

Mastering Mentorship: How Library Student Supervisors Can Make the Most of Their Mentor/Mentee Relationships

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My mentoring background

- ◆ I supervise undergraduate student employees - mainly students whose roles focus on reference and research support
- ◆ Most of the students that I mentor are current or former student workers
- ◆ Mostly informal mentorship

What does it mean to be a mentor?

- ◆ Not the same as being a supervisor, but they often can go hand-in-hand!
- ◆ Most of the mentorship that occurs between a library student employee and supervisor will be informal.
- ◆ It could look like providing expertise, professional knowledge, a different perspective, advice, support, and potential answers to questions.

Objectives to Mentorship

- ◆ Meet each student where they are and guide/empower them to achieve their goals
- ◆ Ensure the student feels supported and heard
- ◆ Enable the student to feel more confident
- ◆ Help the student gain leadership skills

The background consists of several overlapping, semi-transparent geometric shapes in various shades of green and teal. A large, dark teal shape is at the top, with a lighter green shape below it. A large, medium teal shape is in the center, and a dark teal shape is at the bottom. The overall effect is a modern, layered, and abstract design.

**What makes a good
mentor?**

GUIDE

- **G**oals and growth
- **U**nderstanding vs assuming
- **I**ntentional moments
- **D**eveloping relationships
- **E**verything in moderation

Goals & Growth

- ◆ Laying the foundation for being a professional
- ◆ Honest conversations about career, education, and future plans
- ◆ Applications & references
- ◆ “How can I support you in achieving your future plans?”

Understanding vs Assuming

- ◆ Every student comes with a different level of experience and support
- ◆ May spend more time teaching basic life skills than actual projects and library skills
- ◆ Reciprocal communication

Intentional Moments

- ◆ Carve out time to touch base
- ◆ Make yourself accessible
- ◆ Formal & informal
- ◆ Consistency



Developing relationships

- ◆ Get to know your students and let them get to know you
- ◆ It is possible to develop a relationship with students and still maintain appropriate boundaries.



Everything in moderation

- ◆ Set boundaries
- ◆ You can't "fix" or speak into everything
- ◆ You have to share your time, especially when you have multiple students

Summary

- Future focused discussions
- Seek to understand
- Dedicate time to your students
- Invest in getting to know them
- Know your limitations



Thank you!

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Credits

Special thanks to all the people who made and released these **awesome resources** for free:

- ◆ Presentation template by [SlidesCarnival](#)
- ◆ Photographs by [Unsplash](#) & [Pixabay](#)