



## Guidelines for Mentors and Mentees

Thank you for your interest in GPA's 1-1 Mentorship Program. Before applying to be a mentee and/or mentor, please review the following program guidelines. If you have any questions, please email [membership@gapsychology.org](mailto:membership@gapsychology.org).

### Mentors

- Prerequisites
  - GPA membership in good standing
  - Early Career Psychologists (obtained doctorate less than 10 years)
  - Mid-Career Psychologists (obtained doctorate 11-20 years ago)
  - Senior Psychologists (obtained doctorate 21-30 years ago)
  - Late Senior Psychologist (obtained doctorate 31+ years ago)
- 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 11-20 years ago)
  - Senior Psychologists (obtained doctorate 21-30 years ago)
  - Late Senior Psychologist (obtained doctorate 31+ years ago)
- 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.

## **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.