Mentoring

by ANTONY BREWERTON

1 WHAT?

1.1 Definitions

The literature contains a wide variety of definitions. The *Oxford English dictionary* –as you might expect –gives a classical definition:

> mentor. 1. a. With initial capital: The name of the Ithacan noble whose disguise the goddess Athene assumed in order to act as the guide and adviser of the young Telemachus: *allusively*, one who fulfils the office which the supposed Mentor fulfilled towards Telemachus. b. Hence, as common noun: An experienced and trusted counsellor. [1989]

From the educational perspective, the Council for National Academic Awards and the Government Training Agency, have offered a definition that focuses more on the skills involved:

> There are many views and definitions of the role of the mentor, but all include verbs like support, guide, facilitate, etc. Important aspects are to do with listening, questioning and enabling, as distinct from telling, directing and restricting. [1989]

This approach has been expanded upon by David Clutterbuck in his book *Everyone needs a mentor*:

> A mentor is a more experienced individual willing to share their knowledge with someone less experienced in a relationship of mutual trust. A mixture of parent and peer, the mentor's primary function is to be a transitional figure in an individual's development. ...Mentoring includes coaching, facilitating, counselling and networking. It is not necessary to dazzle the protégé with knowledge and experience. The mentor just has to provide encouragement by sharing his enthusiasm for the job. [1991]

Mentoring combines many elements, then, and can take on many forms. The central element of all (true) mentoring programmes lies in the relationship between the mentor and mentee/protégé/learner:

> … mentoring incorporates a variety of different approaches with this in common: A focus on a one-to-one relationship between mentor and learner which ensures individual attention and support for the learner.
>
> – Sheila Corrall, 1994 (quoted in Nankivell)

A more recent definition, again focusing on the one-to-one element, can be found on the European Mentoring Centre Web site[1]:

> Off-line help by one person to another in making significant transitions in knowledge, work or thinking.
>
> – EMC ‚official definition', 2001, from Clutterbuck, D. & Megginson, D. *Mentoring in action: a practical guide for managers,* London: Kogan Page, 1995

This snappy little definition also nicely conveys the main uses of mentoring today and sums up the reflective (‚off-line') nature of the process in thoroughly modern prose.

1.2 Types of Mentoring Programmes

As the definitions hint, mentoring can take many forms. Nankivell lists six key types, defined from the mentee's perspective:

1 *Mentoring for management skills* – to help me as a manager

2 *Mentoring for professional support and development* – to help me cope and develop within my current post

3 *Mentoring for career development* – to help me to gain promotion or to move on

4 *Mentoring for specific skills* – to coach me

5 *Mentoring for new recruits* – to help me to get to know the organisation

6 *Mentoring for professional contacts* – to help me to network and to reduce my professional isolation.

Following on from this, Peggy Johnson has offered a ‚Mentoring Continuum’, suggesting how mentoring might benefit a mentee at different stages in his/her professional career:

Orientation	Early socialisation	Establishing credentials	Mid-career	Transitions
to the unit	establishing on-going relationships	working on promotion	sustaining momentum	planning career changes
to the institution	keeping ‚on-track’	getting through probation period	renewing interest	job searching
to the broader community	learning rules	skill building	building leadership skills	planning for retirement
	setting institutional & profes-sional goals	establishing professional contacts	expanding goals	assuming new roles

In practice, though, there are basically two types of mentoring:

- *informal mentoring:* often unplanned, a certain ‚chemistry’ emerges drawing two individuals together for the purpose of professional/personal growth
- *formal mentoring:* this is a more planned process, often organised by an employer or professional body.

Both types should have a guiding structure, objectives, desired outcomes and a review mechanism, though these tend to be more prominent in formal programmes. Some writers argue that true mentorship has to be based on the ‚chemistry’ of an informal relationship that springs up from mutual admiration and respect (Marilyn Lary, for example, believes that ‚individuals who would benefit from a mentoring relationship must find each other. An employee who expects to be mentored or who requests a mentor does not understand the basic premise of the relationship.’). Others find informal schemes rather mys-

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terious and see greater equity in formal arrangements (see 2.3, below). The bibliography below includes details of case studies and reflective articles considering the structure and perceived benefits (and drawbacks!) of both formal and informal models.

In practical terms, although some formal schemes include a group element, the key remains the one-to-one element highlighted by Corrall. This will normally include face-to-face meetings (see section 4.1 below for more practical considerations) though an emerging type of mentoring programme is exploiting more virtual technologies. In an increasingly busy world where hard-pressed professionals find it difficult to find time to schedule meetings, ,mentoring by email', Tinker Massey suggests, allows mentors to give ,almost immediate responses that are supportive, corrective, informative, and certainly developmental'. Although I personally would not favour a completely virtual mentoring relationship – Max Frisch's words that ,technology [is] the knack of so arranging the world that we need not experience it' sometimes seem to ring very true to me! – this certainly is one new element to this philosophy of ,off-line help' that is worth consideration.

2 WHY?

2.1 Mentorship in its Historical and Social Context

On one level, then, mentoring is a long-standing and well-respected management technique that fell out of favour and has now been ,re-discovered'. Although most of the literature quotes the concept's Greek origins, the modern currency of the term is derived less from *The Odyssey* than from Fénelon's romance of *Télémaque*, in which the part played by Mentor as a counsellor is given more prominence. For years, the idea of the older, more experienced worker passing on skills and knowledge lay embedded in apprenticeship schemes. The arts, politics and the sporting fields – as well as the world of literature (Frodo and Gandalf in *Lord of the rings*, anyone?) – are crammed with examples of this special relationship.

Mentorship was really rediscovered by the management gurus in the 1970s. Despite some recognition of its potential in the LIS sector in the eighties (witness Hunt and Michael's 1984 article, detailed below) it was not until the 1990s that interest – and research – into the applications of mentoring relations became more widespread (see Nankivell & Shoolbred, section 1.4).

Why this upsurge in interest, then, when mentorship is hardly a new concept? A number of facts have led us to rediscover this valuable tool of personal and professional development:

- *The changing world of work:* with the pace of political/economic/social/ technological change becoming more rapid, organisations have become leaner and flatter with a greater emphasis on flexibility; hierarchies are out and empowerment and support of the individual is in.

- *New styles of management*: to cope with the changing environment new styles of management have been adopted with increased delegation of responsibility, multi-skilling, new forms of communication supported by new technologies and an emphasis on continuous learning to develop organisations/people that can ,self-generate'; managers are increasingly having to become facilitators, empowerers and developers of others.

- *New approaches to learning:* as a consequence of the above, there is now a greater emphasis on Continuing Professional Development and learning in the workplace; the old ,Peter Principle' of promotion and the odd training course are not enough to enable managers (and hence their organisations) to survive in this new environment.

Mentoring programmes can be seen as one of a basket of goods (courses; job rotation; project work; committee work; secondment; etc.) available in the new learning environment. This approach is particularly pertinent as it is very much linked with new management styles and offers a (potentially) highly flexible tool that can be called upon (in the most informal schemes) ,as and when' to address issues as they arise in the rapidly changing workplace.

Overall, interest has been reborn because of the perceived benefits of mentoring.

2.2 Benefits of Mentoring

2.2.1   To the Mentee

The chief beneficiary of any scheme should – without question – be the mentee. For some (formal) schemes, the desired outcomes will be explicit (e.g. successful induction into the workings of the organisation). Other benefits will be more wide-ranging and probably include:

- increased sense of vision about career direction
- enhanced feelings of self-worth (recognition of the investment by a senior and busy colleague in the scheme)
- encouragement with work-based and professional activities
- encouragement that professional development should be all year round and not merely linked to formal (institutional) appraisal schemes
- support with change and difficulties
- support in self-analysis (e.g. personal SWOT analysis)
- first-hand advice from a more experienced professional
- support with specific projects and coaching in specific skills
- enhanced management skills
- insight into informal politics of the organisation
- development of wider professional knowledge
- professional networking/contacts.

2.2.2   To the Mentor

As is becoming increasingly recognised, the mentor will also find many benefits in the relationship:

- personal satisfaction from assisting another professional in their career
- enhancement of human resources management skills in a new forum
- development of new professional skills (e.g. counselling) that can be used directly in their day-to-day work
- increased understanding of self, others and organisations
- fresh ideas/perspective plus cutting edge information from a professional working in a different field
- an incentive to keep up-to-date with professional developments
- enhanced professional network;
- career enhancement (an addition to the CV!)
- opportunity to give something back to the profession.

2.2.3   To the Organisation

Given the time commitment involved, it is also worth making clear the likely benefits to the host organisation. Mentoring schemes can offer:

- more flexible, empowered staff, better equipped to meet the challenges of a changing information environment

- increased productivity

- increased commitment (especially from new professionals)

- increased understanding by staff of the organisation's purpose

- managers with improved staff management skills

- staff at all levels with improved communication skills

- lower rates of staff turnover/more commitment to the organisation that is willing to invest in this form of staff development

- lower incident of burnout for senior staff

- enhanced learning culture

- new ideas from other institutions (if the mentor is based at another organisation).

2.2.4   To the Profession

Mentorship programmes also promote professional development and enhance the overall professionalism of librarianship. Doctors, academics and legal professionals have a tradition of developing new talent this way. Library and information professionals should recognise the benefits mentorship can provide:

- develop professional networks/support

- reinforce the benefits of professional activity

- promote a professional vision

- foster an understanding of wider professional issues and trends

- help develop professionals for their next professional post

- offer support to disadvantaged groups within the profession.

2.3 Why NOT – the Arguments against Mentoring

The early literature on mentoring painted it as ,wholly good' (see Nankivell and Shoolbred's literature review). The last few years, though, have seen more questioning of this approach. So what reasons are giving for *not* adopting mentoring schemes:

- traditionalists may see staff development in terms of group activities led by a trainer and question the long-term time commitment involved in mentoring;

- some potential mentors see limited benefits for them in the whole (time-consuming) process;

- those who have not experienced the benefits of mentorship may not be willing to put themselves forward as mentors;

- we have not been trained to fulfil, or expect, a mentor role;

- finding an appropriate (informal) mentor depends on many factors (knowledge, respect, a willingness to take part, etc.) making the process far from simple (see 3.2, below);

- mentoring is by its very nature elitist;

- mentoring perpetuates the status quo.

Many of these points are attitudinal. But attitudes are changing. As organisations are increasingly becoming learning organisations views about training in general, and mentorship in particular, are altering.

The most worrying arguments (for me) are the last two. Roma Harris feels that only a ,handpicked few' benefit. In truth, everyone in an organisation could/ should benefit from mentoring (an argument for formal programmes institution-wide). She also believes that mentoring can be used as a form of succession planning to ensure the views of out-going leaders are perpetuated by their mentees. It has been argued that there is a gender bias to this, favouring men and leading to what Janice Kirkland has called ,anti-mentoring' of women. My own experience of informal schemes have been largely mentee-led (see also Smith and Morgan's experiences) and I am inclined to agree with Golian and Galbraith's view that ,mentors do not view potential mentees as globs of clay awaiting the great master sculptor'. Having said this, anyone initiating a scheme should at least be aware of these criticisms of mentoring and generally guard against using too prescriptive approaches in the relationship.

3 WHO?

3.1 The Mentee

‚Mentee’ is not always a popular term: indeed, the European Mentoring Centre in 1992 offered a prize of a magnum of champagne to anyone who could coin a widely acceptable alternative. Many authors prefer terms like ‚protégé’ (which can still smack of elitism) or ‚learner’. I personally have no issues with what I consider to be a respectful term.

As we have seen, anyone at any stage in his/her career can be a mentee. So what characterises a mentee? Golian and Galbraith sum it up nicely: ‚successful mentees are committed professionals who are willing to take responsibility for their career and diligently work towards developing their success’. Attributes include:

- desire to work towards a professional goal

- desire to learn and develop

- willingness to confront challenges

- ability to accept help and act upon it

- willingness to accept different points of view

- good communication skills (including listening)

- ability to give and receive feedback

- discretion

- honesty

- self-awareness

- positive attitude/enthusiasm

- not desperate or clingy

- willingness to work hard and juggle several tasks at once.

3.2 The Mentor

Many of the definitions quoted above focus on the role of the mentor. A mentor is essentially someone who helps another individual through an important transition in learning, coming to terms with a new situation (e.g. new

job or a specific project), career development or personal growth. A mentor will provide this support in many different roles:

- facilitator
- counsellor
- listener
- sounding board
- role model
- expert
- challenger
- catalyst
- stimulator
- advisor
- time-manager
- coach/guide
- opener of doors
- problem-solver
- goal-setter
- taskmaster
- teacher
- friend.

Different authors offer different lists of mentor roles (Lewis even includes ‚midwife'!) but I would just like to add two more definitions:

> Mentors provide …career-enhancing functions, such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection, all of which help the protégé to establish a role in the organisation, learn the ropes, and prepare for advancement. In the psychosocial sphere, the mentor offers role modelling, counselling, confirmation and friendship, which help the protégé develop a sense of professional identity and competence.
> – Kram and Isabella, 1985 (quoted by Ritchie & Genoni)

Slightly more informal – yet more affectionate:

> Take your choice of label –a wise and loyal advisor, a teacher, a coach, a trusted counsellor, a guide. Many individuals will serve you; select the ones who have standards as high as or higher than your own, who have a warm and sharing personality, who have developed a body of expertise or who have unique skills from which you can learn, who return respect and seek to draw upon your talents, who can, when and if neces-

sary, maintain confidentiality in your relationship. In fact, everything you might want in a ‚best friend' you will find in a mentor.
– Earl C. Borgeson, 1999 (quoted by Houdek)

So who can mentor? The mentor will typically be an older (and wiser!), more experienced professional, a couple of steps further up the professional ladder. More specific qualities should include:

- listening and communication skills

- experience and willingness to share this experience

- wide range of professional skills and appropriate knowledge

- people skills

- ability to stretch and challenge others

- enthusiasm

- positive outlook (yet able to be realistic)

- respect

- honesty

- self-assurance

- high personal standards

- professional commitment and integrity

- genuine interest in -and experience of- developing others

- willingness to find time.

Such a combination is not always easy to track down! So how do you find a mentor? Formal schemes will see a mentor assigned to a mentee. Informal mentors can come from day-to-day contacts (respected senior colleagues) or professional networks (colleagues on committees). Given the personal nature of mentor selection, this is not always easy: not only do you have to select a partner, you have to look out for the nuances to see if they might be interested in you. It is little wonder that Nankivell and Shoolbred found that reports of colleagues initiating mentoring relationships ‚read like love affairs'!

A question often asked is ‚should line managers be mentors?' By definition, a good manager should be a good mentor as they should have all the qualities listed above. If a team member naturally asks his/her line manager for advice they obviously already see the manager in the mentor role to some extent.

Problems with an organisation trying to formalise the manager-mentor role arise when the requisite friendship/respect is lacking or there is a conflict between the line-management context and the mentorship context. Generally, I would recommend that mentees should explore the possibilities of having their cake and eating it: having a supportive line manager *and* an external mentor.

4 HOW?

4.1 Practical Considerations

So how do you actually go about establishing a successful one-to-one mentoring programme? Following their extensive research, the key/overriding principles that Nankivell and Shoolbred felt should always be in place are:

1   The partners must get on well together

2   Mutual respect between partners

3   Commitment of time and energy from both partners

4   It is evolutionary in nature and may continue or develop beyond the original scope and parameters.

Once the appropriate mentor/mentee have been selected it is important to establish guidelines for the relationship. Practical considerations include:

- *Objectives for the mentee and the mentor:* what do you both hope to get out of the programme? Is the main focus career development, professional growth or more specifically project-related? A personal SWOT analysis by the mentee in the initial session may help to get the programme under way and establish a framework for future meetings.

- *Boundaries to discussion/areas not to be included:* will the focus primarily be on work-related or professional issues? What if personal problems are affecting performance: are these open to discussion?

- *Forms of communication:* what is the preferred form of communication: face-to-face meetings, telephone, email? Can the primary form of communications (say, meetings) be augmented with other communication? Is the mentor, for example, happy to be phoned at any time outside the meeting structure?

- *Frequency of meetings:* will these be regular, on demand or by arrangement? Are they more likely to happen if a whole programme is booked in the diary for six months or a year in advance?

- *Length of meetings:* should you establish at the outset how long you expect meetings to last? Time-management techniques, such as scheduling meetings for the end of the day, may help you to keep on course.

- *Location of meetings:* will they be in the workplace or outside work? Will they be in one person's office or do you both have areas where personal issues can be discussed in confidence? If geographically separated, will location be shared (at the mentor's place of work for one meeting, the mentee's for the next) to evenly distribute the burden of travel costs and time?

- *Paperwork:* do you want formal paperwork? Will there be agendas/ papers for discussion? Who will organise these? What sort of minutes will be kept?

- *Evaluation mechanisms:* how will the programme be reviewed? Will it relate to original objectives?

- *Ending the relationship:* what are the arrangements for terminating the relationship? Is it a fixed-term scheme or will regular review dates be set to offer either party the opportunity to end the relationship if they feel it is no longer valid?

These considerations should inform both informal and formal schemes. For more details descriptions of how individuals and organisations have structured their programmes, see the case studies quoted in sections 5.2 and 5.3 below.

As with any ‚project', it is important to employ a planning cycle approach to the whole mentoring process. Much of the literature (see, for example, Stokes) focuses on the planning – the steps to be taken up to the first meeting – or the running of the programme. It is essential, though, that we also review programmes. After an allotted time (say, six months or a year) it is essential for both parties to consider what they are getting out of the relationship, what problems they are encountering and if they feel it is still a valid use of their time. We must also recognise that people and relationships change and – difficult as this may be – accept it when a mentoring relationship has run its course.

4.2 Pitfalls

As with any staff development programme, there will always be potential pit-falls that should be guarded against. Clear aims, an agreed structure, open communication (not just between the mentor and mentee but between those involved in the scheme and those outside the scheme, such as line managers) plus constant evaluation and review of the programme should help avert most problems. Having said that, it is always wise to be aware of the most common potential difficulties:

• conflict, apprehension, uncertainty or suspicion about the roles and rela-tionships between the mentor, the mentee and the line manager

• inability to keep to plans (watch out for frequent cancellations of meet-ings!)

• the mentee becoming too dependent on the mentor for all decisions/moves

• development of inappropriate emotional feelings as a result of the close nature of the relationship

• accusations of favouritism/professional jealousy from colleagues.

4.3 A Short-cut to Success!

Despite these potential dangers, a mentoring programme can prove a highly effective and highly enjoyable developmental tool for the mentee and mentor alike. Parsloe and Wray offer ,Seven Golden Rules of Simplicity' to ensure your scheme will remain a success:

1 *Success comes most surely from doing simple things consistently* – do not make your mentoring programme too elaborate or too hidebound by rules or hampered by unattainable expectations.

2 *Make sure you meet* – busy mentors do not always find the time to meet their mentees; if this is important you must *find* time …and guard it with your diary! (The key to a successful programme, in my opinion.)

3 *Keep it brief* – generally, meetings should be between 30 and 75 minutes long (making exceptions only when really necessary).

4 *Stick to the basic process* – follow basic meeting rules (come prepared; manage the time; keep brief notes of discussions and agreed actions) to en-sure they remain effective and efficient.

5 *Develop the ,ask, not tell' habi'* – remember there is still a difference be-
   tween line management and mentoring, no matter how enlightened a line
   manager you might be; adopt a 80% asking questions and 20% giving
   answers rule.

6 *Remember, it's all about learning* – mentoring should not be merely di-
   recting but encouraging self-growth as part of the learning culture; as a
   result, it should be a cost-effective form of on-going staff development.

7 *Expect to gain yourself* – it is not only the mentee who will benefit: it
   should be a win-win situation and the mentor should acknowledge that.

Good luck with your mentoring programme!

5.   OTHER HELP AND RESOURCES

,There is no shortage of material in general literature concerning men-
toring.'

- Lois Kuyper-Rushing

Mentoring really became popular in the management literature in the 1970s.
In the LIS sector a few pieces were published in the 1980s (see, for example,
Hunt and Michael below) but the real explosion came in the 1990s. Below is a
taster from the feast now available.

[NOTE: citations for most of the models/theories quoted above are given be-
low.]

5.1 General Guides

Culpepper, J. C. ,Mentoring academic librarians: the ultimate in career guid-
ance', *College and undergraduate libraries,* 2000, 7(2), p.71-81
- useful overview of the (1990s) literature on mentoring in the academic
  sector.

Fisher, B. *Mentoring,* London: Library Association Publishing, 1994
- highly recommended *Library training guide* that looks at mentoring from
  the perspective of both the mentor and ,protégé', as well as giving practi-
  cal advice (with illustrative examples) on setting up a mentoring program-
  me.

EMC: European Mentoring Centre[2]
- website that aims to promote mentoring in business, education and the community at large; includes details of publications, research activities and conferences.

Golian, L. M. & Galbraith, M. W. ‚Effective mentoring programmes for professional library development', *Advances in library administration and organisation,* 1996, 14, p.95-124
- brilliant, solid introduction to the theory and practice of mentoring; recommended.

Harris, R. M. ‚The mentoring trap', *Library journal,* 15 October 1993, 118 (17), p.37-39
- much-quoted article warning against the ‚dangers' of mentoring schemes.

Hunt, D. M. & Michael, C. ‚Mentorship: a career training and development tool', *Journal of library administration,* spring 1984, 5(1), p.77-95
- interesting early article on mentoring in the LIS sector, with more general management literature (from the 1970s) quoted; just as mentoring is timeless, much of the ground covered is repeated in later articles, though some of the more ‚formal' observations on age and gender do appear dated (one of the reasons mentees are selected by mentors, one writer tells us, is that ‚they look good in a suit'!).

Johnson, P. ‚Mentoring', *Technicalities,* September 1997, 17(8), p.1, 6-8
- looks at mentoring as both an informal and formal activity, considers the theory and benefits plus offers a model of life-long mentorship opportunities.

Lary, M. S. ‚Mentoring: a gift for professional growth', *The southeastern librarian,* 1998, 47(4), p.23-26
- short, rather (questionable?) psychoanalytical piece on the benefits, and limits, of mentoring.

Library Association Personnel, Training and Education Group. *Mentoring for staff in library and information services: guidelines for mentors, learners and managers,* London: Library Association Personnel, Training and Education Group, 2000
- excellent six page introduction to mentoring; this little booklet is based on the findings of Nankivell and Shoolbred's British Library study and covers all the basics for anyone wishing to embark on a formal or informal programme.

Lewis, G. *The mentoring manager: strategies for fostering talent and spreading knowledge*, London: Prentice Hall, 2000
- general textbook offering comprehensive coverage of the theory of mentorship, qualities required for success and how to get started in a mentoring programme.

Massey, T. ,Mentoring: a means to learning', *Journal of education for library and information science,* winter 1995, 36(1), p.52-54
- considers why mentoring has been ignored and why it should be adopted as a form of staff development; the benefits of email mentoring are outlined.

Nankivell, C. ,See your career grow with a mentor', *Library and information appointments (Library Association record supplement).* 10 March 2000, 3(6), App. 97-98
- brief introduction outlining the benefits and processes involved in mentoring.

Nankivell, C. & Shoolbred, M. *Mentoring in library and information services: an approach to staff support (British Library Research and Innovation Report 20),* London: British Library Research and Innovation Centre, 1996
- report of the findings of a fourteen-month investigation into mentoring in the LIS sector, describes the current situation (in 1996) and offers practical guidelines for initiatives in mentoring; includes theoretical overview and extensive literature review.

National mentoring network[3]
- popular website that looks at the uses of mentoring and the steps involved in a mentorship programme; includes updates on current uses of mentoring in a socio-political context.

Parsloe, E. & Wray, M. *Coaching and mentoring: practical methods to improve learning,* London: Kogan Page, 2000
- general textbook offering many definitions, models and examples of mentoring and coaching; includes excellent chapter on managing the mentoring relationship.

Ritchie, A. & Genoni, P. ‚Mentoring in professional associations: continuing professional development for librarians', *Health libraries review,* December 1999, 16, p.216-225
- considers the characteristics and types of formal mentoring programmes and argues that mentorship should be promoted by professional associations as a way of fostering CPD.

Seaman, J. ‚An affair that does you good', *Times higher education supplement*, 1 September 2000, p.32-33
- brief, readable introduction to the benefits and processes involved in a successful mentoring programme.

Stokes, S. L. ‚Networking with a human face: mentoring as a career strategy', *Information systems management,* 1994, 11 (3), p.34-40
- positive introduction to mentoring and its benefits; considers mentoring and the attributes of the mentor/mentee, why mentorship is not more widespread, guidelines for mentoring and how to establish a mentoring programme.

5.2 Case Studies/Reflections of Formal Programmes

Jesudason, M. ‚Mentoring new colleagues: a practical model from the University of Wisconsin-Madison', *Illinois libraries,* winter 1997, 79 (1), p.23-30
- details of a programme of support for new staff at the University of Wisconsin-Madison with feedback from staff and appendix of checklists used by mentors and mentees alike.

Kuyper-Rushing, L. ‚A formal mentoring programme in a university library: components of a successful experiment', *Journal of academic librarianship,* November 2001, 27(6), p.440-446
- details of a successful trial scheme at Louisiana State University; the six key components of the programme are discussed.

Wojewodzki, C., Stein, L. & Richardson, T. ‚Formalizing an informal process: developing a mentoring program in a university library', *Technical services quarterly,* 1998, 15(3), p.1-19
- describes how informal examples of mentoring were formalised into a library-wide mentoring programme at the University of Delaware; explores the planning processes and final programme (including an appendix of the programme structure) plus benefits of the change.

5.3 Case Studies/Reflections of Informal Programmes

Brewerton, A. & Cipkin, C. ,Dial M for mentor', *Library and information appointments (Library Association record supplement).* 7 September 2001, 4 (19), App. 469-470
- short review of authors' experience of a mentorship programme in the context of Continuing Professional Development after registration as Associate.

Cipkin, C. & Brewerton, A. ,Need help to fight off your mother's suitors? – how mentorship is assisting one librarian', *Personnel training and education*, December 2001, 18 (3), p.1-5
- more in-depth description and review of the authors' experience of a mentorship programme with greater reflection on outcomes and benefits.

Houdek, F. G. (ed.) ,'Meet my mentor': a collection of personal reminiscences', *Law library journal,* winter 1999, 91 (1), p.177-255
- although a little cheesy at times (one mentor, we are told, ,answered the phone and changed my professional life forever'!) this gives an interesting overview of the different types of mentoring, and mentors, out there.

Jones-Quartey, T. ,Mentoring: personal reflections of a special librarian', *Information outlook*, 2000, 4(7), p.26-30
- considers why mentoring is important for special librarians and people from ethnic minorities and then reflects upon the author's own experiences.

Smith, A. & Morgan, S. ,Informal mentoring: a perspective from both sides', *SCONUL newsletter*, winter 2001, 24, p. 25-28
- reflective piece in two parts, bringing together observations from the mentee and her mentor on the benefits of this (now concluded) informal programme.

Wang, H. ,Academic mentorship: an effective professional development strategy for medical reference librarians', *Medical reference services quarterly,* summer 2001, 20(2), p.23-31
- drawing upon personal experience, the author describes an informal mentoring programme at the University of Vermont and argues that this approach should be widely adopted in the health libraries sector.

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REFERENCES

1 <http://www.mentoringcentre.org>

2 <http://www.mentoringcentre.org>

3 <http://www.nmn.org.uk>

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