



Guidelines for Mentors and Mentees

Mentors

- Prerequisites
 - GPA membership in good standing
 - Early Career Psychologists (obtained doctorate less than 10 years)
 - Mid-Career Psychologists (obtained doctorate 10-15 years ago)
 - Senior Psychologists (obtained doctorate more than 15 years ago)
 - No history of licensure suspension
- Roles and responsibilities
 - Commitment to a minimum of one year to work with a given mentee. Mentoring relationship can extend beyond one year as mutually agreed upon by mentor and mentee.
 - Establish individual mentoring goals and specific outcomes for the mentoring relationship to be mutually agreed upon by the mentor and mentee.
 - Provide opportunities for a mutually agreed upon contact plan with mentee to meet mentoring goals.
 - Provide mentoring relationship and program evaluations as requested.

Mentees

- Prerequisites
 - GPA membership in good standing
 - Working towards licensure OR enrolled in an internship OR a psychology doctoral program
 - Early Career Psychologists (obtained doctorate less than 10 years)
 - Mid-Career Psychologists (obtained doctorate 10-15 years ago)
 - Senior Psychologists (obtained doctorate more than 15 years ago)
 - No history of licensure suspension
- Roles and responsibilities
 - Work with mentor to establish personalized mentoring goals
 - Work with mentor to determine plan for contact at a maximum term of one year. Mentoring relationship can extend beyond one year as mutually agreed upon by mentor and mentee.
 - Provide mentoring program evaluations as requested.

Participation in this mentoring program involves an informal and voluntary agreement that provides mentees with an opportunity to interact with and benefit from the experience of a professional psychologist. Participation in the mentoring program prohibits any therapeutic, supervisory, monetary, or liability commitments.

Information and Suggestions for Mentors

Getting Started...

Setting goals.

- It is helpful at the outset to collaborate with your mentee to determine and clearly define the goals of the mentoring relationship.
- Some potential goals/directions could include:
 - Exploring areas of specialization not addressed in the mentee's training program
 - Helping the mentee network in an area of special interest.
 - Providing information about the mentee's career interests.
 - Providing insight or advice regarding the mentee's preparation for their career of choice.
 - Providing a "real world" view of what your position entails.
 - Aiding the mentee in locating opportunities for involvement in an area of interest.
 - Providing information about the current state of the field.
 - Helping the mentee stay in touch with the recent developments or training opportunities in an area of interest.
 - Aiding the mentee in the further development of a professional identity.

Establish a meeting schedule.

- Attempt to meet with your mentee at least once in person.
- If meeting on a regular basis is not possible, maintain email/phone/Skype/FaceTime contact with your mentee.
- The meeting schedule should be determined at the start of the mentoring relationship based on both parties' respective schedules.

Possible activities for mentor/mentees.

- Having a lunch meeting.
- Attending conferences or workshops germane to the mentee's interests.
- Attending meetings of professional organizations that address an area of interest.
- Attending sessions at the annual GPA conference or at various GPA events.
- Reviewing your mentee's curriculum vitae and provide advice/feedback.
- Allow your mentee to conduct an informational interview with you or a colleague.