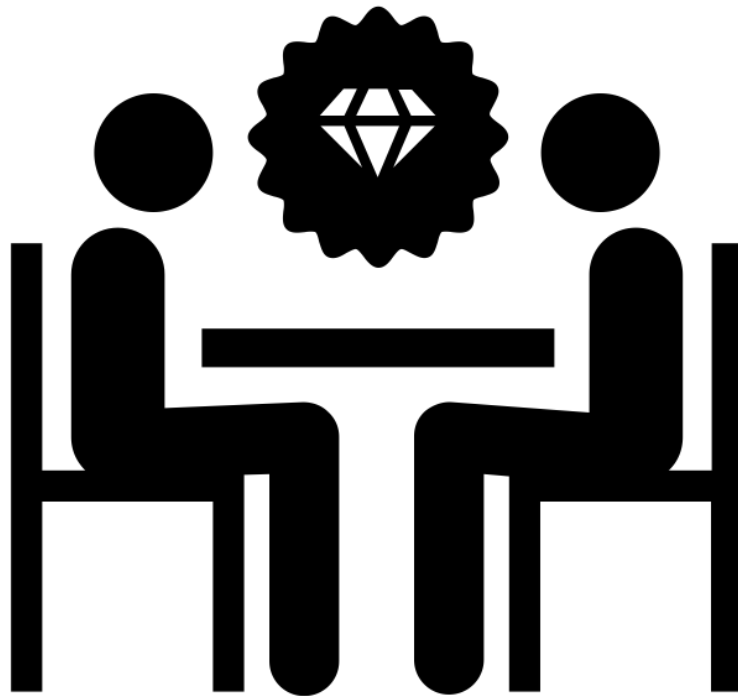
Each individual is a leader, with talents and gifts necessary to realize the team's goals and aspirations. We want to create a community of practice where everyone contributes to the work of the project. The first meeting of the semester focused on network building and the importance of networks to connect with opportunities. The network mapping exercise is an insightful (and repeatable) way to be intentional. Be direct and ask for help. More often than not, the answer is yes or a redirect to another opportunity. Likewise, exploring venues to present and/or publish research extends the conversation about the impact and value of libraries; and creates a valuable opportunity to meet and exchange ideas with professionals from various settings, seek advice and gain new and diverse perspectives and engage with professional practices.

Learning how to give and receive feedback is key to being a mentor and a mentee. Throughout this grant's various activities, there has been an increased investment in developing and providing constructive feedback. Successful leaders are reflective and commit to their own learning as well as those around them. The goal of feedback is to minimize the gap between how others see themselves and how they want to be seen. This means listening and truly hearing, and then being open to experimenting with new paths forward. Practice, adjust, observe, engage, be mindful and repeat. Being comfortable with approaching feedback helps remove barriers, accelerate positive outcomes and take action for relevant impact.

Identifying, creating and communicating within mentoring relationships promotes trust, self-reflection and critical thinking. The mentoring relationship is a significant component of the success and impact of any project.

### 3.0 Valuable Work, Engaged Mentorship and Impactful Outcomes: An Introduction

The three labs of this grant advance research and strategic engagement with service and space design, learning assessment, and digital scholarship. Today's libraries are immersed in leading conversations about solutions to these challenging issues. Woven through the work is a commitment to mentorship and a philosophy enabling ongoing learning. This grant promotes problem solving and scholarship, with the goal of experiential learning and developing knowledge and skills needed for the real world. The outcome is for students to have the confidence and aptitude to thrive in environments where problems are abundant and solutions need to be created.



Created by Aneeqe Ahmed  
from Noun Project



## 3.1 Identifying Real World Projects

Intentionality is fundamental to the success of the mentoring relationship. Identifying a real and meaningful project that benefits the library, and creates learning opportunities for librarians and students to work together results in empowered and impactful outcomes. Identifying a real world project starts with a conversation, a scan of the landscape and a prioritization of possibilities. What are the priorities on campus? How can the library address those priorities? What projects might have the most impact on your services? These are among the types of questions that enable the relevance and success of a selected project.

To launch the preliminary conversation, come with three project ideas that are central to the work of the library. This provides a platform for discussion, project scope, and alignment when selecting the project to move forward. This process provides agency for both the mentor and mentee to surface relevant issues, be realistic about the capacity for completion of the project, and for the student to take a leadership role in the direction of the project.



Created by Alena  
from Noun Project



## Activity: Understanding and Scoping the Project

This activity will help you articulate both the needs of the library as well as the needs of both members of the mentoring relationship. It is also a good first step in determining the scope of the project.

**Purpose:** By working with stakeholders to identify real world work problems, the mentor can shape and push forward a project that will not only have impact for the mentoring pair, but also for the larger institution and profession.



**Time:** 20 minutes per stakeholder conversation

Created by Gregor Cresnar  
from Noun Project

**Materials:** Notepad (optional)

**Who:** Mentor

**What:**

1. We suggest that the mentor solicit ideas from stakeholders within her unit or library to help answer the questions in the exercise to find at least 3 projects.
2. Use the 5 W's and One H to define the scope of a real world project:
  - Who: Who are the stakeholders? Who is affected by this project? Who do you need to talk with to complete the project successfully? Will you be able to connect with those people in a significant way?
  - What: What is the project? Have the goals of the project been articulated, and if not, what are they? Are there deliverables? What is the impact of this project on the library? What do we hope to learn from this project? What are the assumptions being made? What are the known barriers? What is out of scope for this project? What happens after the project ends?
  - Where: Will this work happen at the library? Is dedicated space needed? Can the mentee work on their own? Where will the shared work of this project "live" (either digitally or otherwise)?
  - When: What is the timeline of the project and its deliverables? Can the project realistically be completed with this timeline? Why or why not? If the timeline needs to be adjusted along the way, how is that accomplished? We suggest

answering this question after the Who, What, and Where questions are answered.

- Why: Why is this project important to the library? To the mentor? To the mentee? To the profession? To the learner/scholar? What is the motivation for doing this project?
- How: How much will this all cost? Are there other resources needed? How will each part of the project be finished? How will we ensure that our deliverables are equitable, accessible, inclusive? How does this project meet the mentee's professional development goals?

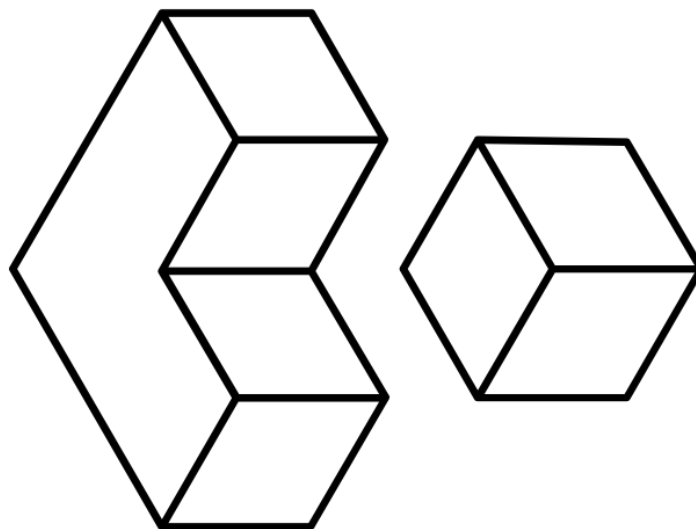
**Tips:**

- We recommend completing the activities in section 3.2 (*Identifying Your Strengths, Weaknesses, Opportunities, and Threats* and *Personal Mission Statements*) before sharing the three project ideas with the mentee in order to create a good match between the person and the project.

## 3.2 Creating a Good Match Between the Mentee and the Project

Mentorship is about the exchange of experiences, knowledge, and identifying growth opportunities. The mentorship relationship is one of encouragement, trust, and connection. Taking the time to lay the foundation for mentorship requires self reflection, openness, and a willingness to be vulnerable. This approach enables a positive foundation from the beginning and an increased potential for meaningful outcomes.

To ensure a productive mentoring relationship, take the time to understand and match the characteristics of mentors and mentees. Use the communication and inclusivity skills discussed in the *Building Mentoring Relationships* section to routinely connect with each other. Early on in the relationship, learn more about each other's strengths and weaknesses in order to find a good balance between building on existing knowledge and developing new skills.



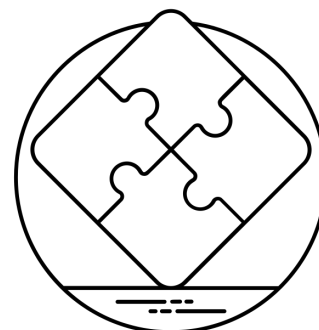
Created by john melven  
from Noun Project



## Activity: Identifying Your Strengths, Weaknesses, Opportunities, and Threats

The beginning of a project is a good time for “definitions” – Defining the project, defining your needs, and defining what you do well. A SWOT activity (Strengths, Weaknesses, Opportunities, and Threats) is a good way to begin to understand yourself and analyze both internal and external factors that will affect your impact on the project.

**Purpose:** When paired with the first scoping activity (*Understanding and Scoping the Project*), a SWOT analysis can create an opportunity for invisible factors that might impact the project to be made visible. Completing and sharing your SWOT Analysis creates understanding of each others’ skills, personalities and environments.



Created by Vectors Market  
from Noun Project

**Time:** 30-40 minutes (15-20 minutes individually, 15-20 minutes for reflection)

**Materials:** [The MindTools Personal SWOT Analysis](#)<sup>2</sup>, a writing utensil

**Who:** Complete the SWOT Analysis individually and then share with your mentoring partner.

### What:

1. Reflect on your strengths. What do you bring individually to the project that may be unique? What are your past experiences? What are your interests? Fill in the “Strengths” portion of the SWOT analysis with your answers.
2. Next, reflect on your weaknesses. What skills would you like to improve as part of this project? Where might you need extra support? Where do you have fewer resources than others? Fill in the “Weaknesses” portion of the SWOT analysis with your answers.
3. Finally, reflect on the threats to your project. Do your weaknesses expose you to any threats? What do you foresee the challenges of the project being? Fill in the “Threats” portion of the SWOT analysis with your responses.
4. Share your SWOT analysis with your mentoring partner and compare and contrast your analyses. How will you use this to help inform your project?

**Link(s) to Materials:** [The MindTools Personal SWOT Analysis](#)  
(<https://tinyurl.com/MindToolsSWOTAnalysis>)

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<sup>2</sup> The MindTools Personal SWOT Analysis. Available from [https://www.mindtools.com/worksheets/Personal\\_SWOT\\_Analysis\\_Worksheet.pdf](https://www.mindtools.com/worksheets/Personal_SWOT_Analysis_Worksheet.pdf) [Accessed 7 August, 2019].



## Personal SWOT Analysis Worksheet

- For instructions on using Personal SWOT Analysis, visit [www.mindtools.com/personalswot](http://www.mindtools.com/personalswot).

<p><b>Strengths</b></p> <p>What do you do well?</p> <p>What unique resources can you draw on?</p> <p>What do others see as your strengths?</p>	<p><b>Weaknesses</b></p> <p>What could you improve?</p> <p>Where do you have fewer resources than others?</p> <p>What are others likely to see as weaknesses?</p>
<p><b>Opportunities</b></p> <p>What opportunities are open to you?</p> <p>What trends could you take advantage of?</p> <p>How can you turn your strengths into opportunities?</p>	<p><b>Threats</b></p> <p>What threats could harm you?</p> <p>What is your competition doing?</p> <p>What threats do your weaknesses expose you to?</p>

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## Activity: Personal Mission Statements

Completing your own personal mission statement can be a very private yet meaningful activity. Articulating what you care about, determining what does not matter to you, and thinking about your future can be a powerful exercise in finding direction in your work.

**Purpose:** Articulating what you care about, determining what does not matter to you, and thinking about your future can be a powerful exercise in finding direction in your work. It also helps mentor and mentee identify shared goals, and can lead to decisions about real-world projects that match your shared goals.

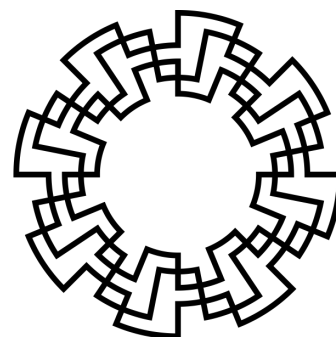
**Time:** 30-45 minutes (15-20 minutes for individual reflection, 15-25 minutes for sharing)

**Materials:** [Handout: My Personal Mission Statement](#), writing utensil, [Slides: Personal Mission Statement Presentation](#) (optional)

**Who:** Mentor and Mentee

**What:**

1. Answer the following questions individually and be prepared to share them with each other:
  - Identify your core values. What are the ethics, attitudes, and characteristics that mean the most to you? See the [Threads Culture website](#) for some examples of core values.
  - Pick three of your core values. Why are these values important to you? How did you learn these values? What is your definition of each of these values?
  - How have these values been illustrated in your work or education? Describe at least one example of a time where you acted on each of your three core values (or did not !). What was the impact of following through on your values.
  - Write a simple, short statement that describes your mission. Incorporate what your values mean to you and how you plan on following your mission in the future.
2. Share your personal mission statements with each other to provide insight into what drives your thoughts and actions. These kinds of statements answer the question, “Why



Created by Rflor  
from Noun Project

do I do what I do?” and provide direction when all of the participants are trying to choose a plan of action.

**Tips:**

- For more guidance in articulating your personal mission statement, read the Forbes Coach Council’s [13 Ways You Can Craft A Strong Personal Mission Statement](#).

**Variations:**

- Can be done in a large-group setting to identify shared goals across an entire team.

**Link(s) to Materials:**

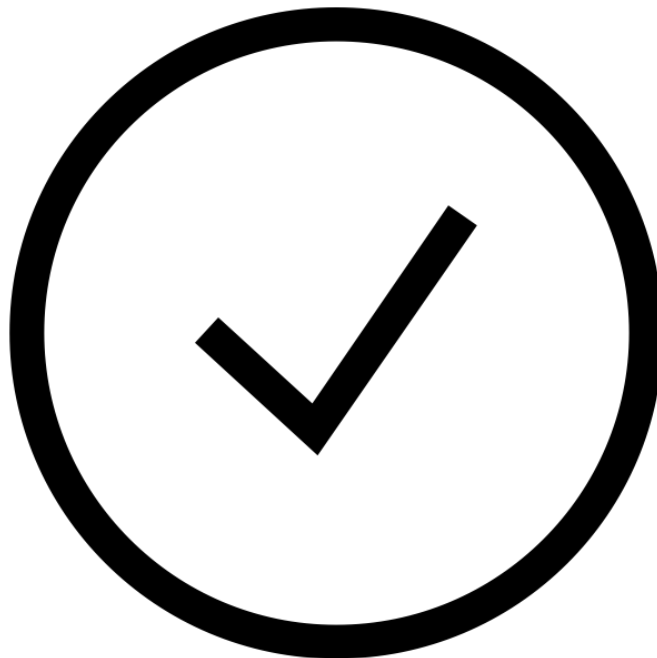
- [Handout: My Personal Mission Statement](https://tinyurl.com/ActivityPersonalMission) (<https://tinyurl.com/ActivityPersonalMission>)
- [Slides: Personal Mission Statement Presentation](https://tinyurl.com/PersonalMissionStatementSlides) (<https://tinyurl.com/PersonalMissionStatementSlides>)

\*The activities in Sections 3.1 and 3.2 can happen chronologically or concurrently. A project has to be defined and understood before it can be started, and participants should understand themselves and each other before embarking on a new project. With all this information, as a mentoring team, you are ready to make a decision about which real-world project matches your shared goals.



### 3.3 Planning for Project Success

A co-developed plan will enable organization and management of key project activities and milestones. It is important to co-articulate steps, agree on roles and responsibilities, identify common communication tools, and capture shared values. These will be the foundation for timelines and deliverables, which should be determined together. One of the most powerful tips for project management is to expect that there will be bumps in the road and to have the confidence and flexibility to adjust as needed. Build in time for reflection and regular check-ins throughout the project.



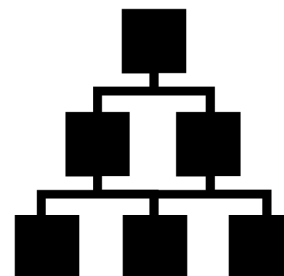
Created by Vishal patel  
from Noun Project

## Activity: Parsing the Work

With a solid sense of the project's scope and an understanding of your strengths, your attention can now turn to designing the specifics of the project. The strength of the mentoring relationship makes possible a shared approach to this important milestone.

Together, you can ask clarifying questions or think more deeply about how to break down specific tasks. A common approach is to create a Work Breakdown Structure (WBS). This allows you to identify all the tasks related to a project and parse them into manageable components.

**Purpose:** A WBS gives the team a chance to see the entire scope of their project, and allows the opportunity to [backward plan](#) which is a best practice for instructional design. It also allows the team to identify potential dependencies and time constraints (especially relevant for projects in higher education that are tied to the academic calendar).



Created by Wuppdidu  
from Noun Project

**Time:** 40 minutes to 1 hour

**Materials:** Sticky notes, potentially in multiple colors, pens/pencils, large table or wall surface

**Who:** Mentor & Mentee

### **What:**

1. Together, write down all the tasks you will need to do to complete your project. Use one task per sticky note.
2. Organize the sticky notes on your large table or wall surface into a rough timeline.
3. For complex projects, use one color sticky note to indicate types of work. For example, project team work, individual tasks, and work completed by stakeholders outside the project team could be three different colors.
4. Translate this work breakdown into something that can be shared with everyone.

### **Tips:**

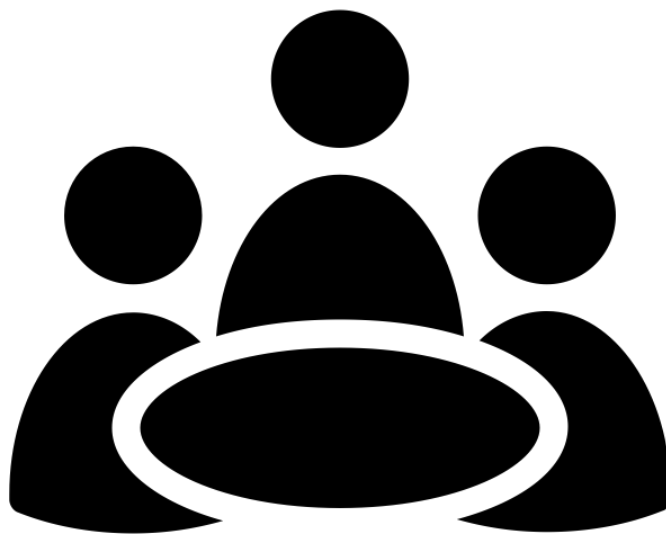
- Teams can translate their tasks/activities into something electronic:
  - Google Sheets [Gantt Chart Template](#) by teamgantt.com
  - Microsoft Excel [Gantt Chart Template](#) by hubspot.com

### **Link(s) to Materials:**

- Google Sheets [Gantt Chart Template](#) by teamgantt.com (<https://tinyurl.com/TeamGanttChartGoogleSheets>)
- Microsoft Excel [Gantt Chart Template](#) by hubspot.com (<https://tinyurl.com/HubspotGanttExcel>)

### 3.4 Embracing the Work

Both mentors and mentees are busy. There will be times when there are competing responsibilities and time constraints. Students are balancing course loads, working jobs, and managing personal obligations. Librarians are engaging with position responsibilities, meeting professional obligations, and addressing patron needs. Recognizing the complexity of these responsibilities requires intentional engagement and dedicated attention. Taking the time to work through the following exercises regarding work environment, communication styles and meeting etiquette will mitigate misunderstandings and emphasize communication.



Created by Creative Stall  
from the Noun Project



## Activity: Fostering a Healthy Work Environment

It is important to build a healthy work environment early in the mentoring relationship. Defining roles/responsibilities and providing a context for the work involved will be important as problems inevitably arise.

**Purpose:** This exercise will aid the mentoring pair in defining the characteristics and expectations of a healthy work environment. The pair can then use these definitions to inform their partnership.

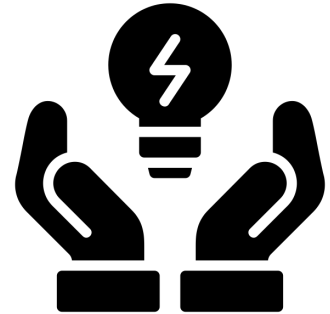
**Time:** 25-35 minutes (10-15 minutes for individual reflection, 15-20 minutes for sharing)

**Materials:** Writing Utensil and Journal (optional)

**Who:** Answer the questions individually and then discuss them together in order to establish shared expectations about your work environment.

**What:**

1. Answer the following questions separately:
  - Think about your most positive work or educational relationships. Write down three to five positive aspects of those experiences and be ready to discuss them with each other.
  - How can we work together to develop mutual respect so that we can trust one another? What will mutual respect “look” like?
  - What is the most important thing about you? How will that inform the mentoring relationship?
  - What are the key readings and experiences that each of you should complete in order to help frame the work over the project’s time period?
  - What is the mentor’s role in the work? The mentee’s? Each person should describe their primary area of responsibility on the project.
  - How will each of you know when a deliverable is expected? How often will information about this deliverable be shared? How will you share your work? How far in advance of a meeting does work need to be shared for feedback in a meeting?



Created by Nawicon  
from Noun Project

- How is participation in the project demonstrated? If there are typical tasks that will be completed, how will that work be accomplished?
- 2. Come together to discuss and establish shared expectations about your work environment.

**Tips:**

- This activity should come early on in the mentoring relationship. We recommend visiting it during one of your first mentoring meetings.

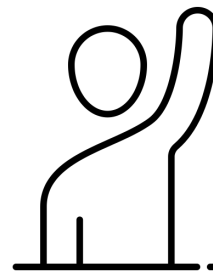


## Activity: Expressing Communication Needs and Expectations

Communication is key in order to establish a mutual understanding of how the mentorship will function. Each individual may have different ways of communicating their needs. Use the chart below as a guide to reach mutual understandings for how the pair will communicate during the mentoring project.

**Purpose:** This activity will reveal similarities and differences in communication styles and preferences between the mentoring pair. It will encourage collaboration to promote mutual understandings of how the pair will communicate with one another throughout the project.

**Time:** 40 minutes (10 minutes for the Mentee to reflect individually, 10 minutes for the Mentor to reflect individually, and 20 minutes for comparing as a team)



Created by Edwin PM  
from Noun Project

**Materials:** [Table: Expressing Communication Needs and Expectations](#), writing utensil

**Who:** Mentor & Mentee

### What:

1. The mentee will fill in the “Personal Preferences” column of the table in the rows labeled “Mentee” with how they prefer to handle the different types of communication.
2. The mentor will then fill in the “Personal Preferences” column of the table in the rows labeled “Mentor” with how they prefer to handle the different types of communication.
3. Next, the pair will come together to compare their personal preferences. What answers are similar? What answers are different?
4. The pair will then fill out the “Pair Expectations” column together. This will guide how they will approach each type of communication in their partnership. The pair should use their personal preferences and their conversation in step 3 as a guide to come up with these expectations.

### Tips:

- The sections entitled “Other” are available as spaces in which communication topics not listed but important to the participants can be articulated

### Variations:

- The mentoring pair could also fill the chart out separately outside of a meeting, and come together in an early meeting to discuss and set expectations.

**Link(s) to Materials:** [Table: Expressing Communication Needs and Expectations](#)  
(<https://tinyurl.com/TableCommunicationStyle>)

### COMMUNICATION STYLE

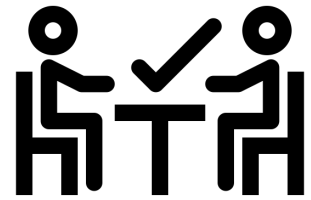
COMMUNICATION TOPIC	PERSONAL PREFERENCES	SHARED EXPECTATIONS
Email (Mentee)		
Email (Mentor)		
Face-to-Face (Mentee)		
Face-to-Face (Mentor)		
Project Progress Updates (Mentee)		
Project Progress Updates (Mentor)		
Problem Solving (Mentee)		
Problem Solving (Mentor)		
Conflict Resolution (Mentee)		
Conflict Resolution (Mentor)		
Sharing Success (Mentee)		
Sharing Success (Mentor)		
Confidentiality (Mentee)		
Confidentiality (Mentor)		
Other (Mentee)		
Other (Mentor)		



## Activity: Articulating Meeting Norms

Meeting regularly provides intentional opportunities for relationship building. While routine meetings provide a space where the work of the project can be completed, the mentoring experiences can continue to be present throughout these meetings as well. Setting boundaries around the management of meetings creates a safe space for mentorship to take place and mitigates any friction that may be caused due to unclear meeting conduct.

**Purpose:** The manner in which your regular meetings are conducted can greatly impact the success of the project. Setting boundaries around the management of meetings creates a safe space for mentorship to take place and mitigates any friction that may be caused due to unclear meeting conduct.



Created by DinosoftLab  
from Noun Project

**Time:** 10-20 minutes

**Materials:** Writing utensil and journal (optional)

**Who:** Answer the questions individually and then discuss them together in order to establish shared expectations about the administration of your meetings.

**What:**

1. Make time to meet with each other regularly, such as scheduling weekly or bi-weekly meetings.
2. Answer the following questions separately:
  - How often will you need to meet? Might the regularity of your meetings change over the project's timeline? What circumstances will influence how often you meet? Will the length of your meetings change over time or due to project responsibilities? How so?
  - Who sets the agendas for the meetings? How will the agendas be shared? When will the agendas be shared in order for the meeting to be successful?
  - Are there times when meetings can be conducted virtually? What are those circumstances, who is responsible for arranging the virtual communication, and how will the virtual tools needed for these kinds of meetings be shared?
  - How will the meetings start? Are either of you coming from another meeting/class/project and need to start the meeting a little later than planned?



How can you plan for that ahead of time so that expectations are shared about the start of the meeting? If you start the meeting a little later, how will that impact the work of the meeting?

- Are there certain meetings that will be considered “working” meetings? How will you keep track of “action items” or tasks that need to be completed between meetings and deadlines discussed in order to complete those tasks?
  - How will you reflect on your work in these meetings? How can you build in times when you reflect on the overall project and see the big picture? How can you celebrate and be grateful in your meetings when you experience success along the way? How will you work through challenges when problems inevitably come along?
  - Do you have responsibilities right after the meeting that will impact your participation in the last moments of the meeting? How can you plan for that ahead of time so that expectations are shared about the end of the meeting? If you end the meeting a little earlier, how will that impact the work of the meeting?
  - When is it okay to cancel a meeting? How will you know when a meeting is cancelled?
3. Come together to discuss them in order to establish shared expectations about the administration of your meetings.

**Tips:**

- See [Zingerman’s 6 Steps to Running a Great Meeting](#) for more ideas regarding how you will work together in these kinds of settings.

**Link(s) to Materials:** [Zingerman’s 6 Steps to Running a Great Meeting](#)  
(<https://tinyurl.com/Zingermans6Steps>)

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These three conversations/activities in Section 3.4 can happen either simultaneously in one meeting or be developed over the course of consecutive meetings. Sometimes it can be overwhelming to tackle all of these discussions at once. Take some time at the beginning of the mentoring experience to thoughtfully consider the environment, communication needs, and meeting expectations in order to provide a foundation for your work together. Check in with each other about these important aspects of your work throughout the project timeline. Formally check in by intentionally returning to these questions at occasional meetings devoted to the subjects listed above. Informally, make time in regular meetings for casual conversation and updates. Previous work experiences and lived experiences can create differences in

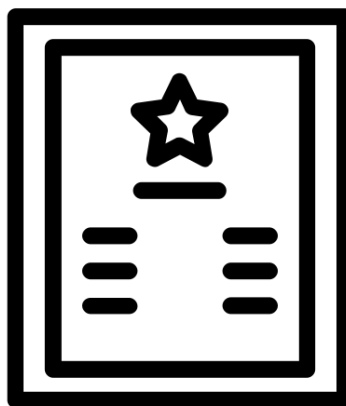
communication styles, participation styles, and thought processes. Check out [8 Ground Rules for Great Meetings](#) from the Harvard Business Review for more advice regarding meeting etiquette.

### 3.5 Know Your Risks, Aim for the Rewards and Learn Together

Impactful mentoring relationships are a combination of relevant work, clear purpose, significant interactions and application to the real world. An academic library by its nature focuses on discovery and knowledge creation. This is increasingly important in an ambiguous and complex world. Mentoring is a way to make visible our values in action.

By taking an expansive approach to mentoring and connecting learning with real world projects we can increase capacity for professional development, mission advancement and alignment with emerging and increasingly collaborative practices in scholarship.

There are risks to embedding mentoring practices in real world projects. The stakes are high, lost opportunities are real, and there is a possibility of a negative impact for users. It is critical to identify projects that have a high likelihood of benefiting from the mentorship experience. It takes a great deal of judgment from both parties to recognize which projects will benefit from the mentoring experience. The goal should be some kind of growth for everyone. Dedication of time and energy to the mentorship relationship mitigates these risks and increases positive outcomes for mentors, mentees and users. Embracing the work, the mentoring relationship and associated risks creates opportunity for results not otherwise possible. Learning together yields commitment and authenticity. Work grounded in a real need provides a win/win/win situation – the mentor, mentee, and library all get something out of the experience. The value of the work translates into the value of learning experience and the outcome for all participating.



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## 4.0 Mentoring: Ready, Set, Go!

The nature of academic library work is emergent, with ongoing engagement with scholarly practices. Library services are informed by the changing practices of scholarly communication, and the evolving standards for excellence in scholarship. Increased expectations include the need to demonstrate public engagement and continual innovation, promote open data/publication practices, and engage with quantitative impact metrics. Combined with changing patterns for research funding and ongoing tools and platform innovations, we balance requests for new services and future planning with the needs of today's scholars and learners. With that, there is more emphasis on high performing teams and collaboration. Together, these conditions call us to renew focus on ongoing professional development and commitment to developing future leaders.

As the Library as Research Lab set out to prototype ways current and future librarians might develop research skills (e.g. systematic collection of evidence, data analysis and interpretation), learning and practicing mentoring in the research lab setting became critical. Mentoring is a researched and documented component of professional success. Traditional mentoring programs are often top down or reflect hierarchical relationships, with one-to-one relationship, where an individual sponsors another to achieve specific milestones. One of the goals of this grant is to foster and enhance mentoring capabilities within the profession. Throughout the work of the labs, the notion of mentoring became more expansive, shifting focus to thinking, articulating, ownership and engagement.

The Library as Research Lab explores an educational model for student-librarian-faculty teams to learn, practice, and engage in evidence-based approaches to research problems in academic libraries. A commitment to mentoring is woven throughout this model and is a priority as we seek to further develop research skills and professional capabilities to further partner with faculty and students in scholarship and learning activities. This focus on mentoring in our labs has opened up opportunities to inspire and be inspired. It invites us to forefront inclusion, both as a value and a way of action. Listening and being heard, seeking and celebrating perspectives, bringing differences together with shared vision, sustaining value and respect are just a few benefits that empower and contribute to the sense of belonging. Mentoring is about possibilities, impact, relevant engagement and developing capacity to partner in knowledge creation and emergent scholarly practices. It is about being an integral partner in higher education transformation.

We hope this guide informs your mentorship practices and professional development journey.

## 5.0 For Further Reading

Prepared by Karen Reiman-Sendi and Meghan Musloff

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## 6.0 Icon Bibliography

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