

The Many Kinds of Mentoring

Career mentoring

One of 2 primary domains of mentoring (along with psychosocial mentoring). Encompasses instrumental functions that support career advancement, such as coaching (tips, advice), protection (prioritization and saying "no"), and sponsorship and visibility (help with networking, co-presenting). [Kathy Kram, *Mentoring at Work* (1985)]

Co-mentoring

Reciprocal relationship with a 2-way exchange of knowledge and support (mutual mentoring)

Community of practice

"A group of people who share a concern or a passion for something they do and who interact regularly to learn how to do it better." They develop shared experiences and tools through sustained interaction. A collaborative form of mentoring. See <http://www.ncddr.org/cop/whatiscope.html>

Formal mentoring

Mentoring in which mentors are assigned and a program structures the mentoring experience

Informal mentoring

Mentoring that is self-chosen, voluntary, organic

Inter-department mentoring

Mentoring among faculty in multiple departments. May occur in dyads or groups.

Intra-departmental mentoring

Mentoring among faculty within one department. Commonly in dyads - one mentor assigned to one mentee.

Mentoring circle

A group of faculty members who meet to mentor each other; a form of collaborative mentoring

Mentoring networks

Provide a system of support from multiple people and groups; help meet multiple needs of a faculty member.

Mutual mentoring

Faculty members have opportunities to mentor each other (co-mentoring)

Peer mentoring

Mentoring in which one faculty member (mentor) is slightly more experienced than another

Professional learning community

A group of professionals (e.g., faculty members) who commit to meet regularly to study a particular topic together. This format can be used to provide mentoring in a collaborative way based on colearning.

Psychosocial mentoring

One of 2 primary domains of mentoring (along with career mentoring). Helps faculty members make cultural, environmental, and personal adjustments while taking on a new position. Encompasses role modeling, acceptance and confirmation, counseling, and friendship. Examples include modeling and suggesting appropriate forms of interaction, avoiding judgment, being a confidential sounding board [Kathy Kram, *Mentoring at Work* (1985)]

Reverse mentoring

Junior faculty share their expertise (e.g., in new teaching strategies) with senior faculty.