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Mentoring as a Career Strategy for Mid-level Public Library Managers: A Selective Review of Literature Involving Methodology and Cross-Disciplines

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Abstract

Management career development is of significant importance in public libraries. How this is achieved for the middle-level manager is one of many debated topics by library administrators. Currently, leadership and management workshops, seminars, and institutes are some techniques provided by the library organization and are being used to assist with the manager's organizational learning processes. Today, at the forefront of organizational initiatives is mentorship which has resurged as a leading employee development tool. This review of the literature highlights historical and current resources that focus on the process of mentorship as another strategy for the career development of library managers.

Keywords: mentoring, manager career development, library managers

Introduction

Literature concerning library managers published during the 1970s through the 2000s expresses the need for management training in libraries (i.e., Edwards, 1970s; McClure, 1980s; White 1980s, 1990s; and Golden, 2000s). The notion that any librarian can be a successful manager has shifted to the recognition that a need exists for some formal background in management (Evans, 1987).

In conjunction with this need, library students today in their college courses are being formally trained in knowledge management which includes resources, technologies, and principles of librarianship. Interwoven throughout these courses are some management theories along with management courses for specific types of libraries.

Two challenges exist for these library school students as they acquire a professional managerial post in a library. The first resides in a transition that is inadequately buffered, considering that the majority of organizations have not developed a systematic continuing education plan for middle-level managers (Pugh, 1984). "For many, what the librarians learn before they accept their first professional post will be all the (substantive) knowledge they will ever learn, at least in any sort of controlled or planned setting" (White, 1984, p. 89).

In reality, as quoted by Lyon (1995) those “first qualifications (of a graduating librarian).... have a shelf-life of five years” (p.6). The point remains then that some of these librarians who by the time they do receive full management positions “are attempting to use the theories that they may have used only in their apprenticeships many years ago” (McClure, 1980, p. 2390). A case history performed by Ieuan Edwards (senior assistant county librarian) and Mike Day, (county central training officer) revealed that even though library schools have developed management teaching, students rarely get a chance to practice the theories that they’ve learned when they are hired because generally the first five years are spent in positions with very little management responsibility. When the time does come, much has been already forgotten, and they probably will not receive much in-authority training in management, particularly people-management.

Added to this challenge are today’s budget restraints where few public libraries have the resources or staff power to provide adequate training departments. Those that do, generally provide what amounts to one-time workshops given when the budget permits. In the past 30 years training courses have shrunk from two weeks to a week, to a couple of days, to a day or even less in many organizations. (Megginson and Clutterbuck, 1995) Referring to an example offered by Murray (2001), the literature also is quick to point to a growing disenchantment with the conventional educational and training programs that are offered within these organizations. Dissatisfaction stems from the menu of generic programs such as time management and basic communication skills. Murray adds, “Often the content of these courses are aimed at the “average” person and an insult to an experienced professional” (Murray, 2001, p.21). Many times there is also no follow up nor is there any type of reinforcement by the supervisor. Thus, many times individuals are left with searching for a mentor on their own outside of the organization, either within a professional association such as the American Library Association, or a leadership training institute, such as the Snowbird Institute or the Texas Library Association’s (TLA) Tall Texans. According to Ted Wanner, Continuing Education Specialist of TLA, they “are seeing an increased demand for formal mentoring perhaps due to the impersonal nature of social media increasing people’s awareness of the need for more personal connections at the heart of their careers.” (Jackson, 2011, para. 5). What many organizations appear to not realize that not only does mentoring within the organization relate to individual employee learning and development but a study by Allen & Obrien suggests that “organizations that offer formal mentoring may profit in the long run from their efforts in the form of attracting a larger and more attractive applicant pool” (2006, p.54).

The second challenge facing the newly hired managers focuses on the knowledge that had been initially acquired by them. These skills must now be adapted to accommodate the day-to-day advances of modernized technology as well as the changing needs of the staff to suit the particular organization. The point being made is that “Management theories, techniques and strategies are simply tools: they are valuable only to those who know how to implement them in specific situations” (Murray, 1980, p.21).

Elements of Change

Two factors have a major impact on changes in the practice of management by public library middle level managers: 1) the working environment, and 2) external conditions and trends. Giesecke (2001) concludes that in the working environment, “the traditional hierarchical bureaucracy is no longer correct so that even ... the tried and true rules of management don’t work anymore. Middle level managers are expected: to be a manager of professional librarians who themselves are a form of manager; and to negotiate with - rather than order staff to complete tasks in order to accomplish organizational goals” (p.7).

The second factor affecting changes in the practice of management is a direct result of external conditions and trends (i.e., the Patriot Act, etc.). Pressures such as the drive for improved efficiency, the new consumerism (i.e., quality/quantity of services, value for money (Griffiths and King, 1994)) the changing market, reorganizations and restructuring, legislative changes, as well as the new technology require further examination of the management techniques applied by the middle level manager. In addition, public libraries are up against challenges and are asking employees to do more with less – without the ability to promise long-term employment as compensation. “The issue has become how an organization gets passion without promise, and devotion without dividends” (Bell, 1998, p.27).

“The library profession must formulate.... then agree and adopt, a plan designed to develop the natural leaders that the library service must possess if it is to survive. What is needed is a series of actions that will ensure a supply of high-quality managers” (Hendry, 1996, p. 357).

Part of this series of actions begins with the recognition that learning needs to be a continual ongoing process for the library manager. According to Bennis (1997) there are two major sources of learning: the individual and the organizational setting. It is within this organizational setting that the individual manager can learn from both positive and negative experiences, taking place by both good and bad role models (Bennis, 1997; Line, 2002). Bennis explains that “reflective backtalk” coming from a respected person on the job becomes a valuable learning tool. This respected individual serving as a role model could well serve as a mentor providing the manager with direct feedback opportunities and on the spot information.

What may have been characterized “either by the lack of training or its non-availability causing perhaps frustration, de-motivation, and lack of job satisfaction can possibly be channeled into a learning environment leading to career fulfillment for the individual manager as well as a stronger organizational structure through the mentoring process” (Pugh, 1984, p. 35).

Potential Need for Mentorship

Literature on mentoring reveals that the need for mentorship exists for the individual, the organization, and the profession. Relative to the individual, studies (i.e., Fagenson, 1989; Scandura & Williams, 2002; Allen & O'Brien, 2006) reflect that mentors can make the difference between either getting on the inside track or trailing. Fagenson's 1989 study of perceived career/job experiences of protégés vs. non-protégés supports the view that an individual's reported job experiences and their protégé status are positively related. Scandura and Williams' (2002) research relative to formal mentoring suggests that protégés benefit from career support because they receive sponsorship and coaching on the job.

In 1999, the often-quoted Spherion Emerging Workforce Study conducted by Harris Interactive on behalf of the Spherion Corporation revealed that “35% of employees who don't receive regular mentoring plan to look for another job within 12 months” (Reingold & McNatt, 1999, p.8). Defined as “emergent workers” the individuals surveyed are noted to be a new breed of employee that has come about due to the downsizing of the 80s and 90s and now the 2000s which created a paradigm shift in the way that people view their work life and manage their careers. Their workplace values and expectations are very different from the traditional worker. They are taking their careers into their own hands and focusing on opportunities for growth and development to ensure their own career security. (Harding, 2003). “Young professionals, seeing themselves as free agents, stay only until a choicer offer comes along. Others—women *and* men—are leaving to maintain work-life balance” (DeLong, Gabarro, & Lees, 2008, p.1).

Emergent workers overall are more concerned with gaining new experiences and having opportunities for mentoring and growth. More currently, Monroe (2009) discovered that mentoring is fundamental to Gen Y's development as they make meaning of links between professional and organizational accountabilities.

In a 1998 well known study commissioned by Robert Half International, 94% of executives with Fortune 1,000 firms cite the importance of having a mentor as a professional just beginning in the field. Seventy-five percent say they currently have one or have had one in the past, with 82% of them still in touch. (Max Messmer, author and Chairman and CEO of Robert Half International, 1998).

Organization and profession needs for mentoring are discussed by many authors. Three well known studies are Schweitzer and Dolan (2001), Clutterbuck (2001) and DeLong, Gabarro & Lees (2008). Schweitzer and Dolan (2001) examining executives in organizations found that formalized mentoring programs grew out of needs that were specific to their own professions. Selective examples include: a) the need to provide better insight into the profession and the protégé's career, b) a declining number of people entering or remaining in the profession, c) lack of support for underserved groups, and d) lack of leadership.

Clutterbuck (2001) believes that “the rise of executive mentoring has been driven by the need for a readily available, more relevant, pragmatic source of learning”. He concludes that this is achieved by helping the executive to: recognize learning needs and respond to them; access and draw upon previous learning and experience to develop new responses, techniques, strategies; manage their own careers; and develop self-awareness and informed self-

confidence. Since mentoring can be perceived as “a perfect way to weave continuous learning into the fabric of an organization’s life” (Chase, 1998, p.88), more and more organizations are needing as well as expecting managers to develop mentoring skills. Delong, et al., agree that in order to survive, “professional service firms must revive mentoring, an institution that has been the chief casualty of hypercompetitiveness and rapid growth in these types of firms” (2008, p.1).

Similar to these other organizations, librarianship relies upon the ability of its professionals to provide service needs effectively. Thus, mentoring programs are just one of many professional development tools that allow the library organization to foster effective skills for providing these services (Golian & Galbraith, 1996). Noe (1988) a researcher at the University of Minnesota even suggests through his research that as a result of mentoring others, managers may become motivated to avoid technological obsolescence.

Bennis (1989) in his leadership works reveals being a strong advocate of mentorship: “I know of no leader in any era that hasn’t had at least one mentor”(p. 91).

Mentored vs. Non-mentored

Michael Zey, futurist, social scientist, and business consultant (1984), illustrates that there are numerous differences between life for managers that were mentored vs. life for managers without a mentor. He identifies these benefits received by the mentee: 1) heightened awareness of the organization; 2) better comprehension of the organizational structure, environment, personalities involved, business operations; 3) closer feeling to the organization/goals; 4) job satisfaction through positive response to quality work; 5) clearer objectives due to frequent interchanges on career goals; and 6) higher rate of optimism due to belief that if mentor succeeds, protégé will be elevated.

Differences in outcomes also were found between mentored and non-mentored individuals in a longitudinal study examining the career development of alumni from a large Midwestern University and a small private institute (Chao, 1992.). Significant differences were found between informal protégés and non-mentored individuals for organizational socialization, satisfaction, and salary. “These differences reflect the greater information, support and benefits that informally mentored individuals received compared to non-mentored individuals”(Chao, Walz, & Gardner, 1992, p. 625).

Fagenson (1989) examined the job/career experiences perceived to be associated with being versus not being a protégé. Both high and low level management people in a large health care company were surveyed. The results found a clear relationship between mentoring and self-confidence by reporting the existence of improved career mobility/opportunity, recognition, satisfaction, and promotion than non-mentored individuals.

Burke and McKeen’s (1997) study on managerial and professional women with and without mentors conclude that “not everyone who makes it has a mentor,” and “not everyone who has a mentor makes it” (p.139). However, the outcome shows that having a mentor was associated with more positive work outcomes (i.e., job satisfaction and involvement, career success and career prospects). In addition, Golden (2006) did find that library directors who are now serving as a mentor are more likely to have had a mentor than those who did not ever have a mentor.

Purpose of Mentoring

Goals and Objectives

Many writers have concerned themselves with the range of goals that mentoring can achieve. These include: career management (Clutterbuck, 2003), improved learning techniques (Mumford, 1983), assistance with improving staff performance (MacLennan, 1995), increased value, satisfaction, and retention of program mentees and mentors (Dickinson, Jankot, & Gracon, 2009), and basically, “helping the learner through life crises” (Meggison & Pedler, 1992). According to Lewin (1979), mentoring should accomplish teaching the practical and most important aspects of the organization on a day-to-day business, teaching people the proper use of power, and creating a live environment in which to practice. Rao (1998) offers: “...mentors give you bad news and help you grow out of it; they give you good news and help you to see beyond it”(p.2).

Serving as objectives for mentoring in organizations are two notions of mentorship which are cited and discussed: 1) as an administrative strategy; and 2) as a developmental tool.

Mentoring as an Administrative Strategy

Mentoring has been touted as a positive administrative strategy because of the provision of benefits to protégés, to their mentors and to their organizations. The protégé benefits through broader career opportunities, mentors enjoy being recognized as leaders, and organizations are enhanced through the development of capable individuals who can possibly assume leadership roles (Harris, 1993).

These benefits of mentoring are particularly important in the face of such trends as fast-paced technological changes, the flattening of organizational hierarchies, and the continuing shift in emphasis to service-oriented organizations. Selective benefits directly relate to how the mentoring process addresses the challenges of these trends :1) within the organization - the needs for well-trained and educated personnel are met; 2) within the profession - an understanding of changing trends and technologies is being fostered; 3) the protégé gains a sense of vision, and the wisdom concerning informal politics/pitfalls of a library organization; and 4) the mentor receives a rejuvenation (Golian & Galbraith, 1996; Clutterbuck, 2003).

In the formal process, mentorship has evolved into “a strategically structured, result-oriented retention system that many firms are turning to in order to keep employees motivated, engaged in the workplace, and productive” (Neubourne, 2003, p. 16). Messmer (1998) describes it as building the organization’s intellectual capital.

Benefits to the organization. For organizations, mentoring is said to ease the transfer of usable knowledge and experience of work, condition organizational participation, develop employee-centered leadership, meet needs for well-trained and educated personnel and increase productivity and effectiveness (Hale, 1995).

When an organization has an effective group of mentors, it has extra impact upon the overall culture of the organization. Clutterbuck (2003) explains that this extra impact amounts to a “starting point for changing from a culture that was hostile towards learning, to one that is very supportive of learning behaviors” (p.2).

From Zey in 1984 to Dickinson, et al., in 2009 these benefits are summarized in the literature as: integration of the individual, reduction in turnover, increased organizational communication, management development, productivity, recruitment efforts, succession planning, merger and acquisition (establishing mentoring relationships between departments), and diversity management and socialization to power.

Benefits to the profession. Golian and Galbraith (1996) and Hunt and Michael (1983) point out mentoring benefits that contribute to furthering the promotion of professional development and the enhancement of the overall professionalism of librarianship. Golian and Galbraith (1996) conclude that mentoring programs can assist the manager within the profession by: developing a unified professional reputation, fostering an understanding of changing trends and technologies within the profession (achieving a great deal of change for relatively little cost), and supporting social responsibility and the need to incorporate global views.

Hunt and Michael (1983) believe that mentorship helps produce active members in a professional society who are self-confident and knowledgeable enough to become successful scholars. They also report that professionals who are mentored themselves are likely to become mentors of succeeding generations of professionals.

Benefits for the protégé. Heimann and Pittenger (1996) found that “subjects with a closer relationship to their mentors, reported higher levels of positive socialization and organizational commitment” (p. 108). In his study of both high and low-level men and women working in a large corporate structure Fagenson (1989) reports that career success and satisfaction are also benefits retrieved by the protégé in the mentoring process. Monroe (2009) found that “of the 68% of survey responses focused on upward mobility, 77% credit mentoring as integral to career progression, with 72% confident they would reach goals within six to eight years” (p. 8.). Examining literature by Golian and Galbraith (1996) and Clutterbuck (2003) a list of traditional protégé benefits are offered: a role model, a sense of vision, personalized recognition and encouragement, honest criticism/informal feedback, first hand advice concerning the balance of professional obligations and personal life, insight in informal rules of career advancement, wisdom concerning informal politics/pitfalls of a library organization, leads for professional committee assignments,

resource for sharing accomplishments, insight into networking with professional colleagues, introduction to influential individuals in the field, support during promotion and tenure process, and an experienced ear to listen/react to professional dilemmas

Benefits for the mentor. In a study conducted by McNeer (1988) of 196 librarians (ARL), the question was asked “why be a mentor?” The most frequent responses were: ownership of the responsibility/obligation to provide for continued leadership in the profession, satisfaction/enjoyment/ego gratification, paying back for one’s own mentoring experience, maintenance of the success and strength of the organization and self personally, and passing on experience.

Golian and Galbraith (1996), Pullins and Fine (2002), Clutterbuck (2003) add that the mentor receives these benefits: fresh ideas (rejuvenation) and feedback, development of their own self-awareness, increased power and visibility, assistance in effectively managing new projects, a greater understanding of other areas of the organization and /or of other cultures, and a network of former mentees at other institutions available for quick consultations and support. More recently in a 2011 survey of 1,400 CFOs Robert Half Management Resources reportedly found that 50% believed that the greatest benefit of being a mentor is the internal satisfaction of helping someone else. (Robert Half Management Resources, 2011).

Mentoring as a Developmental Tool

Golian and Galbraith (1996) note specifically that the library organization can encourage the mentoring process as a developmental tool by “fostering a climate conducive for informal and sponsored mentoring relationships” (p. 112). Their belief is that in addition to the already mentioned increased productivity, commitment and communication, mentoring will encourage: continual growth of competent and dependable employees; lower staff turnover rate; team based/facilitative management; esprit -de-corps; the ease of transfer of usable knowledge and experience of the work, and a lower incidence of managerial burnout. All of these then in turn will lead to improved community relations.

Studies indicate that mentoring does lead to increased performance and promotion rate, early career advancement, greater upward mobility, higher income, greater job satisfaction, enhanced leadership ability and perceptions of greater success and influence in an organization (Bell, 1998; Chao 1997; Fagenson, 1989; Scandura, 1998, etc.). A selective group of researchers specific to the library management field are Sheldon, 1991, McNeer, 1988; Harris and Tague, 1989; Greiner, 1985; and Chatman, 1992.

More recently, Armstrong, Allinson, and Hays (2002), studying mentoring systems drew from three separate sectors (law and order, health, and engineering) and concluded that as a developmental tool, “the mentoring process is clearly a critical element in building effective careers, and research continues to report benefits which extend beyond the protégé to both mentors and organizations”(p. 1129).

Mentoring Research in Library and Information Science (LIS)

Mentoring has long been recognized as crucial to professional development in such fields as business, education and health care. The information profession is starting to adopt this technique “as a means to encourage and enhance an individual’s movement into and through a profession” (Byrne, 2003).

Four classic LIS studies have been selectively chosen to illustrate the use of mentoring in the information profession:

- 1) Greiner (1985) – career development patterns of male and female library administrators in large public libraries.
- 2) McNeer (1988) (based on Ferriero 1982) – mentoring influence in the careers of ARL Directors.
- 3) Harris and Tague (1989) – a biographical study of sex differences in career development of library directors.
- 4) Chatman (1992) – the role of mentorship in shaping public library leaders.

Although elements are extracted from all four, the Chatman study is provided in a more lengthy discussion for this review of the literature because the findings are most relevant to the intended topic of this literature review: Mentoring as a strategy for mid-level public library managers.

Greiner

Greiner conducted a nationwide survey of male and female public library directors serving areas of 100,000 people or more via mail questionnaire. The population consisted of 420 directors (256 males, 163 females). Information obtained was personal, educational, and professional data about the director, and statistical data about the library/library system. The focus of this particular research was 1) the existing conditions in the profession relating to salaries and library support, and 2) the career development process with regard to steps in the advancement from the beginning of a professional career to achievement of the position of library director.

Conclusions (selective relevant issues) based on a response of 321 or 76.43% (189 males, 132 females) include:

- More than half of the directors perceived mentors to have been important to their successful career advancement
- Twice the percentage of males as the percentage of females reported more than one mentor.
- Previous employers who had provided mentoring were cited as having been positive factors in the directors' upward mobility.

McNeer (a follow-up study to Ferriero)

The intent of Ferriero's questionnaire was to obtain information about the directors' experiences in their own career paths including whether or not mentoring played a factor. He determined that 77% of the respondents felt they had a person who took a personal interest in their careers, thereby acting as a mentor. (1982). Among the many listed, these mentors served as an opener of doors, a role model, a sponsor, and a cheerleader.

McNeer's 1985 study of similarities in the careers and the opportunities for mentoring of women directors of ARL institutions provides some key concepts about the mentoring process: 1) the value of mentoring experiences may not be seen until someone questions influential patterns and events in one's career development; 2) an opinion by the directors that even though mentoring cannot always be legislated, what can be accomplished is the creation of an environment in which mentors and protégés can meet; and 3) "The promotional ladder in libraries is faulty and does not always work for all seeking advancement" (p.31). Thus, a mentor's sponsorship can assist via providing insight into training opportunities relative to career path development.

Conclusions (selective relevant issues) drawn include:

- The definition of mentorship as a form of adult socialization often used in organizations to develop leaders.
- Mentorship is not essential to women wishing to become ARL directors, but it does provide training, insights and entrée into the particular career path of ARL institutions.
- Mentorship occurred at two distinct stages of the careers: during the early stage of their career as a librarian, and then at a critical juncture in their career (i.e., seeking an administrative position).
- Mentoring occurs even when supervisors are unable or incapable of supplying an interpersonal dimension.

Harris and Tague

Harris and Tague performed a biographical study of sex differences in career development in 1989. Included in their survey were male and female directors of academic, government, and large public library systems in Canada. By using telephone interviews they attempted to determine which patterns characterized the careers of male and female leaders and how these leaders accounted for their successes. The list included: education, involvement in professional associations, mobility, years of service before advancement, preparation for administration, and mentorship.

Conclusions (selective relevant issues) made include:

- Women were more likely than men to acknowledge the role of mentors in their career development.

- Participation in professional associations, publishing or holding advanced degrees did not offer any quick routes to success.

Chatman

Chatman (1992) examined the role that mentorship plays in the successful career development of directors of public libraries. Her study supports the view that mentors play an important, perhaps critical role in the career opportunities of protégés (library directors).

Characteristics of the study include the mentorship being defined as an intense relationship that involves a high degree of sharing between a novice in a profession and a more senior colleague who is viewed by others as possessing power and influence.

Elements in the research strategy involved: a focus on major public library directors as protégés rather than mentors; data gathered using a questionnaire consisting of 22 open ended items; and those surveyed were 45 directors of major public libraries whose responsibility included a budget of at least one million dollars as well as the management of collections of at least one million volumes. The model used in the survey was roughly based on Harris and Tague, (1989) where profiles of the directors were gathered after being selected - not with a survey, but through a review of biographical entries. Items identified and examined for patterns throughout were: education, employment history, publication record, demographics, and professional affiliations.

Applicable results found based on a 62.2% return were:

- Over 50% experienced a mentor with 33% having more than one
- Mentors held major leadership positions
- Age of the mentor was unimportant
- Average length of time mentored was 3-4 years
- Contact still remains with the mentor
- Characteristics of mentors/protégés
 - approximately 80% were white middle-aged males
 - protégés' involvement in initiating a relationship – not a salient factor
 - protégés looking for mentor with personal characteristics and attributes they'd like to emulate
- Mentors help and influence careers via sponsorship, employment, provision of opportunities to gain confidence, networking, increased managerial responsibilities, and socialization
- Primary role played by mentors is the provision of contacts
- Mentors play an important, perhaps critical role in the career opportunities of protégés.

Mentorship and Public Library Managers

For any organization to be successful in its mission and in achieving its objectives, important elements include “the achievement of productivity through good leadership, and the effective management of people, together with their commitment to and involvement with the organization”(Mugyabuso & Matovelo, 2000, p. 263). Thus, the importance of learning about the organization and seeking interconnections has become an ongoing and crucial part of the middle manager's job. (Giasecke, 2001).

According to Mintzberg (1975) there is no job more vital to our society than that of the manager. “It is the manager who determines whether our institutions serve us well or whether they squander our talents and resources”(p. 61).

Throughout the 80's up to the present, library management is established as an important area of study in the major indexes and databases and as something distinct from the traditional concerns of librarianship (Barter, 1994). Bailey describes it as “an area of a professional librarian's career that cannot be ignored.... a creative activity of motivating people to work together to implement the libraries' missions and objectives” (1982, p.7).

Today, the role of the public library manager needs to incorporate individuals who: “can operate cost-effective and cost-efficient services, are receptive to new ideas, are familiar with the legal and ethical issues surrounding

information provision, are sensitive to the political environment with the organization, can adapt their service to the changing needs of the organization, and can continually demonstrate the value of the information service to the achievement of the organization's goals" (Johnson, 1999, p.323). According to Prentice (2011), "Today's workforce is different from the past in that it is better educated," and as such, they are too well informed to adhere to a set of rules or simply follow a leader over a distant hill" (p. 48).

Management mentoring in libraries can assist by focusing on preparation for senior management as well as the passing on of enhanced professional skills. "Senior managers, working in mentoring roles: a) can bring a sharper focus to the thinking of mentees, b) can compensate for the diffused activity that is management in flexible organizations, c) can play important roles as anchors, and d) can combine the skills needed for management while demonstrating political awareness and networking" (Pugh, 2001, p.169).

Kram (1985) and Levinson, et al., (1978) also suggest that mentorship has been cited as a way to reduce the job content plateauing that can occur during mid and later career stages. Ramsey (1999) notes that "mentoring ... teaches lessons that aren't taught anymore or aren't available elsewhere" (p. 3).

Conclusion

Resources listed in this review concern the literature and the concepts of management mentoring in the private sector along with the mentoring process in the public sector (public libraries). Although there are many similarities, Ritchie and Connolly (University of Ulster, 1993) point out one major difference. Mentoring has been used as a fast-track route to senior management in the private sector and its operation, and is very much a matter of private policy for the company concerned. However, for the public sector organization (i.e., public libraries) where mentoring has a more basic function of developing a management culture in service areas, the use and expenditure of finite public resources require more efficient management and are subject to public scrutiny and control. The suggested use of mentoring then as a developmental tool for public library manager is presented through resources illustrating the context of the realities of the public sector using however, the combined best of both traditions.

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