



Association of State Floodplain Managers'

Mentoring Program Handbook

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ASFPM Mentoring Program Handbook

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Mentoring Program Overview

The ASFPM Mentoring Program brings together mentors with expertise in one or more areas of floodplain management and mentees who desire assistance in developing or enhancing their floodplain management skills, with the ultimate goal of building state capability for effective floodplain management to reduce flood losses and protect the natural functions of floodplains. ASFPM mentors transfer knowledge, provide insight, and share experiences with mentees to develop effective state floodplain management programs and capable floodplain management professionals. Mentors provide the link between knowledge and skills and day-to-day job duties.

The objectives of the ASFPM Mentoring Program are to:

1. **Build floodplain management knowledge, skill and capability:** The mentoring program helps state floodplain managers assess in which areas they can improve their effectiveness and expedites learning for new professionals.
2. **Provide trusted guidance and feedback:** Mentoring adds value to training and education through relationships with tenured practitioners who share insight and “on-the-job” experience.
3. **Create a peer network and communication forum:** Mentoring activities provide expanded opportunities to meet other floodplain management professionals, and a variety of ways to discuss and vet valid, relevant and consistent information.
4. **Provide situational guidance:** State floodplain managers (new and experienced) often find themselves in “crisis management” mode when flood disasters, new technologies or political priorities demand immediate attention. The mentoring program provides quick problem-solving support and assistance for handling job-related concerns.
5. **Sustain professional development:** The mentoring program helps establish relationships with state floodplain managers, establishes benchmarks for effective floodplain management, provides training and supports learning.

ASFPM supports mentoring partnerships by pairing mentees with its pool of vetted mentors who are ASFPM members with relevant subject matter expertise, and providing them with straightforward guidance on and a structure that supports the development of successful relationships. ASFPM recognizes and respects participants' time limitations and need for flexibility, as such the mentee and mentor negotiate their own partnership goals and activities that meet their individual needs and schedules. Participation in the mentoring program is voluntary for mentees and mentors.

In addition to facilitating mentoring exchanges via these mentee and mentor pairings, the ASFPM Mentoring program provides unique mentoring resources to participants through the ASFPM Mentoring webpage.

ASFPM created the [ASFPM Mentoring Program website](#) to introduce interested individuals to the program and walk them quickly through the ASFPM mentoring process. The website allows interested applicants an opportunity to explore the program, access this handbook, and register online. In addition, registered program participants can use the website to manage their profile information via the **My Profile** page and initiate a mentoring partnership via the **Request Mentoring** function. The program manager(s) is available to answer questions through the website contact page and works closely with applicants and participants to help facilitate successful partnerships.

ASFPM envisions that its Mentoring program can be the primary resource used by state floodplain managers, state NFIP coordinators, state flood mapping coordinators and their staff for floodplain management training and professional development assistance.

Note: The website version of the [Mentoring Program Handbook](#) is a slightly truncated copy of this PDF version of the Handbook.

The PDF icon shown on the right is used to denote sections (or portions of sections) that are only included in this PDF Handbook.



Mentee and Mentor Eligibility, Roles, Responsibilities and Benefits

The target audience for this initial mentoring effort are state floodplain management program managers, state NFIP coordinators and their staff. Eligibility for participating in the program may be expanded as the program matures, the mentor pool increases and/or ASFPM confirms expanded interest in these mentoring services.

Within the ASFPM mentoring framework, a successful mentoring experience requires mentees and mentors to build an effective partnership focused on learning and professional development. To be successful, mentees and mentors are expected to commit time and energy and agree to a plan of action for the partnership. Both participants need to share responsibility for the management and direction of the partnership, complete all of the program steps as outlined in this handbook, and actively engage in the mentoring process. Mentoring program participants may mentor or be mentored throughout their careers as situations change.

Mentees are expected not to use a mentor like a "consultant" or to seek specific solutions or regulatory interpretations that mentors do not have authority to determine.

Mentoring agreements and action plans are used to achieve mutually identified goals and give the mentee and mentor a guide for managing their relationship. Policies, guidelines, monitoring and evaluation tools, benchmark standards and practices, and resources for mentees and mentors are some of the resources ASFPM has created to keep the partnership on track.

Mentees

To be successful, mentees must be motivated and take responsibility for their learning, development and professional growth.

ASFPM mentees are floodplain management practitioners (new or tenured in the field) who commit to learning, development of an effective state floodplain management program, and professional growth. Mentees are those who have recognized a development need and joined the ASFPM mentoring program in search of a mentor based on their unique experience, skills and strengths.

Mentees need to be open to critical feedback, guidance and new approaches suggested by the mentor. The mentee must commit to practice and application of any new skill or ability to ensure that learning occurs.

Mentee Eligibility

- Actively employed as state floodplain manager, state NFIP coordinator or state staff
- Demonstrated desire and commitment to participate in a mentoring relationship
- Willing to abide by ASFPM Mentoring Program policies and procedures
- Agrees to complete orientation and training as required
- Willing to communicate with the mentor regularly and submit activity logs and program evaluation information
- ASFPM member preferred, but exceptions may be considered (e.g., for a new state NFIP coordinator or state staff)

General Characteristics and Qualifications of Good Mentees

- Desire for improved professional and/or leadership development
- Open and honest in your goals, expectations and concerns.
- Assumes responsibility for acquiring or improving skills, knowledge and abilities – and applying what has been learned to program and professional duties
- Good communication and interpersonal skills; actively listens and questions.
- Contributes to a supportive and trusting environment.
- Willing to accept and act upon constructive feedback
- Achievement oriented
- Meets their commitments and comes prepared to each exchange
- Strong work ethic

Mentee Responsibilities

- Participate in orientation, training and other mentoring activities
- Complete profile registration process on the ASFPM Mentoring Program website
- Commit time and enthusiasm to the relationship
- Establish trust and respect confidentiality
- Identify mentee needs and develop mentoring agreement to set the goals and expectations of the relationship
- Collaborate with mentor to develop action plan to direct activities and actions that will achieve the desired goal(s)
- Use monitoring and evaluation tools to share successes and failures
- Respect the mentor's time and resources
- Actively participate in relationship - specifically, following through on commitments and actions
- Apply new knowledge, skills and practices

Mentee Benefits



- Variety of learning opportunities are offered (e.g., training, developmental activities, networking, benchmarking, shadowing, group and one-on-one exchanges).
- Core skills and knowledge are enhanced.
- Understanding of effective program components is increased.
- Relationships are expanded.
- Communication and collaboration capability are improved.
- Engagement in ASFPM's vision, mission and culture

Mentors

Mentors must be tenured, credible subject matter experts who are willing to teach and share insight.

Good mentors are essential to mentoring partnerships. An ASFPM mentor is an experienced floodplain manager (i.e., subject matter expert) who is willing to share knowledge while encouraging others to develop effective state floodplain management programs, as well as their own individual professional competency and leadership capabilities. Mentors should be good communicators, committed to the mentoring process, and able to be effective role models. Mentors should act as sounding boards for ideas and challenge mentees to think and analyze their options and issues. Mentors are

also resources for information, who can bridge the gap between training and learning. The role of mentors is to share their unique professional perspective.

Mentor Eligibility

- Minimum of five years of practiced floodplain management
- Willing to abide by ASFPM Mentoring Program policies and procedures
- Agrees to complete orientation and training as required
- Willing to communicate with the program manager(s) regularly and submit activity logs and program evaluation information
- CFM preferred, but not required
- ASFPM member preferred, but exceptions may be considered (e.g., due to subject matter expertise)

General Characteristics and Qualifications of Good Mentors

- Credible with and respected by fellow professionals and peers
- Expertise in specific relevant field(s) of knowledge
- Good communication and interpersonal skills
- Possesses confidence, empathy and patience
- Demonstrated record of leadership
- Enjoys helping others and willing to share knowledge

Mentor Responsibilities

- Participate in orientation, training and other mentoring activities
- Complete profile registration process on the ASFPM Mentoring Program website
- Commit time and enthusiasm to the relationship
- Establish trust and respect confidentiality
- Develop mentoring agreement to set the goals and expectations of the relationship
- Help a mentee identify specific goals for program
- Provide professional and leadership development
- Use monitoring and evaluation tools to share successes and failures
- Identify resources and best practices to assist mentees in development of improved state floodplain management programs and professional competencies
- Orient new professionals to their job duties and transfer knowledge on effective practices
- Train and challenge new and experienced professionals to develop and expand skills and knowledge
- Provide constructive and meaningful feedback, guidance and insight
- Serve as a role model

Mentor Benefits



- Contribution to the profession through shared experience and wisdom
- Continuing education
- Expanded relationships and understanding of state program and professional development
- Personal and program growth
- Helping to achieve ASFPM's vision and mission
- Enhancing personal skills in listening, coaching, reflecting and planning

Mentoring Process

All potential participants must complete the online orientation and register through the ASFPM Mentoring Program website before they are recognized as formal mentoring participants and can engage in active mentoring. Participants may become ineligible to participate if they do not follow mentoring process as described below. Ineligible activities could include providing incorrect information, being consistently unavailable or non-responsive, or receiving consistently poor evaluations.

STEP 1: Orientation.

Orientation is the initial step for anyone interested in becoming a mentee or mentor and is required prior to registration. Orientation sets the correct expectations for the program, clarifies roles and responsibilities, explains the mentoring process, describes the resources available to participants, and helps provide a foundation for successful partnerships. Potential mentees and mentors (“applicants”) should set aside 60 minutes to complete the orientation on the website. The orientation, however, has been divided into six (6) shorter video segments so applicants can split the 60 minutes up as best fits their schedule.

Upon completion of the orientation, participants should be able to:

- Understand the self-directed mentoring process (i.e., registration, mentoring requests, mentoring agreements, action plans, monitoring and evaluation)
- Understand the four mentoring approaches
- Understand the role and responsibilities of the mentee and mentor
- Access mentoring resources and tools

Links to the [orientation training](#) are provided on the mentee and mentor registration webpages and forms.

Please note that after their initial orientation, mentees and mentors who remain engaged and active in the program will be notified by the program manager(s) of any substantial changes to the program and whether or not those changes require them to renew their orientation.

STEP 2: Registration.

After completing the online orientation, applicants should register a username and password for the program website and then create a mentee or mentor profile as prompted. With the exception of the username which cannot be changed once submitted, all information submitted to a profile at time of registration can be edited on the profile page later. Participants are asked to keep their profile information up-to-date.

Currently, registering as a mentor or mentee in the program is mutually exclusive per unique email address. Over the course of a career, participants may wish to transition from mentee to mentor, and veteran mentors may wish to seek mentorship guidance. Switching a participant's role is possible with assistance from the program manager(s) or by using a separate unique email address, profile, username, and password.

Forgotten usernames and passwords can be reset using the “Lost your username or password?” link on the [login page](#). Enter your username or email address to receive an email from the Flood Science Center containing your username and a link to reset your password.

Registered users can select “Log In” from the navigation menu and enter a username and password to access their profile on the website.

Mentee Registration



To enroll in the program, would-be mentees can register on the [Register as Mentee](#) page on the ASFPM Mentoring website. They should register a username and password and complete a profile with basic contact information, as follows, before starting any mentoring format, including **Ask a Mentor**. Mentee usernames and profiles are not publicly accessible on the website and are only shared with mentors during mentoring requests.

- **Orientation.**
 - Check the box to indicate you have watched the required orientation training.
- **Account creation.** All participants are required to create a username/password.

- Usernames must be unique in the system. An error message will display if your chosen username is unavailable.
- The password “Strength indicator” gives instantaneous visual feedback to help you improve the strength of your password.
- Type your password a second time to confirm.
- Save your username/password in a safe location.
- **Personal Information.** Contact information is collected to allow the program manager(s) and website systems to send confirmation emails and support mentoring exchanges between partners.
 - Provide your first and last name, address, work email, work and cell phone numbers.
 - Check the “Yes, I am a CFM” box if you are currently a Certified Floodplain Manager (meaning that your certification has not expired or been suspended or revoked).
 - [Mentors] Select your FEMA region from the drop-down menu (where you work if active, or where you live if retired/consulting on your own).
- **State Official.** The ASFPM Mentoring Program is currently only available for mentorship of officials working for a state agency or organization in an official capacity.
 - Check the box to indicate that you are a state official.
 - Enter the name of your state agency/organization in the text box.

Find a copy of the Mentee Registration form in [Appendix B](#).

Once registered, mentees can use their [Profile Page](#) to browse the **Mentor Finder**, submit mentoring requests, and manage any submitted mentoring applications and/or questions sent via **Ask a Mentor**.

ASFPM developed the **Mentor Finder** as the method for mentees to search for and locate the best mentor for each topic area, issue or mentoring type.

The **Mentor Finder** is a directory of approved subject matter experts who have completed the orientation and registration process. Mentees can access additional mentor profile information by clicking the mentor’s name or picture in the **Mentor Finder**. Mentees narrow the search for an appropriate mentor by filtering mentors by areas of expertise, state, FEMA region and available mentoring format(s). Mentees use this method when selecting a preferred mentor for a mentoring request or when using **Ask a Mentor**.

Mentor Registration



Mentors should be ASFPM members with relevant subject matter expertise, sufficient availability and a minimum of five years of practical experience.

Would-be mentors can register on the [Become a Mentor](#) page on the ASFPM Mentoring website. They must register a username and password and create a profile for the website prior to being approved as a mentor and subsequently listed in the **Mentor Finder**. Additional time may be needed to collect and produce the necessary materials to complete the mentor profile section of the registration form which must contain: contact information, years of professional floodplain management or hazard mitigation experience, areas of expertise, participating types of mentoring, a professional biography focusing on subject matter expertise and a headshot image, as described below.

- **Orientation.**
 - Check the box to indicate you have watched the required orientation training.
- **Account creation.** All participants are required to create a username/password.
 - Usernames must be unique in the system. An error message will display if your chosen username is unavailable.
 - The password “Strength indicator” gives instantaneous visual feedback to help you improve the strength of your password.
 - Type your password a second time to confirm.
 - Save your username/password in a safe location.
- **Personal Information.** Contact information is collected to allow the program manager(s) and website systems to send confirmation emails and support mentoring exchanges between partners.
 - Provide your first and last name, address, work email, work and cell phone numbers.
 - Check the “Yes, I am a CFM” box if you are currently a Certified Floodplain Manager (meaning that your certification has not expired or been suspended or revoked).
 - Select your FEMA region from the drop-down menu (where you work if active, or where you live if retired/consulting on your own).
- **Years of Experience.** Work experience is vital in determining whether a mentor possesses the skills necessary to provide a worthwhile mentoring experience to mentees. It is also useful for the program manager(s) to understand your work history when assigning a mentor to a mentoring request. The questions below are worded so as to capture overall experience working in the field as well as experience at the state level. The questions differentiate between state floodplain management staff and state hazard mitigation staff because it is

likely that some mentors will have worked in both positions over the course of their careers, and this may be relevant when the program manager(s) is reviewing a mentoring request.

- For each applicable question, choose the range of years that corresponds to your years of experience.
 - For current or former state floodplain management staff:
 - How long did you or have you worked in floodplain management at the state level?
 - How long have you worked in the field of floodplain management (total including non-state experience)?
 - For current or former state hazard mitigation staff:
 - How long have you worked in hazard mitigation at the state level?
 - How long have you worked in the field of hazard mitigation (total including non-state experience)?
- **Mentoring Expertise.** ASFPM has identified comprehensive areas of knowledge for professionals who want to effectively manage floodplains and become nationally recognized as Certified Floodplain Managers. These knowledge areas are a "benchmark" for what practicing floodplain managers should know and are applicable to all state floodplain managers, state NFIP coordinators and their staff. The program manager(s) will use this information along with your biography to determine proficiency in each topic area when selecting a mentor to match to a mentoring request.
 - Check the box next to all of the areas in which you feel that you have sufficient expertise.
 - Organizational Management
 - Strategic Planning/Staff Planning
 - Project Management
 - Interagency Coordination (federal programs)
 - Interagency Coordination (state programs)
 - FEMA HMA Grant Program Administration
 - NFIP State Coordinator Role (and expected activities)
 - CAP-SSSE Administration
 - Flood Hazard Identification/Mapping (levees, coastal, riverine, arid)
 - CTP Participation
 - CRS Participation
 - Risk Assessment Models and Tools
 - Flood Insurance
 - Floodplain Management Standards, Building Codes and Land-Use Regulations
 - Flood Hazard Mitigation Techniques (general)
 - Floodproofing Techniques

- Cost-Benefit Analysis
- Post-Disaster Floodplain Management
- State Hazard Mitigation Planning
- Local Hazard Mitigation Planning
- Natural Floodplain Functions and Resources
- Stormwater Management
- Hydrology and Hydraulics
- **Types of Mentoring.** The ASFPM Mentoring Program delivers mentoring activities and supports learning using four mentoring formats. Each mentor can choose to participate in one, some or all of the formats. The chosen type(s) of mentoring will be displayed on each mentor's profile in the **Mentor Finder**.
 - One-on-One Mentoring
 - Group Mentoring
 - Situational Mentoring
 - Ask a Mentor
- **Biography and Headshot.** A professional biography and headshot are required to register as a mentor.
 - Provide a one paragraph professional biography of your work history. Focus on floodplain management experience, and include a sentence or two for each topic area marked in the Mentoring Expertise section.
 - Provide a headshot photograph (2MB limit). Click on the "Choose File" button to upload a photo from your computer.

Find a copy of the Mentor Registration form in [Appendix C](#) for complete details.

Would-be mentor applicants must be approved by the program manager(s). Mentor registrations are reviewed against the eligibility criteria as well as general criteria for successful partnerships (e.g., expertise, experience, location, commitment and agreement to abide by the process). The program manager(s) will contact applicants via email within a few days indicating approval or rejection to the program. In rare cases, the program manager(s) may give written approval on a case-by-case basis if a mentee or mentor does not meet all of the eligibility criteria. Any applicant deemed ineligible will be notified by the program manager(s) in writing and provided a reason (e.g., mentee not actively employed by a state, or mentor with insufficient related subject matter expertise).

Once approved and registered, mentors are listed in the **Mentor Finder**. Mentors can use their profile to toggle their current status between "Available" and "Unavailable" based in their schedules. Mentor profiles are accessible from the **Mentor Finder** while their status is set to "Available;" a mentor set to "Unavailable" will not be displayed in the **Mentor Finder**.

Mentors are expected to keep their profiles updated with current information and status. The program manager(s) may contact any mentor who has been inactive for more than 12 months and request they update their interest and availability status. If a mentor does not respond or remains "unavailable" for engaging with mentees, they may be removed from the approved mentor pool.

STEP 3: Requesting a mentor.

Every mentoring request will be unique to each mentee's situation and should be as specific as possible to ensure the mentee is assigned the best mentor to fit their request and lead to a successful mentoring pairing. For examples of the types of and topics for mentoring requests that mentees may make, mentees can consult the [Activities & Learning Opportunities](#) and [Knowledge Areas](#) subsections of the [Resources and Tips for Building Successful Partnerships](#) section—or [contact the program manager\(s\)](#).

Mentees initiate the mentoring process by submitting the **Request Mentoring Form** found on their [My Profile](#) page. (Please note that mentees do not submit a mentoring request for **Ask a Mentor**; they are instead directed to the **Mentor Finder** into which the **Ask a Mentor** functionality is built.)

Request Mentoring

Submit this form to initiate a mentoring partnership. *

Learn more about [Mentoring Approaches in the Mentoring Handbook](#).

Use the [Mentor Finder](#) to find a preferred mentor or to [Ask a Mentor](#) a question.

- ☐ One-on-One Mentoring
- ☐ Group Mentoring
- ☐ Situational Mentoring

Submit

After choosing one of the **Mentoring Approaches** described in the following subsection, the relevant questions for the format chosen appear on the page:



- Application Name
- What is the topic/issue in which you need mentoring assistance?
- What is the size of the group to be mentored? (Included in Group Mentoring ONLY)
- When do you need this mentoring? (Omitted from Situation Mentoring)
- What is your preferred method of mentoring?
- Do you have a preferred mentor?



The **Request Mentoring Form** contains on-page instructions for each question to help guide mentees through the submission process. As seen above, it uses many of the same questions for each mentoring format. The One-on-One Mentoring request form is the base with an additional question added to the Group Mentoring request form asking about the group's size and the question about when the mentoring is needed on the Situational Mentoring request form, because it is assumed to be an urgent request. Find a copy of the **Request Mentoring Form** for One-on-One Mentoring in [Appendix D](#).

Mentoring Program Approaches

ASFPM's Mentoring Program delivers learning opportunities and activities through four types of mentoring.

One-on-One Mentoring

One-on-one is the traditional method of mentoring, in which an experienced mentor shares knowledge, skills and insight with a less experienced mentee.

The partners mutually agree on the goal(s), expectations, planned activities, frequency of exchanges and duration of the partnership. A mentoring agreement captures these items and any ground rules for the partnership. Learning is supported through training, practice and feedback using the ASFPM Mentoring Program framework. This method of mentoring works best when the mentee is seeking personal attention or guidance.

For example, a new state NFIP coordinator may be overwhelmed by the scope of floodplain management program activities they must manage and have no in-state program or tenured staff to assist. An experienced state NFIP coordinator can provide the new professional with access to resources and a basis for decision-making.

Group Mentoring

Group mentoring is when one or more subject matter experts with experience are matched with several mentees for an activity or learning opportunity as a mentor or mentoring team.

In this approach, the mentor(s) facilitate instruction, guidance and discussion of pre-identified topics based on mentees' needs. Mentees can also engage in mentoring one another in this format if their level of knowledge or skill varies. A mentoring agreement is used to capture expectations and goals for the exchange. This mentoring

method works well when several mentees have a similar mentoring goal. It best lends itself to promoting peer learning and strengthening professional relationships.

Typically, rather than being requested by an individual mentee in hopes of being added to a group of other individual mentees with like needs, this mentoring approach would be requested by an individual mentee who signs up to request mentoring on behalf of their department or a group of people within their department.

For example, a state NFIP coordinator may wish to develop competency in new or additional staff to support their floodplain management program activities. The mentor(s) deploy, in a group setting, one or more training modules that reflect the skills, knowledge, abilities or behaviors that a state NFIP coordinator and their staff should possess. This training is delivered to the group while mentor(s) engage mentees by discussing the content of the modules. The learning is individualized rather than taught with a generic set of objectives. The course can be delivered as a comprehensive effort addressing all 14 modules or specific modules selected by the state.

Another variation of group mentoring is sometimes referred to as flash or speed mentoring. This approach allows mentors with valuable knowledge, but limited time, to participate in short (30-60 minute) one-time exchanges.

For example, at the ASFPM annual national conference, potential mentees and mentors are invited to attend a session in which mentors share experiences, best practices and advice on pre-chosen topics. For each session, the mentor outlines a purpose, expectations and guidelines for the process. Participants in flash/speed mentoring should be provided information on the complete mentoring program.

Situational Mentoring

Situational mentoring is for mentoring in time-sensitive situations (e.g., help dealing with a disaster declaration for the first time).

This method allows ASFPM to meet a mentee's need for guidance and advice in a timely manner. Situational mentoring is often described as "the right help at the right time." This type of mentoring is characteristically short-term (but may lead to long-term partnerships) and focused on an immediate need or specific problem. The mentor, a subject matter expert with experience and insight, builds the mentee's confidence and competence through guidance and advice. A mentoring agreement is used to capture expectations, goals and ground rules for the exchange.

If you require immediate or time-sensitive assistance, please select Situational Mentoring for your mentoring request or [contact the program manager\(s\)](#).

Ask a Mentor

Ask a Mentor delivers quick, trusted feedback and advice on a specific question to a specific mentor through the program website. Answers are delivered to the mentee's email inbox.

Ask a Mentor is a simple method for allowing colleagues to help one another. It provides a mechanism for participants to ask questions, share strategies, explore best practices and discuss relevant topics – creating a sense of community and a professional network for sharing knowledge.

The **Ask a Mentor** functionality is built into the **Mentor Finder**. Mentees use filters to find a subject matter expert, then click on the “Ask a Question” button displayed on participating mentor profiles. Mentees must be logged into the website for the **Mentor Finder** and “Ask a Question” buttons to be visible.

When a mentee submits an **Ask the Mentor** question, an email is sent to the mentor with instructions to either answer the question or alert the mentee that they will need to ask a different mentor due to a knowledge gap or time constraints. Mentors are asked to reply-all to **Ask a Mentor** exchanges so that the program manager(s) can compile a list of **Common “Ask a Mentor” Questions** (as found in [Appendix E](#)).

Mentors are invited to respond based upon experience and subject matter knowledge. Mentees must understand that any advice given is not prescriptive and that there may be a variety of perspectives shared by responding mentors.

Neither a mentoring agreement, action plan, nor **Partnership Log** is necessary when using **Ask a Mentor**.

Two important notes about **Ask a Mentor**:

- Mentees are asked use the **Ask a Mentor** functionality built into the **Mentor Finder** instead of contacting mentors directly, unless there is a previous relationship.
- Mentees should only send **Ask a Mentor** questions to one mentor at a time. Should the mentee receive no response within three business days, then another request may be sent. If the response is time sensitive, the program manager(s) may assist to find another active mentor.

STEP 4: Mentor matching and assignment.

Mentor matches will be based upon the mentor's expertise relative to the mentee's area of need and the selected mentoring approach.

Mentees can select a preferred mentor by using the **Mentor Finder** filters and entering the mentor's name into the **Request Mentoring Form**. Although every attempt will be made to respect a preferred mentor designation when requested, the program manager(s) may choose to assign another mentor if: the selected mentor is not available; a mentee needs significant assistance in identifying their development needs; a mentee has been referred (e.g., new state NFIP coordinator); a mentee has a time-sensitive need; or specific mentor expertise is critical to partnership success. Whenever possible, partners will be assigned from within the same FEMA region. If a mentee does not request a preferred mentor, the program manager(s) will assign the best mentor available based on the mentees request.

The program manager(s) will contact mentors before assigning them a mentoring request. Mentors will have the option to refuse a partnership proposal.

ASFPM's policy is that for the one-on-one mentoring and **Ask a Mentor** formats, each mentor will work with only one mentee at a time. For group and situational mentoring formats, more than one mentor and/or mentee may engage in the relationship. Any circumstance requiring a mentor to support more than one mentee at a time must be approved by the program manager(s).

STEP 5: Establishing your mentoring partnership.

Upon a match being made, the program manager(s) will send the mentee and mentor partners a welcome email that contains a **Welcome Packet** and key templates to fill out and return to the program manager(s). After the program manager(s) sends this introductory email, a mentoring request becomes a mentoring partnership, and the mentor is the lead in establishing the relationship with the mentee. Successful and rewarding mentoring partnerships begin by using the framework of concepts, documents and tools developed by ASFPM to facilitate the mentoring relationship as described below.

The **Welcome Packet** contains the following information and documents:

Contact Information

The program manager(s) will populate the **Contact Information** in the welcome packet with the partner information. This document also lists the program manager's contact info, as well as the date and topic/issue of the mentoring request. Partners should update their contact information as needed throughout their partnership.

Mentoring Partnership Checklists

The partners each have a to-do list to guide them through their mentoring process. As the partnership progresses, partners should check items off of their list as they are completed.

SMART Goals Worksheet Template

Specific → **Measurable** → **Achievable** → **Relevant** → **Timely**

The ASFPM framework for mentoring uses good goals as the foundation for developing mentoring agreements, tracking progress and determining whether a partnership is successful. After formal introductions and each reading the welcome packet, the first thing for the partners to tackle is defining the goals of the partnership.

The partners should discuss the reasons and expectations for their mentoring partnership and develop one or more goals to drive their relationship. ASFPM suggests that mentees use the provided **SMART Goals Worksheet** to aid in defining partnership goals, with the Mentor's assistance. Copies of **Guidance for Creating SMART Goals** and the **SMART Goals Worksheet** can be found in the welcome packet and in [Appendix F](#) of this Handbook.

Once the partnership's goals are developed, they should then be integrated into the **Mentoring Agreement**.

Action Plan Template

Once the mentee and mentor have agreed to the goal(s) for the partnership, specific actions need to be identified to move the mentee toward their goal(s). Although the discussion may involve the mentee and mentor, creating the action plan is the responsibility of the mentee. ASFPM suggests that mentees use the provided **Action Plan Template** to aid in defining partnership goals. A copy of the **Action Plan Template** can be found in the welcome packet and in [Appendix G](#) of this Handbook.

If more than one goal has been identified, mentees should make an action plan for each goal.

Once the partnership's action plan is developed, the actions should then be integrated into the **Mentoring Agreement**.

Mentoring Agreement Template

Once the goal(s) and action(s) for the partnership have been identified, the partners should work together to develop their mentoring agreement. The **Mentoring Agreement** establishes the terms of the partnership and reflects the partners' understanding of their goals for, boundaries of, and roles in the mentoring relationship. An ASFPM mentoring partnership cannot commence until the mentee and mentor complete a mentoring agreement. All of the mentoring formats except for **Ask a Mentor** require the completion of a mentoring agreement by the mentee and mentor. Please note, however, that the Group Mentoring Agreement, a copy of which is included in [Appendix H](#), is a truncated version of the agreement described below.

As needed, the partners may ask the program manager(s) for assistance in developing their mentoring agreement.

The **Mentoring Agreement** is a fillable form in the welcome packet. Edit the mentoring agreement using the guidance above to answer the questions. **Once complete, sign and save as a PDF, and send it to the program manager(s).** The program manager(s) will then review the mentoring agreement, notify the partners if there are any issues, and, if there are no issues, file it in the program's records.

The mentee and mentor should refer back to the agreement as necessary throughout the partnership.

Find a copy of the **Individual Mentoring Agreement** and **Group Mentoring Agreement** templates in [Appendix H](#) and in the welcome packet.

STEP 6: Maintaining your mentoring partnership.

ASFPM recommends the partners review the [Resources and Tips for Building Successful Partnerships](#) section together and keep up with the required monthly partnership logs.

The **Partnership Log** is a way to track progress on actions and share feedback about any changes needed to the partnership or action plan. The log is intended to improve

interactions between mentee and mentor by providing regular feedback during the partnership. It is a tool for tracking progress on the planned activities and actions, gauging the compatibility of the relationship, and whether learning expectations are being met.

Submitting a Partnership Log

For a successful mentoring program, monitoring must take place. The **Partnership Log** focuses on monitoring participants' satisfaction with the process and their mentoring relationship by asking a series of questions that are tailored to the mentee or mentor role. The program manager(s) will send around a reminder to complete the monthly **Partnership Log** on 1st of the month every month, throughout the duration of the mentoring partnership.

The **Partnership Log** is completed and submitted through Survey Monkey. You will enter your name and role on the first page of the log. The next two pages ask participants to indicate how strongly they agree or disagree with statements regarding elements of their mentoring partnership. The final page asks about learning and development, and provides a comment area to freely discuss your partnership.

The mentee/mentor should reflect on their feedback and discuss whether changes are needed to improve progress and satisfaction. Any changes should be reflected in the action plan.

Please complete your first partnership log submission within two weeks of approval of a mentoring agreement. Submit partnership logs monthly for the duration of the partnership.

The program manager(s) should be consulted immediately with any unresolved issues or concerns and can provide copies of the partnership logs to the partners upon request. The program manager(s) may also step in to provide guidance if partnership issues arise in the submitted logs and will prompt partners to complete a log if they fail to do so. The program manager(s) has access to all submitted partnership logs.

Find copies of the **Partnership Log** in [Appendix I](#).

STEP 7: Closing your mentoring partnership.

Partners may use a defined duration, achievement of goals and actions, or other defined criteria to determine when a partnership should end. In most cases, closure will occur when the goals and actions have been completed, and the partners agree the benefits of

the relationship have been attained. The mentoring agreement includes a participant-defined closure.

Mentoring agreements may be canceled and partnerships may be closed prior to completing the action plan if:

- either participant feels the exchange is no longer positive or providing benefit, or
- the program manager(s) recognizes that a partnership is not making progress or no longer valued by the participants.

This type of closure will be considered a "no fault" mutual dissolution and participants will be asked to share "lessons learned" so that future partnerships may be improved and early closures avoided.

Participants should alert the program manager(s) when a partnership has been closed. Upon closure, the mentoring partners are expected to complete a **Partnership Evaluation** concerning whether the experience was positive, the partnership met their expectations, and the desired goals were achieved. The program manager(s) will not be responsible for supporting and monitoring closed partnerships.

Closure of one partnership must occur prior to the partners entering another partnership unless approved by the program manager(s) (i.e., mentor involved in more than one partnership at a time, or use of **Ask a Mentor** within the mentoring partnership activities).

STEP 8: Program and partnership evaluation.

It is expected that as the program is implemented, there will be opportunities for improvement that need to be identified. Participants input is essential to the process of building an effective mentoring experience for everyone. The **Partnership Evaluation** and **Ask a Mentor Feedback** forms focus on the broader program as well as partnership goal achievement. Feedback should identify any issues for improvement within the Mentoring Program.

All evaluation instruments will be emailed by the program manager(s). ASFPM may request additional training evaluation and feedback for specific mentoring learning and development activities via alternate verbal, written or online methods of monitoring and evaluation. Over time, additional training and long-range evaluation tools may be developed as the program matures and expands.

Via these evaluation tools, the program manager(s) will monitor the satisfaction of participants and make program improvements to ensure that mentoring exchanges are positive and worthwhile to those involved.

Partnership Evaluation Form

The **Partnership Evaluation Form** was developed to collect relevant information that can be used for decision-making as the program moves forward. It focuses on how well the partnership has accomplished the desired goals within the program framework.

The program manager(s) will send a link to the **Partnership Evaluation** when the partners agree the goals of their partnership have been met or that it is time to end the partnership (see the previous section, **Closing a Partnership**). The evaluation should be completed in a timely manner upon receipt from the program manager(s).

Find a copy of the **Partnership Evaluation Form** in [Appendix J](#).

Ask a Mentor Feedback Form

Ask a Mentor Feedback is collected in an online survey. The short survey captures each participant's satisfaction with the experience and provides an opportunity for comment. The survey asks participants to indicate how strongly they agree or disagree with five statements regarding their **Ask a Mentor** experience.

The program manager(s) will provide the mentee/mentor with a link to access the feedback survey two weeks after submission of the **Ask a Mentor** question. Mentees/mentors are asked to complete the feedback survey within 1-3 days of receipt.

Find the **Ask a Mentor Feedback Form** in [Appendix K](#).

Resources and Tips for Building Successful Mentoring Partnerships

This part of the **Mentoring Handbook** describes various resources, methods, topics, and proven tips for improving your communication to help ensure a rewarding and beneficial mentoring experience.

Resources

The [Resources](#) page on the ASFPM Mentoring Program website contains many resources that have been developed or curated by ASFPM to facilitate successful mentoring engagements and address state-specific needs. A few of these resources include:

- [Effective State Floodplain Management Programs](#), which provides a blueprint of 10 guiding principles for designing an effective state program to reduce losses and damage from floods and protect natural floodplain resources.
- [FEMA CAP-SSSE Program Gap Analysis Tool, User Manual and Methodology Report](#), which help states identify resource gaps to perform core CAP-SSSE activities and contain valuable information on the average level of effort required to perform many CAP activities, such as CAVs, CACs, etc., based on a national survey of NFIP state coordinators.
- **Floodplain Management State Program Survey series** is the result of ASFPM tracking state floodplain management capability over the past three decades. The most recent [survey and report are from 2017](#). Reports from [2010](#) and [2003](#) are also available.
- [Building Effective State Floodplain Management Programs, Strategic Planning Methodology and State Guidance](#), which is a self-contained workbook to help take state programs to the next level by tackling questions such as: What do you want your program to look like in five years? How do you strategically plan for your program to grow?

- **[State Floodplain Manager One-on-One Training Modules](#)**, which are a set of 14 PowerPoints – one for each training module – tailored to state floodplain managers and focused on some of the most relevant topics to state floodplain managers, as described below.

State Floodplain Manager One-on-One Training Modules

The **[State Floodplain Manager One-on-One Training Modules](#)** address key topics for state floodplain management program coordinators, state NFIP coordinators, state flood mapping coordinators, and their staff. They include:

- Guiding principles for effective state floodplain management programs (Modules 1 & 2)
- Organizations, agencies and policies framing floodplain management (Modules 3 & 4)
- State authority and NFIP coordination (Module 5)
- Hazard identification and risk assessment, including flood insurance studies and maps (Module 7)
- Community Assistance Program core and advanced activities (Modules 6, 8 & 9)
- Flood insurance (Module 10)
- State disaster response and recovery responsibilities (Module 11)
- Integrating state floodplain management with other state agency programs and policies (Module 12)
- Federal and state hazard mitigation programs and NFIP opportunities for mitigation (Module 13)
- Respect for floodplain functions and resources (Module 14)

These **State Floodplain Manager One-on-One** training modules are mostly utilized in group mentoring sessions. They can also be used, however, as a resource in situational and one-on-one mentoring relationships, either as originally intended in presentation format or as a reference for the mentor or mentee.

Activities & Learning Opportunities

Adults learn in a variety of ways. As mentors work through the mentoring process and begin to understand what mentees need and want to achieve from mentoring, they should think about the existing learning activities and opportunities available, then choose the best approach to achieve the desired outcome. Certain activities work better when delivered in specific mentoring formats. ASFPM will connect mentees and

mentors with known activities or learning opportunities and, as needed, may develop additional specific training(s) to build mentees' and mentors' skills and improve the overall mentoring experience. Often available mentoring activities and learning opportunities include:

- **Constructive Feedback:** Offer review, comment and guidance to develop your mentee's critical thinking and problem-solving abilities.
- **Developmental Assignments:** Consider what your mentee might learn from actually applying knowledge or a skill in which they have been trained. Offer review and comment to guide their growth and development to new levels. However, be sensitive to workloads and incorporate mentee development into existing work tasks when possible.
- **Hands-On Trainings:** There are a variety of training resources available through ASFPM, including the **State Floodplain Manager One-on-One** trainings described above.
- **Self-Assessments:** Often, doing homework such as various types of self-assessments can improve a mentoring experience. The resources tab on the mentoring website has several self-assessment tools and checklists that may be used by mentees independently or as part of a mentoring experience.
- **Shadowing:** Look for opportunities to include your mentee. They can observe your strong competencies in a specific knowledge area or ability. For information on travel and reimbursement requests, see [Appendix L](#).
- **Webinars and Other Online Offerings.**
- **Workshops:** Group training or panel discussions at ASFPM or other conferences are an appropriate way to transfer knowledge, share a best practice or introduce a new technology or skill. Mentoring priorities that may be addressed in workshop sessions could include: strategic planning (process guidance or facilitated), the role of the state NFIP coordinator, flood hazard identification and risk assessment, mitigation grant program administration, and state and local mitigation planning.

ASFPM-led or hosted opportunities for training and developing the skills and knowledge for successful partnerships will be promoted by the program manager(s). All training will include an evaluation to gather feedback and determine whether the goals and objectives of the mentoring program are being met in an effective way and to identify if improvement in content or personnel is needed.

Knowledge Areas

ASFPM has identified comprehensive knowledge areas for professionals who want to effectively manage floodplains and become recognized as Certified Floodplain Managers. All of the learning and knowledge areas are topics for discussion in identifying mentee needs, and mentor learning and development activities:

- Physical processes that impact streams, shores, floodplains and watersheds
- Biological processes active in floodplains
- Human interaction with floodplains and drainage basins
- Risk assessment models and tools
- Policies, guidance and plans for water resource management
- Management skills
- Mitigation role
- Preparedness, response and recovery role
- Organizations, agencies and programs with floodplain management influence/interest

Communication Tips



How to Be a Good Listener

In all roles of a mentoring partnership, it is critical to be a good listener. This means actively engaging in communication, for example:

- Give your undivided attention when the other person is speaking.
- Don't use your phone, computer or be distracted when you are communicating with your partner.
- Avoid interrupting and let the other person express them self.
- Be aware of nonverbal cues (e.g., nodding, frowning, smiling and loss of eye contact) when in face-to-face situations.
- Summarize and paraphrase to make sure you heard and understood what the other person said.

How to Ask Good Questions



As a mentor, you want to develop your mentee's ability to think for him/herself. Asking thought-provoking questions is one way to achieve this.

Strive for questions that cannot be answered in one word. You want to encourage the mentee to reflect on their experience and learn from yours. Some examples of open-ended, exploratory questions are listed below.

- Why did you choose to concentrate on this topic?
- What is your understanding of the issue/concern?
- What information supports your assessment? What are other people's perceptions of this issue?
- What assumptions are you making?
- What other ideas do you have?
- What have you learned in a past experience that you didn't expect to learn?
- What are the reasons behind the issue/concern?
- Have you tried to resolve this issue/concern before? Why or why not? If so, what was the result?
- What choices can you identify?
- What progress have you made?
- How are you using the things/ideas that we have spoken about?
- What results do you expect?

In addition to asking exploratory questions to assess issues and gain broader understanding, mentors also use empowering questions to encourage the mentee to think for him/herself rather than look to you for answers. Some of the following are examples of empowering questions.

- Which skill(s) do you want to develop?
- What strategies come to mind when looking at a situation?
- What do you see as possible solutions here?
- What are your desired outcomes? Are these outcomes reasonable for your situation?
- What resources will help you move forward? How will you obtain the resources that you need?
- Who are the key players from whom you need help?
- What things might help or hinder you?
- What other information do you need to find a solution?
- What is the first step you need to take to achieve your desired outcome?
- What alternative strategies should you develop? What might go wrong with your plan?
- How will you know that you have mastered or successfully enhanced a skill, ability or knowledge?
- How will you apply your new skill, ability or knowledge?

How to Give Constructive Feedback



Remember that feedback should be a teaching or guiding opportunity. Deliver it with a positive attitude. There will likely be times when it is appropriate for both partners to provide feedback to one another. As a friendly reminder:

Do:

- Make good eye contact if you are meeting face-to-face or video conferencing.
- Stay interested.
- Show that you understand and agree or disagree with feedback that you receive.
- Keep a calm tone of voice when giving verbal feedback. Choose your words carefully and explain clearly if providing written feedback.
- Maintain a relaxed posture even if the situation is tense or feedback is not well received.
- Use "I" statements with examples and draw on your experience in trying to share information.
- Avoid a statement that describes a person instead of an action.
- Give specific feedback.
- Give the other person a chance to ask questions and share a viewpoint.
- Listen carefully to words, but also be aware of feelings and body language.
- Allow time and privacy for feedback. Uninterrupted time is best.
- Help your mentee plan for next steps. Ask questions such as: What can you do to reach your desired outcome? What are your ideas about how to solve this challenge? What resources are available to you? What can I do to help you?

Don't:

- Reduce your eye contact, scowl or narrow your eyes if giving feedback face-to-face.
- Have tense or take aggressive posture (e.g., leaning in, folding arms, pushed-back, and hands on hips).
- Create distraction from message (e.g., rocking, bouncing/tapping a pen, nervousness, defensive).
- Add a "but" or "however" to discount the feedback.
- Interrupt when the other person is responding.

How to Receive Constructive Feedback



Feedback should be thought of as a learning opportunity. Accept it with a positive attitude.

Do:

- If you need more information, ask for clarification or specific examples.
- Paraphrase and repeat back to make sure you understood what was said. Do this until you are clear on the feedback.
- Provide relevant background information and explanations. Elaborate if needed to clarify your partner's understanding.
- Listen carefully and don't become defensive. Remember, this is a learning opportunity.
- Compare this feedback with other feedback you have received.
- Discuss strategies and next steps. Discuss possible solutions and remember you are driving your bus!
- Seek follow-up to feedback sessions and share any progress or hurdles with your partner.

Don't:

- Interrupt another person when they speak.
- Make excuses.
- "Think ahead" to prepare your rebuttal to a comment, since you may miss an important piece of information.

Common Pitfalls to Avoid

- Minimize distractions and give your attention to your partner. Avoid multitasking, especially if you are communicating through online tools.
- Don't provide too much feedback to your partner. The correct amount will act as guidance and encourage self-development.
- Accept constructive feedback in a positive way and avoid becoming defensive.
- Don't discount a partner's thoughts, feelings or concerns.
- Avoid cancelling or rescheduling planned contacts at the last minute.
- Maintain realistic expectations of what you and your partner can accomplish.
- If you are in a mentor role, do not allow a mentee to become too dependent upon you.
- If you are in the mentee role,
 - Don't expect the mentor to have all of the answers or remove all of the obstacles in your way.
 - Make sure you "own" your issues and challenges and accept responsibility for addressing them.

Appendices

Appendix A. ASFPM's Confidentiality Policy

It is ASFPM's policy to protect the confidentiality of mentoring program participants. Minimal information will be collected to support needs assessment and matching. Participants are expected to treat information related to their partnership as confidential. It is the responsibility of the program manager(s) to establish and enforce a level of program confidentiality that encourages open sharing of information and feedback.

Appendix B. Mentee Registration Form



Below please find screenshots of the **Mentee Registration Form** which is an online form embedded on the [Register as Mentee](#) page of the ASFPM Mentoring website.

Orientation

Orientation is required to understand the ASFPM Mentoring Program. *

☐ Yes, I watched the orientation.

State Official

Are you a state official? *

Mentoring is currently only available for those working in an official capacity for a state agency or organization. Please review the [Eligibility Policy](#).

☐ Yes, I am a state official.

State Agency/Organization *

Account Creation

Username *

This is the username that you will use to log into the website.

Password *

Enter Password

Confirm Password

Strength indicator

Personal Information

Name *

First

Last

Certified Floodplain Manager

Check this box if you are currently a CFM (meaning that your certification has not expired, or been suspended or revoked).

☐ Yes, I am a CFM.

Work Address *

Street Address

Address Line 2

City

State

ZIP Code

Work Email *


This website requires a unique email address to create an account as either a mentee or mentor.

Work Phone *

Cell Phone *

reCAPTCHA

☐ I'm not a robot


reCAPTCHA
[Privacy](#) - [Terms](#)

Appendix C. Mentor Registration Form



Below please find screenshots of the **Mentor Registration Form** which is an online form embedded on the [Become a Mentor](#) page of the ASFPM Mentoring website.

Orientation

Orientation is required to understand the ASFPM Mentoring Program. *

☐ Yes, I watched the orientation.

Account Creation

Username *

Password *

Enter Password

Confirm Password

Personal Information

Name *

First

Last

Certified Floodplain Manager

Check this box if you are currently a CFM (meaning that your certification has not expired, or been suspended or revoked).

☐ **Yes, I am a CFM.**

FEMA Region *

Where you work if active, or where you live if retired/consulting on your own.

Address *

Use your work address if you are a current official. Please use your current mailing address if you are a retired official.

Street Address

Address Line 2

City

State

ZIP Code

Work Email *

This website requires a unique email address to create an account as either a mentor or mentee.

Work Phone *

Cell Phone *

For current or former state floodplain management staff

How long have you worked in floodplain management at the state level? *

Choose zero if you have never been state floodplain management program staff.

How long have you worked in the field of floodplain management (total including non-state experience)? *

Choose zero if you have never worked in the field of floodplain management.

For current or former state hazard mitigation program staff

How long have you worked in hazard mitigation at the state level? *

Choose zero if you have never been state hazard mitigation program staff.

How long have you worked in the field of hazard mitigation (total including non-state experience)? *

Choose zero if you have never worked in the field of hazard mitigation.

Mentoring Expertise

Please check the following areas where you feel you have sufficient expertise to be a mentor as described in orientation. *

Check all that apply

- ☐ **Organizational Management**
- ☐ **Strategic Planning / Staff Planning**
- ☐ **Project Management**
- ☐ **Interagency Coordination (federal programs)**
- ☐ **Interagency Coordination (state programs)**
- ☐ **FEMA HMA Grant Program Administration**
- ☐ **NFIP State Coordinator Role (and expected activities)**
- ☐ **CAP-SSSE Administration**
- ☐ **Flood Hazard Identification / Mapping (levees, coastal, riverine, arid)**
- ☐ **CTP Participation**
- ☐ **CRS Participation**

- ☐ Risk Assessment Models and Tools
- ☐ Flood Insurance
- ☐ Floodplain Management Standards, Building Codes and Land-use Regulations
- ☐ Flood Hazard Mitigation Techniques (general)
- ☐ Floodproofing Techniques
- ☐ Cost-Benefit Analysis
- ☐ Post-Disaster Floodplain Management
- ☐ State Hazard Mitigation Planning
- ☐ Local Hazard Mitigation Planning
- ☐ Natural Floodplain Functions and Resources
- ☐ Stormwater Management
- ☐ Hydrology and Hydraulics

Types of Mentoring

Please review the [Mentoring Program Approaches](#).

Which types of mentoring activities are you willing to participate in? *

- ☐ One-on-One Mentoring
- ☐ Group Mentoring
- ☐ Situational Mentoring
- ☐ Ask a Mentor

Biography and Headshot

Provide a one paragraph professional biography of your work history. *

Focus on floodplain management experience and include a sentence or two for each topic area marked in the Mentoring Expertise section above.

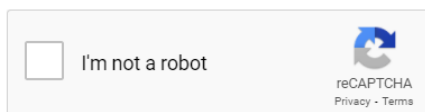
Provide a headshot photograph. *

Upload a .jpg, .png or .gif image that is smaller than the 2MB size limit.

No file chosen

Accepted file types: jpg, png, gif, Max. file size: 100 MB.

reCAPTCHA



Appendix D. Request Mentoring Form



Below please find screenshots of the **Request Mentoring Form** which is an online form embedded in each mentees' [My Profile](#) page of the ASFPM Mentoring website.

Request Mentoring

Submit this form to initiate a mentoring partnership. *

Learn more about [Mentoring Approaches in the Mentoring Handbook](#).

Use the [Mentor Finder](#) to find a preferred mentor or to [Ask a Mentor](#) a question.

☒ **One-on-One Mentoring**

☐ **Group Mentoring**

☐ **Situational Mentoring**

Submit a request for One-on-One Mentoring.

Application Name *

Create a logical name for your request (e.g. Need primer on State Hazard Mitigation Planning, Help with CAP-SSSE questions, or Would like to learn more about CRS participation)

What is the topic/issue you need mentoring assistance with? *

Please be as specific as possible.

When do you need this mentoring? *

Use specific dates if you know. Use a range of dates if many times work.

What is the preferred method of mentoring? *

☐ **Teleconference**

☐ **Webinar**

☐ **In-Person**

☐ **No Preference**

☐ **Other**

Do you have a preferred mentor? *

If you have a preferred mentor, copy/paste or type their name in the "Other" option.

Based on availability and Program Manager review, the best mentor for your situation will be assigned.

☐ **I do not have a preferred mentor, allow the Program Manager to find the best option**

☐ **Other**

Submit

NOTES:

- The Situational Mentoring Request Form is the same as the One-on-One Mentoring Request Form pictured above with the “When do you need this mentoring?” question omitted, because it is assumed the request is urgent.
- The Group Mentoring Request Form is the same as the One-on-One Mentoring Request Form pictured above with one additional question after the “What is the topic/issue in which you need mentoring assistance?” question asking “What is the size of the group to be mentored/trained?”:

What is the size of the group to be mentored/trained? *

Use an approximate range if you are unsure of the exact number of people.

Appendix E. Common "Ask a Mentor" Questions

This section will be developed as the program matures.

Appendix F. SMART Goals



On the next page, find PDF copies of the **Guidance for Creating SMART Goals** and the **SMART Goals Worksheet** template which is also included in the **Welcome Packet** provided by the program manager(s) when a mentor match is made.

Guidance for Creating SMART Goals

The ASFPM framework for mentoring uses good goals as the foundation for tracking progress and determining that your partnership is successful. The mentee and mentor should develop SMART goal(s) to drive their partnership.

SMART goals are Specific, Measurable, Achievable, Relevant, and with a Time frame. The following questions will help the mentee and mentor to form goals that are SMART.

What is my initial goal? Think about the outcome you would like to obtain at the end of your mentoring partnership.

To make your partnership goal(s) SMART, address the five components originally identified by Peter Drucker in his *Management by Objectives* guidance.

Components of a SMART Goal	Is my goal SMART?
Specific: What are you going to do?	Simple and clear language describe “what,” “why,” and “how” you will accomplish your goal.
Measurable: What will change?	Identify something that shows you are making progress or have reached your goal. Having more than one indicator or milestones maybe helpful.
Achievable: Is this realistic and feasible?	Given your current resources and capabilities, is this goal a challenge/stretch? Have others achieved this or similar goals? Will practice and increased knowledge, skill and ability allow you to reach your goal?
Relevant: How does this goal fit with the bigger picture?	Does the goal fit with your priorities? What benefit or outcome will you receive if the goal is achieved?
Time-framed: Does the timeframe give you a practical sense of urgency?	Will you be challenged without feeling overwhelmed? Do you have the resources and support to complete the activities within the timeframe?

Initial Goal Example:

As the State Floodplain Manager or NFIP State Coordinator, I want to have an effective state floodplain management program that includes coordination of the National Flood Insurance Program activities.

I need to transition my broad and generic goal into something that I can measure, specific actions that I want to accomplish, and estimates of the amount of time and resources I will need to make it feasible.

Guidance for Creating SMART Goals

SMART Goal Example:

This year I will participate in an ASFPM mentoring partnership in order to develop my ability to think strategically and use strategic assessment/planning tools as I develop an effective state floodplain management program.

SMART Goal Explanation:

What = "...develop an effective state floodplain management program...";

How = "...participate in an ASFPM mentoring partnership...";

Why = "...to develop my ability to think strategically and use strategic assessment/planning tools...."

The **measurement** is whether or not I participate in a mentoring partnership this year. Additional indicators are if my knowledge of the 10 effective program elements and core competencies for floodplain managers has increased at the end of the partnership.

My goal is **achievable** since I am committing sufficient time (six-month mentoring partnership) and am willing to learn a strategic process and tools for making my state floodplain management program effective. I will acquire knowledge of the elements in an effective program and strategically assess how my current program and competencies compare to an effective program. I will then be able to take actions that result in a change to move the program/staff in the direction of an effective state floodplain management program.

The goal is **relevant** to my role as a state floodplain program manager. The **result** of the goal is that I will develop new skills for thinking strategically and applying strategic tools to assess my program, personal and staff competencies. I will be involved in a variety of activities and practices throughout the mentoring partnership that make my goal achievable.

I have established a **time-frame** of one year to participate in a mentoring partnership. Additionally, I am estimating that I need to commit at least six-months to the mentoring partnership, to realistically learn and develop my skill set for strategically assessing my program and identifying actions to make it more effective.

Sub-goals include understanding the elements of an effective state program and the competencies for Certified Floodplain Managers®.

SMART Goal Worksheet

What is my initial goal? _____

Identify the five components for your goal(s) and then compile a SMART goal(s) for what you want to accomplish by completing the questions that follow:

1. **Specific** – What am I going to do? How? Why?

2. **Measurable** – What do I expect to change? How am I measuring that change?

3. **Achievable** – Does my commitment match my goal level?

4. **Relevant** – How does the result or benefit of this goal fit with my priorities?

5. **Time framed** – By when will I accomplish what I stated I will do?

SMART Goal(s)*

* If you have more than one goal for your mentoring partnership, complete a worksheet for each goal.

Appendix G. Action Plan Template



On the page after the guidance below, find a copy of the **Action Plan Template** which is also included in the **Welcome Packet** provided by the program manager(s) when a mentoring match is made. Use the guidance below to provide answers to the questions in the action plan.

Step 1: Select a learning area for development and improvement.

- Considering the goal(s) of the partnership, identify the skills, knowledge, abilities or behaviors that will benefit from further development. Focus on the desired outcome. Building on strengths can be as effective as addressing areas of weakness.
- ASFPM has developed some [strategic assessment tools and processes](#) (e.g., recommended benchmarks for effectiveness, strategic planning, self-assessment, SWOT assessment and CAP gap analysis) to help identify where you need/want to make improvements.

Step 2: Review the SMART Goal(s) you prepared to understand the desired result.

- What problem are you addressing or what opportunity are you taking?
- What do you need to change or do to make the goal(s) reality?
- ASFPM mentoring activities provide for formal (e.g., training, conferences and workshops) or informal (e.g., process guides, best practice documentation, resource materials and **Ask a Mentor**), and passive (e.g., reading and shadowing) or active (e.g., assignments, practice and special projects) exchanges throughout the partnership.

Step 3: Create the mentoring actions.

- What activity/action can you easily incorporate into your daily routine?
- What is likely to help develop your target area and achieve your goal(s)? For example, if you need to acquire some new knowledge, training may be the activity that you choose. You may have been trained in strategic planning, but not have applied the process and tools to an evaluation of your program – feedback or advice may be helpful. You may be good at the day-to-day aspects of your job, but desire to learn more about the policies that drive floodplain or national practices – working on an ASFPM committee or special project can provide additional skills and abilities.
- Identify multiple, specific activities or actions that you will undertake in the mentoring partnership.

Step 4: List support mechanisms.

- Aside from what the partners bring to the relationship, what other people, things or information do you need to obtain your desired result (e.g., technology, travel, staff and funding)?

Step 5: Timeframe and milestones.

- What needs to be scheduled to ensure that your commitment is consistent with your goal?
- An overall deadline for activities will be somewhat defined by the duration of the partnership. However, there may be a necessary sequence for individual activities. For example, you may need to take a training to learn a new skill or gain knowledge before you can practice or apply it.
- Identify some milestones and interim deadlines. For example, the goal may be to develop a strategic plan for implementing an effective state floodplain management program. The initial step may be to complete a strategic planning training, followed by practice using strategic analysis tools, with a final result of writing a long-range strategic plan. Your milestone events are completing training, practice and feedback on using tools and review/feedback on a draft strategic plan. The deadlines should fit within your overall commitment to the partnership and mark progress toward the desired result.

Step 6: Establish criteria for success.

- Is the partnership a positive experience for you?
- Discuss how you will know if you are making progress.
- Completing actions and activities is one way to measure progress. However, it is also important to measure if your knowledge and skills are growing.

Action Plan *(complete and return to Program Manager)*

Mentees/Mentors should review the goal(s) for their partnership as laid out in their completed SMART Goals Worksheet and identify a variety of specific activities that the mentee should undertake to develop the skills and abilities that they wish to improve. *If you have more than one goal for your mentoring partnership, duplicate these elements for each goal by using the "Copy/paste." function to create an action plan document for each goal.*

Development Area:

Considering the goal(s) of the partnership, identify the skills, knowledge, abilities or behaviors that will benefit from further development.

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Developmental Goal/Objective (SMART):

What are the goals of your partnership? Review your SMART Goals Worksheet responses and list your final goals here.

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Actions – What will you do to meet these goals?

Mentee Action Items:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Mentor Action Items:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

What resources or support do you need?

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

When will the activity start and end?

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Criteria for success – Milestones? What changes when you achieve the goal?

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Appendix H. Mentoring Agreement Template



On the next page, find PDF copies of the **Individual Mentoring Agreement** and **Group Mentoring Agreement** templates which are also included in the **Welcome Packet** provided by the program manager(s) when a mentor match is made. The following guidance helps partners formulate a mentoring agreement:

Step 1: Set goals for the partnership.

- Why do you want to be in a mentoring partnership?
- Form one or two goals following the [SMART Goals guidelines](#).

Step 2: Identify potential obstacles to achieving your goals.

- Anticipate hurdles or barriers that might prevent you from achieving the identified goals.
- Develop a plan for overcoming or working around the barriers and hurdles.

Step 3: Discuss mutual expectations and boundaries for your mentoring partnership.

- Discuss the respective roles of the mentee/mentor. Who will do what? How do you expect each other to behave? What are some characteristics that you desire in a good mentee/mentor? Do you want to set any ground rules?
- Discuss availability and time commitment. Is your time commitment sufficient for the actions and activities needed to achieve your goals?
- Agree to an approximate length for the relationship.
- Review the [Confidentiality Policy](#).

Step 4: Establish how your partnership will work.

- Decide on a preferred method of contact (e.g., face-to-face, telephone, email, partnership workspace, video chat, etc.).
- Decide how frequently the mentee and mentor will contact one another. Who is responsible for initiating contact?
- Discuss how and when feedback will be provided. What will you do if actions and activities are not completed as planned?

Step 5: Agree to monitor progress and evaluate your mentoring experience.

- The program requires partners to submit a [Partnership Log](#) monthly and complete a [Partnership Evaluation](#) upon ending the partnership.

Step 6: Discuss how you will decide on the closure of your partnership.

Individual Mentoring Agreement

Complete and return to Program Manager. Refer to Appendix H of the web or PDF Handbook for further guidance as needed.

The mentee and mentor jointly complete this mentoring agreement after discussing the goals, objectives and reasons for forming a partnership as well as their mutual expectations for how it will work. Both partners understand and agree that:

- The mentoring partnership is voluntary, with benefits expected for both the mentee(s) and mentor(s);
- Commitment and engagement are necessary for both partners;
- The relationship can be dissolved at any time upon the request of either partner and is a no-fault partnership;
- Confidentiality shall be practiced in accordance with ASFPM policy and guidance;
- If conflicts arise in the partnership, the participants may offer solutions and will seek advice from the Program Manager;
- If the learning relationship is dissolved before accomplishing a goal, the partners agree to use closure as a learning opportunity and provide the Program Manager with a final evaluation that identifies what went wrong or could have been done differently.

We agree that this mentoring partnership will focus on the following SMART Goal(s) and objective(s):

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

The specific skills, knowledge, opportunities, activities and experiences needed to meet the goals will be noted in the action plan. We have discussed the following possible barriers to achieving the identified goal(s) and objective(s):

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Actions to overcome the barriers include:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Mentor's role and expectations:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Mentee's role and expectations:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We will interact regularly and communicate with each other until we accomplish our goal(s) or for a maximum of (specify a time frame).

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Our preferred method of interaction is (e.g., phone calls, emails, face-to-face, video chat):

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Our desired frequency of contact is:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We anticipate that the length of our interactions should be:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

This mentoring experience will conclude when:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We agree that our partnership is based on sharing and learning, and that we are committed to personal and professional growth. We will keep the **Contact Information** document current. To assist ASFPM in determining the success of the Mentoring Program, we will monitor and evaluate our partnership. We will accomplish this by sharing feedback with one another on the established schedule, using the ASFPM Partnership Log to track our progress periodically, and completing the ASFPM Partnership Evaluation at the conclusion of our partnership.

Mentor Signature:

Date:

Mentee Signature:

Date:

Group Mentoring Agreement

Complete and return to Program Manager. Refer to Appendix H of the web or PDF Handbook for further guidance as needed.

The mentee group lead and mentor(s) jointly complete this mentoring agreement after discussing the goals, objectives and reasons for this group mentoring session as well as their mutual expectations for how it will work. All parties understand and agree that:

- The mentoring partnership is voluntary, with benefits expected for both the mentee(s) and mentor(s);
- Commitment and engagement are necessary for both partners;
- The relationship can be dissolved at any time upon the request of either partner and is a no-fault partnership;
- Confidentiality shall be practiced in accordance with ASFPM policy and guidance;
- If conflicts arise in the partnership, the participants may offer solutions and will seek advice from the Program Manager;
- If the learning relationship is dissolved before accomplishing a goal, the partners agree to use closure as a learning opportunity and provide the Program Manager with a final evaluation that identifies what went wrong or could have been done differently.

We agree that this mentoring partnership will focus on the following SMART Goal(s) and objective(s):

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

The specific skills, knowledge, opportunities, activities and experiences needed to meet the goals are:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We have discussed the following possible barriers to achieving the identified goal(s) and objective(s):

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Actions to overcome the barriers include:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Mentor's role and expectations:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Mentee group's role and expectations:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We will interact regularly and communicate with each other until we accomplish our goal(s) or for a maximum of (specify a time frame).

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Our preferred method of interaction is (e.g., phone calls, emails, face-to-face, video chat):

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

Our desired frequency of contact is:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We anticipate that the length of our interactions should be:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

This mentoring experience will conclude when:

- **[ADD YOUR AGREED UPON PARTNERSHIP'S SPECIFICS HERE]**

We agree that our partnership is based on sharing and learning, and that we are committed to personal and professional growth. We will keep the **Contact Information** document current. To assist ASFPM in determining the success of the Mentoring Program, we will monitor and evaluate our partnership. We will accomplish this by sharing feedback with one another on the established schedule, using the ASFPM Partnership Log to track our progress periodically, and completing the ASFPM Partnership Evaluation at the conclusion of our partnership.

Lead Mentor Signature:

Date:

Mentee Group Lead Signature:

Date:

Appendix I. Partnership Log



On the next page, find a PDF copy of the **Partnership Log** which is an online form hosted on SurveyMonkey.com.



Mentoring Partnership Log

ASFPM Mentoring Program (Page 1 of 4)

Mentees/Mentors are asked to submit a partnership log within two weeks of creating a partnership agreement. Mentees/Mentors are expected to submit a partnership log monthly during a partnership.

It is ASFPM's policy to protect the confidentiality of the Mentoring Program participants. Every effort will be made to collect minimal information to support needs assessment and matching. Mentees/Mentors are expected to treat information related to their partnership as confidential. It is the Program Manager's responsibility to establish and enforce a level of program confidentiality that encourages open and honest sharing of information and feedback.

* Name:

* I am the...

☐

mentor

☐

mentee



Mentoring Partnership Log

Mentor Log (Page 2 of 4)

* Enter name of your mentee:

Please indicate how strongly you agree or disagree with the following statements regarding elements of your mentoring partnership:

(1 star = Highly Disagree ... 5 stars = Highly Agree)

* Interaction is regular.

☐ ☐ ☐ ☐ ☐

* Clear goal(s) and objective(s) have been set.

☐ ☐ ☐ ☐ ☐

* Trust and confidentiality have been established.

☐ ☐ ☐ ☐ ☐

* Appropriate amount of time has been allocated to the partnership.

☐ ☐ ☐ ☐ ☐

* My mentee listens well and is responsive.

☐ ☐ ☐ ☐ ☐

* Mentoring partnership is working well.

☐ ☐ ☐ ☐ ☐



Mentoring Partnership Log

Mentee Log (Page 2 of 4)

* Enter name of your mentor:

Please indicate how strongly you agree or disagree with the following statements regarding elements of your mentoring partnership:

(1 star = Highly Disagree 5 stars = Highly Agree)

* Interaction is regular.

☐ ☐ ☐ ☐ ☐

* Clear goal(s) and objective(s) have been set.

☐ ☐ ☐ ☐ ☐

* Trust and confidentiality have been established.

☐ ☐ ☐ ☐ ☐

* Appropriate amount of time has been allocated to the partnership.

☐ ☐ ☐ ☐ ☐

* My mentor listens well and is responsive.

☐ ☐ ☐ ☐ ☐

* Mentoring partnership is working well.

☐ ☐ ☐ ☐ ☐



Mentoring Partnership Log

Mentee/Mentor Log (Page 3 of 4)

Please indicate how strongly you agree or disagree with the following statements regarding elements of your mentoring partnership:

(1 star = Highly Disagree ... 5 stars = Highly Agree)

* ASFPM is supportive of our partnership.

★ ★ ★ ★ ★

* Mentoring action plan and partnership log are helping to keep interactions on track.

★ ★ ★ ★ ★

* Progress on learning/development activities has occurred in the last month.

★ ★ ★ ★ ★

* Were there any barriers encountered during the mentoring process?

- ☐ Yes
☐ No

(Only answer this question if you answered 'Yes' to the previous question) Barriers encountered during the mentoring process have been resolved.

★ ★ ★ ★ ★

* Mentoring partnership is meeting expectations.

★ ★ ★ ★ ★

* Mentoring relationship should continue.

★ ★ ★ ★ ★

Additional comments:



Mentoring Partnership Log

Mentee/Mentor Log (Page 4 of 4)

* Are you learning and developing as a result of your partnership experiences and activities?

☐ Yes

☐ No

* In response to last question, why or why not?

Please note any changes that you would like to see made to your partnership.

Appendix J. Partnership Evaluation Form



On the next page, find a PDF copy of the **Partnership Evaluation Form** which is an online form hosted on [SurveyMonkey.com](https://www.surveymonkey.com).



Mentoring Partnership Evaluation

ASFPM Mentoring Program (Page 1 of 4)

Mentees/Mentors are asked to evaluate their mentoring experience after the conclusion of a partnership. Your feedback is essential to an effective mentoring program.

It is ASFPM's policy to protect the confidentiality of the Mentoring Program participants. Every effort will be made to collect minimal information to support needs assessment and matching. Mentees/Mentors are expected to treat information related to their partnership as confidential. It is the Program Manager's responsibility to establish and enforce a level of program confidentiality that encourages open and honest sharing of information and feedback.

* Name:

* I am the...

☐

mentor

☐

mentee



Mentor Feedback (Page 2 of 4)

* Enter name of your mentee:

Please indicate how strongly you agree or disagree with the following statements after participating in the ASFPM Mentoring Program:

(1 star = Highly Disagree ... 5 stars = Highly Agree)

* I was prepared for my experience after completing the orientation.

☐ ☐ ☐ ☐ ☐

* The program's online registration, profile creation and matching process were efficient and easy to use.

☐ ☐ ☐ ☐ ☐

* I believe that the mentoring agreement and action plan provided clear guidance and kept the partnership focused on the goals.

☐ ☐ ☐ ☐ ☐

* I believe that my time in the mentoring partnership was valuable and that I personally benefited from the experience.

☐ ☐ ☐ ☐ ☐

* I am satisfied with the commitment and ownership of development by my mentee.

☐ ☐ ☐ ☐ ☐

* The Program Manager was easily accessible, easy to talk to and provided advice as needed.

☐ ☐ ☐ ☐ ☐

* I am satisfied with the frequency of contact and the duration of my mentoring relationship.





Mentor Feedback (Page 3 of 4)

Please indicate how strongly you agree or disagree with the following statements after participating in the ASFPM Mentoring Program:

(1 star = Highly Disagree ... 5 stars = Highly Agree)

* I found the program to be flexible (e.g., topics, time commitment and methods of interaction) and scalable (e.g., basic concepts to advanced practices).



* I had a positive professional experience as a direct result of the activities and actions I completed during my mentoring partnership.



* I learned new things and will recommend mentoring to my peers.



* I believe that I helped to provide my mentee(s) with the knowledge, skills and abilities needed to develop an effective state floodplain management program.



* I feel more connected with my peers and have a broader network due to my mentoring experience.



* I feel more confident in my ability to act in a leadership capacity within ASFPM.



* I will likely participate again in the ASFPM Mentoring Program.





Mentee Feedback (Page 2 of 4)

* Enter name of your mentor:

Please indicate how strongly you agree or disagree with the following statements after participating in the ASFPM Mentoring Program:

(1 star = Highly Disagree 5 stars = Highly Agree)

* I was prepared for my experience after completing the orientation.

☐ ☐ ☐ ☐ ☐

* The program's online registration, mentoring request and matching process were efficient and easy to use.

☐ ☐ ☐ ☐ ☐

* I believe that the mentoring agreement and action plan provided clear guidance and kept the partnership focused on the goals.

☐ ☐ ☐ ☐ ☐

* I believe that my time in the mentoring partnership was valuable and that I personally benefited from the experience.

☐ ☐ ☐ ☐ ☐

* I am satisfied with the quality of mentoring that I received.

☐ ☐ ☐ ☐ ☐

* My mentor provided timely and constructive feedback/coaching as needed.



* I am satisfied with the frequency of contact and the duration of my mentoring relationship.





Mentee Feedback (Page 3 of 4)

Please indicate how strongly you agree or disagree with the following statements after participating in the ASFPM Mentoring Program:

(1 star = Highly Disagree 5 stars = Highly Agree)

* I found the program to be flexible (e.g., topics, time commitment and methods of interaction) and scalable (e.g., basic concepts to advanced practices).



* I have more confidence in my skills and abilities as a direct result of the activities and actions that I completed during my mentoring partnership.



* I learned new things and will recommend mentoring to my peers.



* I believe that the mentoring process provided me with the knowledge, skills and abilities necessary to develop an effective state floodplain management program.



* I feel more connected with my peers and have a broader network due to my mentoring experience.



* I feel more confident in my ability to act in a leadership capacity within ASFPM.



* I will likely participate again in the ASFPM Mentoring Program.





Mentee/Mentor Comments (Page 4 of 4)

Additional comments (e.g., What worked well? What would you change?):

We greatly appreciate your feedback and thank you for participating in the ASFPM Mentoring Program.

Appendix K. Ask A Mentor Feedback Form



On the next page, find a PDF copy of the **Ask A Mentor Feedback Form** which is an online form hosted on [SurveyMonkey.com](https://www.surveymonkey.com).



Ask a Mentor Feedback

ASFPM Mentoring Program (Page 1 of 3)

Mentees/Mentors are asked to provide feedback about their Ask a Mentor exchange within 1-3 days. Your feedback is essential to an effective mentoring program.

It is ASFPM's policy to protect the confidentiality of the Mentoring Program participants. Every effort will be made to collect minimal information to support needs assessment and matching. Mentees/Mentors are expected to treat information related to their partnership as confidential. It is the Program Manager's responsibility to establish and enforce a level of program confidentiality that encourages open and honest sharing of information and feedback.

* Name:

* I am the...

☐ mentor

☐ mentee



Mentor Feedback (Page 2 of 3)

* Name of mentee:

Please indicate how strongly you agree or disagree with the following statements regarding elements of your Ask a Mentor experience:

(1 star = Highly Disagree ... 5 stars = Highly Agree)

* I was able to respond to the question asked.

☐ ☐ ☐ ☐ ☐

* ASFPM has provided a good peer network communication forum in the Ask a Mentor format.

☐ ☐ ☐ ☐ ☐

* The Ask a Mentor process provided a positive experience within my professional life.

☐ ☐ ☐ ☐ ☐

* I am likely to use Ask a Mentor again.

☐ ☐ ☐ ☐ ☐

* I will recommend Ask a Mentor to my peers.

☐ ☐ ☐ ☐ ☐



Ask a Mentor Feedback

Mentee Feedback (Page 2 of 3)

* Name of mentor:

Please indicate how strongly you agree or disagree with the following statements regarding elements of your Ask a Mentor experience:

(1 star = Highly Disagree 5 stars = Highly Agree)

* A mentor responded in a timely manner to my inquiry.

☐ ☐ ☐ ☐ ☐

* Ask a Mentor provided what I needed.

☐ ☐ ☐ ☐ ☐

* ASFPD has provided a good peer network communication forum in the Ask a Mentor format.

☐ ☐ ☐ ☐ ☐

* I was able to apply something I learned in the Ask a Mentor exchange to my daily job in the last month.

☐ ☐ ☐ ☐ ☐

* I am likely to use Ask a Mentor again.

☐ ☐ ☐ ☐ ☐

* I will recommend Ask a Mentor to my peers.

☐ ☐ ☐ ☐ ☐



Ask a Mentor Feedback

Mentee/Mentor Comments (Page 3 of 3)

Additional comments (e.g., What worked well? What would you change?)

We greatly appreciate your feedback and thank you for participating in the ASFPM Mentoring Program.

Appendix L. ASFPM Mentoring Program's Travel and Reimbursement Policy



ASFPM's goal is to minimize direct, out-of-pocket costs to mentoring participants. It is policy that any direct costs will be estimated by the partners, and only on mutual consent with the program manager(s) will costs be incurred. The program manager(s) must give prior approval for any reimbursements.

Reimbursement from ASFPM may be requested for any direct costs if there are no other sponsors or funding sources. The program manager(s) will provide a process and the required forms for any reimbursement consistent with existing ASFPM travel and reimbursement policies.

Appendix M. History of the Development of the ASFPM Mentoring Program



ASFPM has developed a culture that supports individual and organizational learning and development. Training, promoting best practices, sharing experiences and building relationships occurs naturally throughout the association and have been part of ASFPM's fabric since its creation in 1976. A more formal mentoring program allows ASFPM to apply its strengths (e.g., knowledge, tenure, practice, variety of learning experiences, lessons learned, unified voice and credibility) while enhancing training and learning. Development of the ASFPM Mentoring Program is a strategic action to address ASFPM's priorities of building state floodplain management capability and developing future floodplain management leaders.

ASFPM has prioritized state floodplain managers, state NFIP coordinators, state flood mapping coordinators and their staff as the target audience for initial mentoring activities. Since building state capability is the ultimate goal of the program, and strong state capability is achieved when capable professionals are in place in these jobs, ASFPM's Mentoring Program incorporates the following three elements in its overall design:

1. Program development - These are the technical job skills.
2. Professional/personal development - A mentoring-based approach ensures qualified mentors are matched with mentees to foster professional development.
3. Leadership development - These are the higher management level skills such as organizational development, strategic planning and effective negotiating. Mentors often will have performed these activities.

The ASFPM Mentoring Program was developed after extensive research and feedback. To develop the program, information was gathered through a variety of mechanisms (e.g., polling, best practice and literature reviews, environmental scans, existing organizational data, surveys, focus groups and interviews). Two pilot projects were conducted and then evaluated. A needs assessment was also invaluable to the design of ASFPM's Mentoring Program, and is based on the following expectations of state staff who provided feedback:

- Participation will be voluntary.
- ASFPM will use a standard process for requesting and sharing information.
- The pool of mentors will be sufficient to address mentee needs in the theme areas.
- In most cases, the mentee will exercise a choice in selecting a mentor.
- ASFPM will provide training and resources for mentoring partnership participants.
- ASFPM will provide tools and a process for mentoring exchanges (e.g., website hosting, communication support, partnership management, file sharing, and limited direct cost reimbursement consideration).
- ASFPM will use a process for dealing with problems (e.g., personality conflicts, non-responsive mentors, mentees who ask mentors to act as consultants, and requests that are outside of the scope of expertise).
- A mentoring agreement will identify the logistics and goals of the relationship; and an action plan will track activities and progress toward goal achievement.
- The mentoring program will be incorporated into what ASFPM does (e.g., mission, goals and vision aligned).
- ASFPM will support use of Community Assistance Program-State Support Services Element funding for state NFIP coordinator (often referred to as a state floodplain manager) mentoring activities.
- Program learning and development activities will be flexible and scalable.
- ASFPM will provide job aids, process documentation, situational examples and templates where appropriate to support learning and applying new skills and knowledge.
- ASFPM will provide "virtual" opportunities (e.g., webinars, conference calling and "ask an expert" opportunities) in addition to one-on-one, face-to-face exchanges.

ASFPM will communicate with state floodplain management practitioners about program opportunities and activities to support professionals in this field in the day-to-day issues of the job.