ASFPM Mentoring Program Orientation

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Orientation Purpose

The purpose of the orientation training is:

- To support participants in effective partnerships,

- Set the correct expectations for the experience, and

- Describe the resources and "tools" available to Mentors and Mentees

Orientation Objectives

After completing the orientation participants will be able to:

- Understand the self-directed ASFPM mentoring process (i.e. Registration, Mentoring Agreement, Action Plan, Progress Log and Evaluation);

- Understand the four mentoring approaches that partners will use to learn and develop;

- Understand the role and responsibilities of the Mentor and Mentee in the mutual partnership;

- Access ASFPM resources and tools for effective mentoring partnerships.

Orientation Training Topics

- SECTION I – What is Mentoring?
- SECTION II – How do You Participate?
- SECTION III – How to Have a Successful Partnership.
- SECTION IV – When to End the Mentoring Partnership.
- SECTION V – Mentoring Program Resources

Section 1
What is mentoring?

ASFPM Mentoring Concept and Expectations

Mentoring Program Purpose and Goals

Mentoring Approaches

Roles and Responsibilities of Participants

Monitoring and Evaluation

Mentoring Program Policies

ASFPM's Mentoring Concept

- Flexible and scalable individual learning and professional growth.

- Self-directed online orientation and resources.

- Mentors insight and experience enhancing training and learning.

- Simple guidance and limited structure to ensure success.

- Simple goals and actions driving partnerships.

- Mentor and Mentee roles are applicable throughout a career.

- Activities organized around program, professional and leadership development.

ASFPM's Mentoring Expectations

- Participation is voluntary.

- Both Mentor(s) and Mentee(s) gain value from the experience.

- Mentee has a choice in selection of a Mentor whenever possible.

- Mentoring Partnership Agreement identifies the logistics and goals of the relationship; Mentoring Action Plan tracks activities and progress toward goal(s).

- ASFPM provides job aids, process, situational examples and templates to support learning and applying new skills and knowledge.

Mentoring Program Purpose and Goals

- The **purpose** is to connect individual learning and growth with state capability for effective floodplain management, and sustain ASFPM knowledge and leadership through organizational growth and transition.

- The **Goals -**
  - Build floodplain management knowledge, skill and capability.
  - Provide trusted guidance and feedback.
  - Create a peer network and communication forum.
  - Provide timely situational guidance.
  - Sustain professional development.

ASFPM Mentoring Approaches

- **One-on-One** – Traditional and familiar format where an experienced Mentor shares knowledge, skills and insight with inexperienced Mentee.

- **Group** – One or more Subject Matter Expert(s) are matched with several Mentees for an activity or learning opportunity.

- **Situational** – Short-term assistance focused on immediate need or specific problem.

- **Ask-a-Mentor** – Peers helping peers using technology to deliver quick and trusted feedback and advice.

Mentoring Roles and Responsibilities

- All partnerships are voluntary.
- The Mentor and Mentee share responsibility for the management and direction of the partnership.
- Both partners are expected to complete orientation.
- Participants are expected to understand the process for participating and use the tools and resources established.
- ASFPM's role is to support successful partnerships and use relevant feedback to improve the program as needed.

Mentoring Roles and Responsibilities cont'd.

- **MENTOR(S) Characteristics and Qualifications**
  - Preference is ASFPM member and Certified Floodplain Manager.®
  - Credible with and respected by peers.
  - Expertise in specific relevant field(s) of knowledge with ≥ 5 years practice.
  - Good communication and interpersonal skills.
  - Empathetic, confident and patient.
  - Demonstrated leadership.
  - Willing to share knowledge and enjoy helping others.

Mentoring Roles and Responsibilities cont'd.

- **MENTOR(S) Responsibilities**
  - Commit time and enthusiasm to the relationship.
  - Establish trust and respect confidentiality.
  - Help Mentee(s) identify specific goal(s) for learning and development.
  - Participate in monitoring and evaluating the partnership, share success and failures.
  - Identify resources and best practices to assist Mentee(s) with learning and growth.
  - Orient newer professionals, transfer knowledge, challenge new and experience professionals to develop and expand their knowledge and skills.
  - Serve as a role model.

Mentoring Roles and Responsibilities cont'd.

- **MENTEE(S) Characteristics and Qualifications**
  - Initially, State Floodplain Manager/NFIP Coordinator and/or their staff.
  - Desire an effective program, want to develop professional and/or leadership capability.
  - Good communication and interpersonal skills.
  - Open to the mentoring experience and willing to accept and act upon constructive feedback.
  - Achievement oriented.
  - Motivated and strong work ethic.

Mentoring Roles and Responsibilities cont'd.

- **MENTEE(S) Responsibilities**
  - Commit time and enthusiasm to the relationship.
  - Establish trust and respect confidentiality.
  - Contribute to the Mentoring Partnership Agreement by setting goals and expectations for the partnership.
  - Identify specific activities on the Action Plan that are likely to achieve the goal(s).
  - Respect the Mentor's time.
  - Actively participate and follow through on commitments.
  - Apply new knowledge, skills and practices.

Mentoring Monitoring and Evaluation

- The Mentoring Program Manager will have access to all monitoring and evaluation information.

- Monitoring focus is on participants' satisfaction with the process and experience.
  - Mentoring Partnership Log
  - Ask-a-Mentor Feedback Survey

- Evaluation focus is the broader Program and how well goals and outcomes are being achieved.
  - Mentoring Partnership Evaluation

Mentoring Program Policies

- Guiding policies ensure that the Mentoring Program is implemented in a consistent way and aligns with the broader policies of the Association.

- Procedures may be developed to support the Mentoring Program and related activities as needed.

- The Mentoring Program Manager will be responsible for disseminating and maintaining the policies and procedures.

- Access from the website or participants' handbook.

Section II
How do you participate?

Website "front door" to ASFPM Mentoring

Registration

Mentee Requests Mentoring

Mentor Creates a Mentor Profile

ASFPM Recognizes the Partnership

Matching Mentees and Mentors

Website – *no.floods.org/mentoring*

- ASFPM's "front door" to the Mentoring Program.
- Access to online Orientation training that explains the concept and process for participating.
- Access the Mentoring Handbook and supporting resources.
- Mentors and Mentees self-nominate through the online Registration process.
- Mentors complete a profile and self-assess knowledge, skills and abilities.
- Mentees request mentoring assistance and access Mentor Finder.

Website

- Orientation
- Mentee Registration
  - Request Mentoring
  - Mentor Finder
- Become a Mentor

ASFPM Mentoring Program | What is Mentoring? | Register as Mentee | Become a Mentor | Mentoring Handbook | Resources | FAQ | Contact | My Profile

ASFPM Mentoring Program

The ASFPM Mentoring Program's purpose is to connect individual learning and growth with state capability for effective floodplain management. Mentors transfer knowledge, provide insight, and share experiences to develop effective state floodplain management programs and capable floodplain management professionals. Mentors provide the link between knowledge and skills and the "day-to-day job" duties.

ASFPM envisions that the Mentoring Program will 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. Whether new to the profession or seeking to expand knowledge and skills, value will be provided through the mentoring exchanges.

Potential applicants should start with What is Mentoring then explore the Mentoring Handbook. Enrolled participants should Log in to visit their My Profile page.

What is Mentoring?
Learn about how the ASFPM Mentoring Program works to foster relationships that create better floodplain managers and how you can get involved.

Register as Mentee
Need assistance? Create a profile to request mentoring from experts in floodplain management.

Become a Mentor
Are you an expert in floodplain management? Create a profile to share your knowledge with others.

Registration Steps

Complete online Orientation.

Register online to become an approved participant.

Review *Mentoring Handbook*, become familiar with your role as Mentee or Mentor.

Request Mentoring

- Mentees **create an account** and establish a **Username** and **Password**.
- Provide **personal information** (i.e. name, address, email, and phone) to facilitate contact and mentoring exchanges.
- Complete a **Mentoring Request**
  - Type of Mentoring
  - Application Name
  - Timing
  - Method of Contact
- **Preferred Mentor**
  - Use Mentor Finder

Request Mentoring Cont'd.

- **No Preferred Mentor**
  - Submit request asking the Mentoring Program Manager to select mentor.
- **Ask-a-Mentor** is ASFPM's network for peer-to-peer mentoring.
  - Visit the **Mentor Finder** and use the "Ask a Question" button.
  - **Submit** the question.
  - The mentor will "accept" the request by responding and answering the question, or can "reject" the request so the mentee can ask a different mentor.
  - Provide **feedback** after receiving the Mentor's response.

Become a Mentor

- Mentors **create an account** and establish a **Username** and **Password**.
- Provide **personal information** (i.e. name, address, email, and phone) to facilitate contact and mentoring exchanges.
- Create a **Mentor Profile** or Knowledge, Skills and Abilities assessment.
  - Key themes: program development, professional/personal development, and leadership development
  - Benchmark CFM® Body of Knowledge
  - Learning areas reflecting day-to-day aspects of floodplain management

Become a Mentor Cont'd.

- Mentors select the **Types of Mentoring** they can support.

- Provide **Biography** and **Headshot.**

- Can **"Accept"** or **"Reject"** Mentee(s) or Program Manager's request for assistance.

- Respond to **"Ask-a-Mentor"** contacts.

ASFPM Recognition of Partnerships

- ASFPM's provides support and oversight for successful exchanges.

- Registrants are reviewed against general criteria.

- "Approval" is an email response to Mentee(s) and Mentor(s) with Login for access to personal account and mentoring database.

- Approved participants have access to tools and templates for successful mentoring exchanges.

- All participants are expected to participate in monitoring and evaluating their partnership and outcomes.

Matching Mentors and Mentees

- ASFPM uses three options for matching participants:
  - Mentee self-selects
  - Program Manager assists
- The Mentor Finder is used to support both options.
- Priority criteria for matching are:
  - Mentor's expertise relative to Mentee's need
  - Selected mentoring approach
  - Similar Region (location) for Mentor/Mentee when possible

Section III
How to have a successful mentoring partnership.

Tips for Mentors and Mentees

Mentoring Partnership Agreement

SMART Goals

Action Plan

Dealing with Partnership Problems

Tips for Mentors and Mentees*

*Adapted from the United States Patent and Trademark Office – Mentoring Program Toolkit,2010.

- Activities to assist mentee(s)
  - Hands-on-Training
  - Shadowing
  - Workshops
  - Constructive Feedback
  - Developmental Assignments

Be a Good Mentor

- **Ask Good Questions** – you want to develop the Mentee's ability to think for them self. Develop questions that can NOT be answered in one word.
  - Exploratory questions – encourage reflecting on experience and learning from Mentor's experience (see examples in Handbook).
  - Empowering questions – encourage the Mentee to think and not look to the Mentor for an answer (see examples in Handbook).
- **Give Constructive Feedback** – use feedback to teach and guide and keep it positive. Feedback should be a two-way communication in successful partnerships.
  - Do's and Don'ts

Be a Good Mentor or Mentee

- **Be a Good Listener** – This is a critical skill for both partners.
  - Give your undivided attention.
  - Don't multitask (e.g. phone, computer or general distraction) when you communicate with another person.
  - Avoid interrupting and let the other person express themselves.
  - Be aware of non-verbal cues.
  - Summarize and paraphrase to make sure you hear and understand what the other person is saying.

Be a Good Mentee

- Be responsible for acquiring skills, knowledge and improving your capabilities.

- Be open and honest in your goals, expectations and concerns.

- Actively listen and question.

- Contribute to a supporting and trusting environment.

- Be open to feedback/criticism and request it.

- Meet your commitments and prepare for each exchange.

- Respect your Mentor's time and resources.

- Apply what you learn to your program and professional duties.

Receiving Feedback/Criticism

- **Do's:**
  - Ask for more information if you need clarification or specific examples.
  - Paraphrase and repeat back to make sure your understanding is correct.
  - Provide relevant background information and explanations, elaborate as needed for your partner.
  - Listen carefully and avoid being defensive.
  - Compare this feedback with other feedback you have received.
  - Discuss strategy and next steps.
  - Discuss possible solutions and own the action you select.
  - Seek follow-up sessions and share progress or hurdles with your partner.

Receiving Feedback/Criticism cont'd.

- **Don'ts:**
  - Interrupt another person when they speak.
  - Make excuses.
  - "Think ahead" to prepare a rebuttal to a comment. You may miss an important piece of information!

Be Aware of Common Pitfalls

- Minimize **distractions** and give your attention to the other person.
- As a Mentor, do not allow a Mentee to become **too dependent** upon you.
- As a Mentee, own your issues and challenges.
- Don't provide **more feedback than** is **needed**.
- Don't **discount a partner's** thoughts, feelings or concerns.
- Avoid **cancelling or rescheduling** planned contacts at the last minute.
- As a Mentee, don't **expect** the Mentor to have **all the answers** or remove all the obstacles.

Mentoring Partnership Agreement

- Used with the One-on-One, Group, and Situational mentoring types.

- Access template from the website and handbook.

- Develop cooperatively by the Mentor and Mentee.

- Captures the terms of the partnership, goals, boundaries and roles of the partners.

- NOT used for Ask-a-Mentor exchanges.

Mentoring Partnership Agreement Steps

1. Set the goal(s).
2. Identify potential obstacles to achieving the goal(s).
3. Discuss mutual expectations and boundaries.
4. Establish how the partnership will work.
5. Monitor progress and evaluate the experience (monitoring and evaluation tools are available online).
6. Discuss how you will define closure of your partnership.

How to Develop SMART Goals

- **SMART Goals** – are explained as goals that are Specific, Measurable, Achievable, Relevant and with a Time-frame. This concept was identified by Peter Drucker in *Management by Objective.*

- ASFPM has adapted a set of questions to guide Mentor(s) and Mentee(s) in creating SMART goals.
  - **S**pecific – What are you going to do?
  - **M**easurable – What will change?
  - **A**chievable – Is this realistic and feasible?
  - **R**elevant – How does the goal fit with the bigger picture?
  - **T**ime-framed – Does the time frame create a practical sense of urgency?

SMART Goal Example

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

- **SMART Goal** – I will participate in an ASFPM mentoring partnership, to develop my ability to think strategically and use strategic assessment/planning as I develop an effective state floodplain management program this year.

How to Develop an Action Plan

- The Mentor assists, but the major responsibility for the Action Plan rests with the Mentee.

1. Select a Development/Learning Area.

2. Review the SMART goal(s) to understand the result you want.

3. Create your mentoring actions.

4. List support mechanisms.

5. Set the time-frame and milestones.

6. Establish how you will measure success.

Dealing with Partnership Problems

- The Mentoring Program Manager can be consulted at anytime.

- Partners are encouraged to work through difficulties by using the Mentoring Agreement that was mutually developed.

- ASFPM recognizes "NO FAULT" mutual dissolution if either or both partners feel that the experience is not a positive exchange or does not provide benefit as expected.

Section IV
When do you end a mentoring partnership?

Mentoring Partnership Log

Mentoring Partnership Evaluation

Closing a Mentoring Partnership

Mentoring Partnership Log

- A vehicle for regular and consistent feedback during the partnership.

- Use it to track progress on activities/actions, gaging how well the relationship is going, and if the learning objectives are met.

- Complete initially within 2 weeks of starting a partnership, accessible online.

Mentoring Partnership Evaluation

- ASFPM is evaluating mentoring experiences to ensure that the Program purpose and goals are being met.

- The initial phase of mentoring is considered a pilot and it is expected that improvement will be needed. Evaluation feedback will be an important part of identifying needed changes.

- The information provided will support decision-making as the Program moves forward.

Closing a Mentoring Partnership

- Partners discuss and define how they want to close their partnership as part of the Mentoring Agreement.
    - Defined duration
    - Achieving goal(s)
    - Completing action(s)
    - Other participant-defined closure
- ASFPM may recognize ending a partnership that is not making progress or no longer provides value/benefit to participants.
    - "No Fault" – Participants will be asked to share lessons learned, successes and failures to improve future partnerships

Closing a Mentoring Partnership

- Partners must notify the Program Manager when closing a partnership.

- Upon closure, partners are expected to provide feedback (i.e. Mentoring Program Evaluation).

- Closure of one partnership is required before participants can enter another partnership. The Mentoring Program Manager may make case-by-case exceptions.

Section V
ASFPM Mentoring Resources

Templates

Sharing Site (Basecamp)

Floodplain Manager One-on-One Training

Assessment Tools

Frequently Asked Questions

Templates

- Mentoring Partnership Agreement

- SMART Goal Worksheet

- Mentoring Action Plan

❖Ask-a-Mentor format does not use the above templates and can be accessed directly through the Mentor Finder.

Partnership Workspace

- Partnerships use the project management software at Basecamp.com as a Partnership Workspace.

- The workspace acts as a place to share files, organize tasks, track communications and set partnership milestones.

- The workspace contains the templates for the SMART Goals Worksheet, Partnership Agreement, Action Plan and Activity Tracker.

- Find the link to the Partnership Log in the workspace.

Floodplain Manager One-on-One Training

- Mentor-formatted training where the Mentor's insight and experience enhance the training provided in the learning and knowledge areas for practicing floodplain managers.
- Developed as modules with job aides, practice exercises and knowledge checks.
- Content includes:
  - Knowledge Areas-based on the CFM Body of Knowledge as benchmark for what practicing state floodplain managers should know
  - Learning Areas-reflecting a variety of day-to-day floodplain management duties and responsibilities
  - Best Practices-tested and applied to achieve desired outcomes (e.g. NAI)

Assessment – Program/Professional

- ASFPM *Effective State Floodplain Management Programs*
- ASFPM *Building Effective State Floodplain Management Programs – Strategic Planning Methodology and State Guidance*
- ASFPM *State and Local Program Survey 2010*
- *CAP-GAP Tool User Manual & Methodology Report*
- *What State Are You In?* Survey
- ASFPM *How to Assess Professional Development Needs*

Frequently Asked Questions

- **Frequently Asked Questions** related to mentoring participation and policy can be reviewed on FAQ tab of the website.

- Participants are encouraged submit any new question to the Mentoring Program Manager.