



DR. DEBORAH L. FLOYD  
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# 2024-25 Floyd Scholars: APA Mentoring Resources

Link: <https://www.apa.org/education-career/grad/mentoring>

Deborah L. Floyd – [dfloyd@fau.edu](mailto:dfloyd@fau.edu)  
Kelli J. Listermann – [klistermann@fau.edu](mailto:klistermann@fau.edu)

# Mentoring Defined

- A mentor is an individual with expertise who can help develop the career of a mentee.
- A mentor often has two primary functions for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance.
  - (1) The ***career-related*** function establishes the mentor as a coach who provides advice to enhance the mentee’s professional performance and development.
  - (2) The ***psychosocial*** function establishes the mentor as a role model and support system for the mentee.

# Mentoring Benefits

- **Mentees** often earn higher performance evaluations, higher salaries, and faster career progress than non-mentored individuals.
- **Mentors** benefit too by deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their own career development, learning how to use new technologies, or becoming aware of issues, methods, or perspectives that are important to their field.

# Mentoring Stages

- [Stage 1: Initiation](#) – This stage is a period when both parties seek a positive, enjoyable relationship. A good formal mentoring program requires both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.
- [Stage 2: Cultivation](#) – The primary stage of learning and development. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

# Mentoring Stages

- [Stage 3: Separation](#) – Describes the end of a mentoring relationship when there is nothing left to learn, the mentee wants to establish an independent identity, or the mentor sends the mentee off on their own.
- [Stage 4: Redefinition](#) – When mentor and mentee recognize their relationship can continue but will not be the same. The relationship can evolve into a collegial relationship or social friendship. The focus of the relationship is no longer centered on the mentee's career development and may focus on establishing relationships with new mentees.

# Mentoring Forms

## Mentee Needs:

- guidance in general or a specific professional area
- broad and early career development
- ethical and moral guidance
- assistance in navigating professional settings
- professional identity development guidance

## Roles and Characteristics of Mentors:

- Acts as an experienced role model
- Provides support, wisdom, advice, counsel, coaching
- Acts as a sponsor and supports networking efforts
- Assists with the navigation of professional settings
- Facilitates professional development
- Challenges and encourages growth
- Provides nourishment, caring, and protection
- Integrates professional support with other areas
- Accepts assistance from mentee
- Enjoys opportunity to pass on their wisdom

# Mentoring Forms

- Settings:

- professional
- organizational
- community
- internet, email, phone
- informal national and international networks

- Relationship Types:

- established career and early career
- professor to student
- professional to professional
- peer mentoring
- friendship
- parent-like features
- task-focused vs relationship-based
- daily contact vs less frequent
- short vs long term
- collegial collaborations

# Mentoring Types

- **Superior Mentors** have professional roles superior to the mentee often have power to affect the mentee's career development.
- **Peer Mentors** do not exercise formal power over mentees, but they often provide support and both partners share lessons learned as their careers progress.
- **Subordinate Mentors** can be rich sources of information about people and procedures.
- The professional area is not the only way to match mentors-mentees. Mentees often seek mentors who share demographics (gender, race, religion, sexual orientation) and have values, attitudes, and experiences that the mentee holds or aspires to have.



Table 1: Examples of a developmental network for a mentee

| Mentor-Mentee Relationship<br>→<br><br>Developmental offered by<br>mentor ↓ | Career-Senior<br>Mentors | Career-Peer<br>Mentors | Career-Subordinate<br>Mentors | Match based<br>on<br>professional<br>specialty area | Match based<br>on<br>demographic<br>factors | Match based<br>on values,<br>experiences,<br>etc. |
|---|--------------------------|------------------------|-------------------------------|---|---|---|
| Career-related: how to get tenure   | +                        | 0                      | –                             | +   | 0   | 0   |
| Career-related: how to publish  | +                        | 0                      | –                             | +   | 0   | 0   |
| Career-related: how to get grants   | +                        | 0                      | –                             | +   | 0   | 0   |
| Career-related: how to start your<br>own practice                           | +                        | 0                      | –                             | +   | 0   | 0   |
| Psychosocial: Role-modeling   | +                        | +                      | –                             | +   | +   | +   |
| Psychosocial: Support,<br>counseling, anxieties                             | +                        | +                      | +                             | +   | +   | +   |
| Psychosocial: Work-family balance   | 0                        | 0                      | 0                             | 0   | +   | 0   |
| Psychosocial: Networking  | +                        | +                      | 0                             | +   | +   | +   |

+ = likely function for this type of developer, 0 = possible function for this type of developer, – = unlikely function for this type of developer

# Mentoring Etiquette – Mentor Dos and Don'ts

To facilitate the development of successful mentor relationships, articulating [the rules of etiquette](#) may prove beneficial.

| Mentor Dos  | Mentor Don'ts   |
|---|---|
| <ul style="list-style-type: none"><li>• Do provide mentorship in your areas of expertise. Suggest other mentors as resources outside your expertise.</li><li>• Do indicate openness and provide accessibility.</li><li>• Do set clear expectations.</li><li>• Do treat the mentee professionally and in an ethical fashion. Be thoughtful and sensitive about the mentee's feelings and time.</li><li>• Do model professional behavior.</li></ul> | <ul style="list-style-type: none"><li>• Don't take on more mentees than is realistically manageable.</li><li>• Don't treat mentees as free labor.</li><li>• Don't make personal requests of the mentee.</li><li>• Don't gossip about the mentee.</li><li>• Don't micromanage the mentee. Provide advice and counsel, but do not direct the mentee to take specific actions.</li></ul> |

# Mentoring Etiquette – Mentee Dos and Don'ts

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| Mentee Dos  | Mentee Don'ts  |
|---|--|
| <ul style="list-style-type: none"><li>• Do set specific goals and expectations for the mentoring relationship.</li><li>• Do be proactive. It is the mentee's responsibility to maintain contact with the mentor and schedule future interactions.</li><li>• Do treat the mentor professionally and in an ethical fashion. Be thoughtful and sensitive about the mentor's feelings and time.</li></ul> | <ul style="list-style-type: none"><li>• Don't expect the mentor to make decisions for you. Learn to resolve problems and issues independently of the mentor.</li><li>• Don't take advantage of the mentor. Respect the mentor's time and help.</li><li>• Don't gossip about the mentor.</li><li>• Don't take rejection of a mentoring request personally</li></ul> |

# Mentoring Ethics

- *The APA's Ethical Principles of Psychologists and Code of Conduct* provides a guide to appropriate interactions with others in many situations, including mentoring. They do not, however, dictate what is good and bad mentoring.
- APA Ethical Principles:
  - Principle A, Beneficence and Nonmaleficence
  - Principle B, Fidelity and Responsibility
  - Principle C, Integrity
  - Principle D, Justice
  - Principle E, Respect for People's Rights and Dignity

# Mentoring Ethics – Potential Problems

- Although mentoring is generally defined as a relationship that helps the mentee and the mentor, problems in the relationship may hinder the career development of either individual.
- Problems with mentoring may be minimized when both parties have clear expectations of what the professional relationship can do and what it should not do. Formal mentoring programs often include a training component for both parties to understand the expectations.

# Conclusion

- Mentoring has long been recognized as a powerful tool in career development.
- Regardless of how a mentor and mentee are matched, etiquette and ethics demand that the relationship be conducted in a professional manner with consideration and respect for both individuals.
- Successful mentorships often evolve into friendships with both partners learning and providing support for the other.