Our nation’s approach to floodplain management relies on participation at each level of government, and states are particularly well situated to provide the leadership to establish competent, long-lasting floodplain management programs. States serve to implement federal and state programs while providing critical technical assistance to communities. Some states have their own permitting and flood mapping programs, whereas others have higher mandatory standards for development activities and planning functions.

Unfortunately, capacity and capability are sometimes fleeting. ASFPM has witnessed this ebb and flow over the past several decades. A state that is strong and capable today may not be as strong in the future as changes in states’ priorities, politics and budgets can have significant impacts. Continuity may not be maintained as long-tenured staff retire and are replaced by new staff.

Additionally, workplaces are changing over time. There are three particularly relevant trends: A single employer is less likely to provide lifelong careers and job security; work is increasingly complex — workers need to know more, not only to perform their jobs, but also to work effectively with others on teams; and there is a need for continuous skill building, including technical and business strategy skills.

All of these factors are relevant for investment in your future career. ASFPM has observed that people who enter into floodplain management tend to stay within the field. A mentoring-based approach to professional development is an excellent way to build a larger professional network, get hands-on training from experienced professionals, and build a sense of community within this crucial profession.

The ASFPM Mentoring Program was built with these trends in mind and will be a valuable resource for state staff – whether new to the field, a tenured individual looking to build new
skills, or someone with expertise who is willing to share their knowledge by mentoring others in the profession.

*Chad Berginnis, CFM, ASFPM Executive Director*
ASFPM Executive Director Chad Berginnis discussing subdivision design process and hazard mitigation recommendations at FEMA’s 2018 Hazard Mitigation Stakeholder Workshop held at the Emergency Management Institute in Emmitsburg, Maryland March 15, 2018. Photo by ASFPM’s Flood Science Center Director Bill Brown.

Mentoring Program Overview

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. The program hopes to expand to other positions in the future. Applicants should review the Eligibility Policy.

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 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.
The following graphic gives an overview of the mentoring process detailed in this document:
Overview of the ASFPM Mentoring Program.

At its core, the ASFPM Mentoring Program brings together mentors (those with expertise in one or more areas) and mentees (those who desire assistance in developing or enhancing skills). This is done through a custom online platform (the mentoring website and partnership workspace) that facilitates mentoring exchanges and provides unique mentoring resources to mentees and mentors.

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. With this aim, 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.

Mentoring program participants may mentor or be mentored throughout their careers as situations change. Relationships between mentees and engaged mentors are driven by simple goals and action plans. ASFPM supports mentoring partnerships by providing straightforward guidance and enough structure for successful relationships.

Goals of the ASFPM Mentoring Program are to:

1. **Build floodplain management knowledge, skill and capability**
2. **Provide trusted guidance and feedback**
3. **Create a peer network and communication forum**
4. **Provide timely situational guidance**
5. **Sustain professional development**

The program incorporates principles for effective state floodplain management program development, core competencies for professional development and experience for leadership development. The program is flexible and scalable. It provides a solid training curriculum (State Floodplain Manager One-on-One), a professional development standard (Certified Floodplain Manager®) and effective program guidance (principles and planning process) around the major elements of program, professional/personal and leadership development.

The program's primary purpose is to connect individual learning and growth with state capability for effective floodplain management. A secondary purpose is to sustain ASFPM knowledge and leadership through the challenges of organizational growth and transition. ASFPM 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 this 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.

The remainder of Mentoring within ASFPM defines the program parameters; Application Process explains the registration procedure; Mentoring Process details the mentoring partnership framework; and Building Successful Partnerships helps partners construct positive mentoring experiences.

**Mentoring Program Benefits**

Mentoring provides benefits to individual participants as well as to the organization.

**For ASFPM:**

- Educational opportunities are complemented by learning and development support.
- Professional values and ethics are promoted.
- Consistency in the management and transfer of knowledge is supported.
- The ASFPM vision and mission are communicated.
- ASFPM leadership is developed.
- ASFPM standards (i.e., CFM® Body of Knowledge, Effective State Floodplain Management Program principles, Core CAP activities and best practices) are taught and promoted.
- Relationships are developed.

**For federal agencies:**

- Informed, capable state partners are implementing floodplain management programs, policies and actions.
- Better understanding and integration of federal programs with state and local floodplain management activities
- Improved collaboration and cooperation

**For mentees (state floodplain managers, state NFIP coordinators, state flood mapping coordinators and staff):**

- 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 is improved.
- Engagement in ASFPM’s vision, mission and culture

**For mentors (preference is for ASFPM members, CFMs and former state staff):**
• 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 Program Approaches**

The program is designed to support effective principles, professional growth and leadership development by providing enough structure for success, but room for flexibility. 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 act as the mentor or mentoring team and are matched with several mentees for an activity or learning opportunity.
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, goals and ground rules for the exchange. This mentoring method works well when several mentees have a similar mentoring goal, and lends itself to promoting peer learning and strengthening professional relationships.

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 Learning Areas 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/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.

**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 creates a sense of community and a professional network for sharing knowledge. A mentoring agreement is not necessary when using Ask a Mentor. Registered mentees simply use the “Ask a Question” function with an appropriate mentor. Ask a Mentor provides a mechanism for participants to ask questions, share strategies, explore best practices and discuss relevant topics. Mentors are invited to respond based upon experience and subject matter knowledge. Mentees need to understand that the advice is not prescriptive and that there may be a variety of perspectives shared by responding mentors.

Mentee/Mentor Roles & Responsibilities

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.

Within the ASFPM framework, a successful mentoring experience requires mentees and mentors to build an effective partnership focused on learning and professional development. Mentees/mentors are expected to commit time and energy and agree to a plan of action for the partnership to be successful. Both participants need to share responsibility for the management and direction of the partnership, complete all of the steps, and engage in the mentoring process.

Mentoring agreements and action plans are used to achieve mutually identified goals and give the mentee/mentor guidance for managing the relationship. Policies, guidelines, monitoring and evaluation tools, benchmark standards/practices, and resources for mentees/mentors are available to keep the partnership on track.

Mentees

To be successful, the mentee 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 program, and professional growth. Mentees recognize a development need and seek 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 should commit to practice and application of any new skill or ability to determine that learning has occurred.
"It is not fair to ask of others what you are unwilling to do yourself."
– Eleanor Roosevelt

**General Characteristics and Qualifications:**

- State floodplain manager/state NFIP coordinator/state flood mapping coordinator, or their staff
- Desire for improved program effectiveness, professional and/or leadership development
- Good communication and interpersonal skills
- Open to the mentoring experience
- Willing to accept and act upon constructive feedback
- Achievement oriented
- Strong work ethic

"Whether you think you can or think you can't – you are right."
– Henry Ford

**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
- Actively participate in relationship - specifically, following through on commitments and actions
- Apply new knowledge, skills and practices
Mentors

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

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 programs, professional competency and leadership capability. Good mentors are essential to mentoring partnerships. Mentors should be good communicators, committed to the mentoring process, and able to be effective role models. Mentors act as sounding boards for ideas, who challenge mentees to think and analyze their options and issues. Mentors are also resources for information, and can bridge the gap between training and learning. The role of mentors is to share their unique professional perspective.

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do."
– Leonardo da Vinci

General Characteristics and Qualifications:

- Preference is for a member of ASFPM and Certified Floodplain Manager
- Credible with and respected by fellow professionals and peers
- Expertise in specific relevant field(s) of knowledge and at least 5 years of practice
- Good communication and interpersonal skills
- Possesses confidence, empathy and patience
- Demonstrated record of leadership
- Enjoys helping others and willing to share knowledge

"You cannot teach a man anything; you can only help him find it within himself."
- Galileo
**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

**Monitoring & Evaluation**

For a successful mentoring program, monitoring and evaluation must take place.

All monitoring and evaluation instruments are accessible from your partnership workspace (described in *Mentoring Process*) or will be emailed by the program manager.

The partnership log and Ask a Mentor feedback focus on monitoring participants' satisfaction with the process and relationship. The partnership evaluation focuses on the broader program, as well as partnership goal achievement. Feedback should identify any issues for improvement.

ASFPM may request training evaluation and feedback for specific mentoring learning and development activities. The program manager may also use additional verbal, written or online methods of monitoring and evaluation.

More information can be found in the *Ask a Mentor Feedback, Partnership Log and Partnership Evaluation* sections in *Mentoring Process*.

**Policies**
The program has established a series of policies designed to promote an engaging and rewarding user experience for mentees/mentors. These policies guide and assist the program manager, ASFPM staff and volunteers in running a successful program. Mentees/mentors are asked to familiarize themselves with this *Mentoring Handbook* and the *Policies* in the appendices before proceeding with orientation and registration.

## Application Process

The target audience for the 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 ASFPM confirms interest in the services.

| Applicants register a username and create a mentee/mentor profile. Participants are asked to keep their profile information current. |

To support effective mentoring partnerships, ASFPM has developed a website, online orientation training, the *Mentoring Handbook*, an online partnership workspace, and monitoring/evaluation tools. ASFPM recognizes the participants' desire for flexibility and respects the fact that mentees/mentors have time limitations. Partnership goals and specific activities are negotiated by the participants to meet their needs.

The *Application Process* and *Mentoring Process* are summarized in this graphic:

![Detailed overview of the ASFPM Mentoring Program.](#)

## Mentoring Website

To deliver the program, ASFPM created the *ASFPM Mentoring Program* website. Anyone interested in participating can explore the web pages and review this *Mentoring Handbook* to learn more. Participants use the website to register, manage profile information and initiate the mentoring partnership framework.
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.
The website, handbook and partnership workspace are organized to walk mentees/mentors quickly through the mentoring process so they can instead focus on their goals and actions. The program manager works closely with applicants and participants to help facilitate successful partnerships and is available to answer questions through the contact page.

Orientation Training

Potential mentees/mentors must first complete orientation training before starting the registration process. Plan on 60-90 minutes to complete the orientation on the website. This is the initial step for anyone interested in becoming a mentee/mentor and is required prior to registration. Orientation helps support successful partnerships, sets the correct expectations and describes the resources available to participants.

Upon completion, 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/mentor
- Access mentoring resources and tools

Links to the orientation training are provided on the mentee/mentor registration forms. If the 60-90 minute orientation cannot be viewed all at once, shorter segments are available in the orientation page’s table of contents.

Registration

After completing the orientation training, mentees/mentors will register a username/password for the program website when creating a profile. Usernames are not publicly accessible and cannot be changed later. See note below for username/password recovery.

All information submitted to your profile at time of registration can be edited on your profile page later. Select “Log In” from the navigation menu and enter your username/password to access your profile on the website.

- Mentees create a mentee profile at Register as Mentee
- Mentors create a mentor profile at Become a Mentor

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 or by using a separate unique email address, username/password and profile.
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.

**Mentor Registration**

**You will be required to upload a headshot photograph of yourself and a biography in order to complete your profile registration. Gather all of the necessary information before proceeding with registration.**

Applicants must register a username/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. Consult the full registration form in the appendices for complete details.

- Select Become a Mentor on the website navigation menu to visit the mentor registration page

**Mentor profiles are accessible from the Mentor Finder while status is set to “Available.”**

Mentor profiles 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. Mentors use their profile to toggle their current status between “Available” and “Unavailable” as the situation warrants. 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 mentor registration page reminds participants to complete the orientation training and contains on-page instructions for each section or question. Find the Mentor Registration form in the appendices.

**Mentee Registration**

**Mentees must register a username before starting any mentoring format, including Ask a Mentor.**

Mentees register a username/password and complete a profile with basic contact information to enroll in the program.

- Select Register as Mentee on the website navigation menu to visit the mentee registration page

**Mentee profiles are not accessible on the website and are only shared during mentoring requests.**
Mentee profiles are limited to basic contact information at time of registration, but the profile page is where a mentee submits mentoring requests and manages any submitted mentoring applications and/or questions sent via Ask a Mentor.

The mentee registration page reminds participants to complete the orientation training and contains on-page instructions for each section or question. Find the Mentee Registration form in the appendices.

Approval to Participate

Mentor registrations are reviewed against general criteria for successful partnerships (e.g., expertise, experience, location, commitment and agreement to abide by the process). The program manager will contact applicants via email within a few days indicating approval or rejection to the program.

Mentoring Process

After the one-time orientation, registration and approval, mentees/mentors can begin participating in the program. The graphic below gives an overview of the mentee/mentor process. After approval into the program, mentors are listed in the Mentor Finder, and the next step for mentees is to submit a mentoring request.

Overview of the Mentoring Partnership.

Mentor Finder

Mentors are expected to keep their profiles updated with current information and availability status.

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.

**Ask a Mentor**

The Ask a Mentor functionality is built into the Mentor Finder. Find a description of [Ask a Mentor](#) under *Mentoring Program Approaches.*

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 button to be visible.

This type of mentoring does not require a mentoring agreement, action plan or partnership log as does a formal mentoring partnership.

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 may assist to find another active mentor.

**Mentors are asked to reply-all to Ask a Mentor exchanges so that the program manager can compile a list of Common “Ask a Mentor” Questions.**

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.

**Ask a Mentor Feedback**

Feedback is collected in an online survey. The program manager 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.

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 will monitor the satisfaction of Ask a Mentor participants and make program improvements to ensure that mentoring exchanges are positive and worthwhile to those involved.

Find the Ask a Mentor Feedback form in the appendices.

**Request Mentoring**

Mentees begin a formal mentoring process by submitting the Request Mentoring form found on the My Profile page.

**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

After choosing one of the Mentoring Approaches, the relevant questions for the format chosen appear on the page. The questions for each mentoring type contain on-page instructions to help
guide mentees through the submission process. Mentees are directed to the Mentor Finder for Ask a Mentor questions.

Remember: If you require immediate or time-sensitive assistance, please select Situational Mentoring for your mentoring request or contact the program manager.

Every mentoring request will be unique to each mentee’s situation. Since mentees can formulate requests on such a wide variety of topics and issues, requests should be fairly specific. Mentees can consult Activities and Learning Opportunities, Learning Areas, Knowledge Areas or contact the program manager for more ideas.

Find the questions for each mentoring request in the appendices.

Assigning Mentors

For one-on-one, group and situational mentoring, mentees can indicate if they do not have a preferred mentor and allow the program manager to assign the best mentor available. Whenever possible, partners will be from within the same FEMA region.

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

Alternatively, mentees can select a preferred mentor by using the Mentor Finder filters and entering the mentor’s name into the request mentoring submission. Although every attempt will be made to respect a preferred mentor designation, the program manager may choose to assign another mentor. The program manager may assign a particular mentor if a mentee needs significant assistance in identifying their development needs, has been referred (e.g., new state NFIP coordinator), has a time-sensitive need or mentor expertise is critical to partnership success.

The program manager may interject or be consulted at any point during the matching process to ensure success and support the partners. Partners are encouraged to work through difficulties on their own and develop mentoring agreements to guide their experience.

Mentoring Partnership

After introductions, the mentor is the lead in establishing the relationship with the mentee.
After the program manager sends an introductory email to the participants, a mentoring request becomes a mentoring partnership. Successful and rewarding mentoring partnerships begin by using the framework of concepts, documents and tools developed by ASFPM to facilitate the mentoring relationship.

**Detailed overview of the request mentoring and partnership procedure.**

**Partnership Workspace**

You will need to create a Basecamp user login with an email address and password.

Basecamp

The program uses the project management software Basecamp (at basecamp.com) to provide an online workspace where mentees and mentors collaborate, access partnership materials, create action item lists, define milestones, document the mentoring experience, share files and manage the partnership. Basecamp serves as the hub for partnership planning and monitoring. The program manager will invite both partners to a Basecamp project created exclusively for their mentoring partnership.

After the partners register on Basecamp, they can log into their partnership workspace and access the following partnership documents:

<table>
<thead>
<tr>
<th>Partnership Workspace Documents</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Message</td>
<td>Discussions</td>
</tr>
<tr>
<td>Using Basecamp</td>
<td>Files</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Text documents</td>
</tr>
<tr>
<td>Partnership Workspace Documents</td>
<td>Location</td>
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<tr>
<td>--------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>[Mentee] Mentoring Partnership Checklist</td>
<td>To-do lists</td>
</tr>
<tr>
<td>[Mentor] Mentoring Partnership Checklist</td>
<td>To-do lists</td>
</tr>
<tr>
<td>Guidance for Creating SMART Goals</td>
<td>Files</td>
</tr>
<tr>
<td>SMART Goals Worksheet</td>
<td>Files</td>
</tr>
<tr>
<td>Mentoring Agreement</td>
<td>Text documents</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Text documents</td>
</tr>
<tr>
<td>[Mentee] Action Items</td>
<td>To-do lists</td>
</tr>
<tr>
<td>[Mentor] Action Items</td>
<td>To-do lists</td>
</tr>
<tr>
<td>[Mentee] Activity/Actions Log</td>
<td>Text documents</td>
</tr>
<tr>
<td>[Mentor] Activity/Actions Log</td>
<td>Text documents</td>
</tr>
<tr>
<td>Partnership Log URL</td>
<td>Text documents</td>
</tr>
</tbody>
</table>

These partnership materials are described throughout the rest of this section. See the appendices for copies of the documents found in the partnership workspace.
Participants not familiar with Basecamp should look in their workspace for the *Using Basecamp* document (image on right), which gives an overview of all of the sections of the partnership workspace and contains links to the Basecamp help documentation. Please contact the program manager for any additional help with Basecamp.

The program manager will populate the *Contact Information* (image on left) text document in the workspace 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.

The partnership workspace is only accessible to mentees/mentors and the program manager, who provides oversight of all mentoring partnership workspaces. Partners can
The partners each have a to-do list that guides them through their mentoring process:

**[Mentee] Mentoring Partnership Checklist**
*This list is to track the mentee’s administrative items for the mentoring partnership.*
- Read welcome message
- Create SMART Goals (worksheet in Files section)
- Complete mentoring agreement
- Create mentee action plan
- Submit partnership log within two weeks of partnership inception and monthly thereafter
- Submit partnership evaluation after closing the partnership

Add a to-do

**[Mentor] Mentoring Partnership Checklist**
*This list is to track the mentor’s administrative items for the mentoring partnership.*
- Read the welcome message
- Reach out to mentee and introduce yourself
- Help mentee with creation of SMART Goals
- Complete mentoring agreement
- Review action plan created by mentee
- Submit partnership log within two weeks of start of mentoring and monthly thereafter
- Submit partnership evaluation after closing the partnership

Add a to-do

As the partnership progresses, partners check items off of their list as they are completed. See the *Using Basecamp* document in the workspace for more information on how to-do lists work.

**SMART Goals**

The ASFPM framework for mentoring uses good goals as the foundation for developing mentoring agreements, tracking progress and determining whether a partnership is successful. The partners should develop one or more SMART Goals to drive their relationship and integrate their SMART Goals into the mentoring agreement.
Specific → **Measurable** → **Achievable** → **Relevant** → **Timely**

The SMART Goals documents are found in the “Files” section of your partnership workspace. Mentees should complete the worksheet using the guidance document provided. Mentors should assist mentees with the creation of SMART Goals and the mentoring agreement.

Find copies of *Guidance for Creating SMART Goals* and the *SMART Goals Worksheet* in the appendices.

**Mentoring Agreement**

After formal introductions and each reading the welcome message in the workspace, the first thing for the partners to tackle is the mentoring agreement. Even though the partnership workspace is initialized, a partnership cannot commence until mentees and mentors complete the mentoring agreement. The agreement template is found in the text documents section of your workspace.

**The mentoring agreement should be developed cooperatively by the mentee and mentor.**

Before completing the agreement, the partners should discuss the reasons and expectations for a mentoring partnership and mentees should complete the *SMART Goals Worksheet*. The following guidance helps partners formulate a mentoring agreement, but they may ask the program manager for assistance in its development to ensure a successful mentoring partnership.
The key issues for discussion have been adapted from Allen et. al. (2009). The mentoring agreement establishes the terms of the partnership and reflects the partners’ understanding of the goals, boundaries and roles in the relationship. All of the mentoring formats except for Ask a Mentor use mentoring agreements to support partnerships.

### 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 (i.e., Specific, Measurable, Achievable, Relevant, and Timely goals).

### Step 2: Identify potential obstacles to achieving your goals.

- Anticipate hurdles or barriers that might prevent you from achieving the goals that you have identified.
- 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?
- Review the Confidentiality Policy.
- Discuss availability and time commitment related to the one-on-one, group or situational mentoring format of the mentoring request. Is your time commitment sufficient for the actions and activities needed to achieve your goals?
- Agree to an approximate length for the relationship.

### 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 document progress in the activity/actions log frequently, 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.**

- Closure will naturally occur when you accomplish your goals or complete any identified actions or if the partnership is no longer beneficial. Decide on what will define the end of the mentoring relationship.

The mentoring agreement is a text document in the partnership workspace. Edit the mentoring agreement using the guidance above to answer the questions (don’t forget to click the “Save” button). Refer back to the agreement as necessary throughout the partnership.

Notify the program manager that you’ve completed the mentoring agreement by posting a comment to the text document. He or she will review mentoring agreements and notify the partners if there are any issues.

Find a copy of the *Mentoring Agreement* template in the appendices.

**Action Plan**

Creating the action plan is the responsibility of the mentee.

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 the goal(s). The partners should review the *Learning Areas* (e.g., program, professional and leadership learning). Although the discussion may involve the mentee and mentor, creating the action plan is the responsibility of the mentee.

Training is the core of many of the mentoring activities, but it should be reinforced with practice of skills, review of best practices and feedback activities as well.
Step 1: Select a Development/Learning Area.

- 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.

The action plan is a text document in the partnership workspace. Use the guidance above to provide answers to the questions in the action plan. Edit and save the action plan in the workspace, and refer back to it as needed throughout the partnership. If more than one goal has been identified, make a copy of the action plan template for each goal.

**Use the action plan to create and add tasks to the [Mentee/Mentor] Action Items to-do lists in the workspace.** See the Using Basecamp file in your workspace.

Find a copy of the *Action Plan* template in the appendices.

**Activity/Actions & 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 partners by providing regular feedback during the partnership. It is a tool for tracking progress on the planned activities/actions, gauging the compatibility of the relationship, and whether learning expectations are being met.

The program manager has access to the activity/action logs in the workspace and submitted partnership logs.

The partnership log consists of two parts, both accessed from your partnership workspace. The first part is for tracking the actions and activities of your partnership and the second part is for evaluating how the partnership and program are working. The partners have individual documents titled Activity/Action Log (see image below) for action tracking. Both partners access the partnership log using the Partnership Log URL document in the workspace.

Tracking Activity/Actions

Mentees/mentors should update their action/activity log with accomplishments throughout the partnership. Edit the text document, enter your actions and don’t forget to save. Both partners should complete their own logs and periodically monitor their partner’s activity/action log.

If necessary, update the action plan to reflect any changes in the process or activities/actions. Remember to check off the items on your action items to-do list.

Submitting a Partnership Log
The text document in the workspace titled Partnership Log URL contains a link to the evaluation portion of the log that is submitted through the Survey Monkey website. Click directly on the URL from the text document overview thumbnail or open the document to access the link.

**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 partnership log asks a series of questions over a few pages that are tailored to the mentee or mentor role. 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.
The program manager 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 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.

Find copies of the *Activity/Actions Log* and *Partnership Log* in the appendices.

**Closing a Partnership**

Partners may use a defined duration, achievement of goals/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 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 when a partnership has been closed. Upon closure, the mentoring partners are expected to provide a *Partnership Evaluation* concerning whether the experience was positive, met their expectations and the desired goals were achieved.

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

**Partnership Evaluation**

The partnership evaluation focuses on how well the partnership has accomplished the desired goals. Participants will be asked to complete the partnership evaluation after they close the mentoring partnership.
The partnership evaluation supports ASFPM in collecting relevant information that can be used for decision-making as the program moves forward. ASFPM is committed to making sure the program fulfills its intended purpose. It is also expected that as the program is implemented, there will be opportunities for improvement that need to be identified. Participants' input is essential to building an effective mentoring experience for everyone. Additional training and long-range evaluation tools may be developed as the program matures and expands.
## 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.**

## 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, interaction) and scalable (e.g., basic concepts to advanced material).**

- **I had a positive professional experience as a direct result of the program completed during my mentoring partnership.**

- **I learned new things and will recommend mentoring to others.**

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

- **I feel more connected with my peers and have a broader perspective on my experience.**

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

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

The program manager 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.

Find a copy of the *Partnership Evaluation* in the appendices.

**Building Successful Partnerships**

*Mentoring within ASFPM* discussed the roles for mentees/mentors and some general characteristics of successful partners. Since the program’s concept of mentoring focuses on the mentoring relationship, each partner’s role should complement that of their counterpart. The mentee and mentor are expected to make a joint commitment to a collaborative, interactive experience. This part of the *Mentoring Handbook* deals with various methods to help ensure a rewarding mentoring experience.

The mentoring website, orientation, handbook and workspace provide a foundation for successful partnerships, but practice shows that mentor skills and mentee development require time to mature. The program has identified a number of concepts that may result from an effective mentoring relationship:

- Continuous training availability will support the process, tools and desired characteristics of mentees/mentors.
- Participation in a mentoring partnership will yield professional and personal experience for the mentee/mentor.
- Experience in the mentee/mentor roles will enable participants to reflect on their professional effectiveness and identify opportunities for improvement.
- Monitoring and evaluating the partnerships will provide relevant feedback for future decisions.

**Other Mentoring Resources & Activities**

ASFPM’s Mentoring Program provides a web-based platform to help facilitate interactions between mentors and mentees. Additionally, [Resources](#) on the website navigation menu contains many resources that have been developed or curated to facilitate successful mentoring engagements and address state-specific needs. A few of them are highlighted below:

- The *Effective State Floodplain Management Programs* document provides a blueprint for an effective state program designed to reduce losses and damage from floods and protect natural floodplain resources. All effective state floodplain management programs contain components that are consistent with its 10 guiding principles. It is a must-read for any state wishing to improve its program and can be used by mentors and mentees.
- *State Floodplain Manager One-on-One* training Powerpoints are a set of 14 modules, meant to be deployed individually or in sequence as a full course. They are tailored to state floodplain managers and focus on some of the most relevant topics, including coordinating the NFIP, participation in CAP-SSSE, flood insurance, state-level disaster
response and recovery duties, FEMA’s Hazard Mitigation Assistance Program and developing/maintaining effective state floodplain management programs. These modules will be mostly utilized in group, situational and one-on-one mentoring.

- The FEMA CAP-SSSE Program Gap Analysis Tool, user manual and methodology report were developed in 2009-2010 to help states identify resource gaps to perform core CAP-SSSE activities. The user manual and methodology report 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.

- The 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 is a self-contained workbook to help take state programs to the next level. It tackles 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?

Adults learn in a variety of ways. As mentors work through the mentoring process and begin to understand what mentees need/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.

- **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.

- **Hands-on Training:** There are a variety of training resources available through ASFPM, including Floodplain Manager One-on-One in mentor-format to address the learning areas of the state floodplain manager/state NFIP coordinator/state flood mapping coordinators and their daily staff responsibilities.

- **Shadowing:** Look for opportunities to include your mentee. They can observe your strong competencies in a specific knowledge area or ability.

- **Workshop:** Group training or a panel discussion may be an appropriate way to transfer knowledge, share a best practice or introduce a new technology or skill.

- **Provide Constructive Feedback:** Offer review, comment and guidance to develop your mentee's critical thinking and problem solving abilities.

- **Developmental Assignment:** 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.

### Activities & Learning Opportunities

Because ASFPM encourages information sharing, several existing opportunities can be used to support the program. For example, ASFPM's annual national conference includes training and specific state-focused sessions that can be adapted to address mentoring priorities:
- State Floodplain Manager One-on-One Training
- Strategic Planning (process guidance or facilitated)
- State NFIP Coordinator Role
- Flood Hazard Identification and Risk Assessment
- Mitigation Grant Program Administration
- State and Local Mitigation Planning
- Peer Review (TBD)
- Capability/Competency Self-Assessment
- Certified Floodplain Manager®
- Training Crosswalk
- State Floodplain Manager Handbook (TBD)
- Leadership in Interagency Coordination (TBD)
- Shadowing (TBD)

**Learning Areas**

The *State Floodplain Manager One-on-One* training modules (found on the Resources page) address key learning areas for state floodplain management program coordinators, state NFIP coordinators, state flood mapping coordinators, and their staff, including:

- 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)

**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

**Tips for Mentoring Partners:**  
**Communicating, Listening & Giving Feedback**

**Asking 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?

A Reminder on Giving 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.

**Being 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 themself.
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.

**Being a Good Mentee**

- Assume responsibility for acquiring or improving skills, knowledge and abilities.
- Be open and honest in your goals, expectations and concerns.
- Actively listen and question.
- Contribute to a supportive and trusting environment.
- Be open to constructive feedback/criticism and request it.
- Meet your commitments and come prepared to each exchange.
- Respect your mentor's time and resources.
- Apply what you learn to your program and professional duties.

**How to Receive Feedback/Criticism**

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.

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

## Mentoring Handbook Appendices

Please find additional program documentation in the *Mentoring Handbook Appendices*

### Appendices Table of Contents

**Mentoring Program Policies**

- Recruitment Policy
- Participation Policy
- Eligibility Policy
- Registration Policy
- Orientation Policy
- Matching Policy
- Resource & Reimbursement Request Policy
- Confidentiality Policy
- Closure Policy
- Monitoring & Evaluation Policy
- Recognition Policy

**Registration Forms**

- Mentee/Mentor Registration
- Mentee Registration
- Mentor Registration

**Request Mentoring Process**

- Ask a Mentor
- Request Mentoring Form
Policies

The following policies have been identified to assist ASFPM staff and volunteers to effectively administer the ASFPM Mentoring Program. These policies are consistent with the broader policies of ASFPM. Procedures may also be developed, in addition to policy, in support of the program and related activities. The program manager will be responsible for disseminating and maintaining all related policies and procedures.

Recruitment Policy

Participation in mentoring will be voluntary for mentees/mentors. It is ASFPM policy to build a mentor pool from ASFPM members with relevant subject matter expertise to address the mentoring themes and learning areas. Recruitment will be ongoing for new mentors and may be expanded to recruit mentees as needed.

The program manager will be responsible for developing an annual recruitment plan, which will include actions to achieve the goals and a timeline. Other ASFPM executive office staff (e.g., senior level champion and administrative support) and volunteers may support the program manager in recruitment activities as needed.

Participation Policy

ASFPM desires participants in the program are handled consistently by the program manager, ASFPM EO staff and volunteers; enter the partnership with appropriate expectations; and are provided excellent service. All potential participants must complete the online orientation and
register through the ASFPM Mentoring Program website before they are recognized as formal mentoring participants. See Application Process.

The program manager will be the initial point of contact for potential participants and will make an effort to address initial inquiries regarding becoming a mentee/mentor within 1-3 business days.

**Eligibility Policy**

It is ASFPM policy that, initially, mentees must be state floodplain managers, state NFIP coordinators, state flood mapping coordinators or state staff. As the program matures, eligible mentees may include state hazard mitigation officers and FEMA staff as well. ASFPM will prioritize new state NFIP coordinators for outreach.

Mentors should be ASFPM members with relevant subject matter expertise, sufficient availability and a minimum of five years of practical experience. The program manager may give written approval on a case-by-case basis if a mentee/mentor does not meet all of the eligibility criteria under extenuating circumstances. This is not expected to occur often. The program manager will notify any participant deemed ineligible in writing and provide a reason (e.g., mentee not actively employed by a state, or mentor with insufficient related subject matter expertise).

Mentees/mentors must complete orientation training and consent to using the ASFPM Mentoring Program tools and participating in monitoring and evaluation of the program. Participants may become ineligible if they do not follow mentoring procedures/policies, provide incorrect information, are not available, non-responsive or receive consistently poor evaluations.

The program manager 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.

**Mentor Eligibility**

- ASFPM member preferred, but exceptions may be considered (e.g., due to subject matter expertise)
- 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 regularly and submit activity logs and program evaluation information
- CFM preferred, but not required

**Mentee Eligibility**
- ASFPM member preferred, but exceptions may be considered (e.g., for a new state NFIP coordinator or state staff)
- 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

**Registration Policy**

It is ASFPM policy that all mentoring program participants must register online and establish their relationship while following the ASFPM concept of mentoring. All participants will create a username/password and provide contact information for a participant profile. See *Registration in the Mentoring Handbook* and *Registration Forms in the appendices*.

**Registration Process**

1. Complete the [orientation training](#) found on the website.
2. Register a website username/password and create a mentee or mentor profile.
3. Receive approval from the program manager to participate.

**Orientation Policy**

All mentoring program participants must complete orientation training before registering as a participant. Orientation focuses on setting the correct expectations, clarifying roles and responsibilities, explaining the participation process and introducing the relationship tools. See *Orientation Training in the Mentoring Handbook*.

After their initial orientation, mentees/mentors who remain engaged and active in partnerships will be notified by the program manager of any substantial program changes or to renew their orientation. As the program evolves, additional training topics and processes for support of the mentees/mentors are expected. Opportunities for training and developing the skills and knowledge for successful partnerships will be promoted by the program manager.

The program manager is responsible for developing, conducting and evaluating all training with assistance from the EO staff and volunteers. ASFPM may develop additional specific training for mentees/mentors to build their respective skills and improve the mentoring experience. Existing learning and development activities will be utilized when appropriate. Knowledge and skill training will be enhanced by additional mentor experience, wisdom and best practice sharing.

ASFPM Mentoring Program training will be integrated with ASFPM’s annual national conference and state NFIP coordinator activities throughout the year. Independent training may also be delivered via webinar and online offerings.
All training will include an evaluation to determine whether goals and objectives are being met in an effective way and identify if improvement in content or personnel is needed.

**Matching Policy**

Information to support a mentee/mentor match is obtained through the creation of a mentor profile by the mentor and the submission of a mentoring request by the mentee (from their profile page). It is ASFPM policy that matches will be based upon the mentor's expertise relative to the mentee's area of need and the selected mentoring approach. Whenever possible, mentee and mentor will be from the same FEMA region. See *Assigning Mentors in the Mentoring Handbook*.

ASFPM's policy is that for the one-on-one mentoring and Ask a Mentor formats, the 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 the support of more than one mentor at a time must be approved by the program manager.

**Resource & Reimbursement Request 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 will costs be incurred. The program manager 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 will provide a process and the required forms for any reimbursement consistent with existing ASFPM travel and reimbursement policies.

**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 to establish and enforce a level of program confidentiality that encourages open sharing of information and feedback.

**Closure Policy**

It is ASFPM's policy that partners may use a fixed duration, achievement of goals/actions or other criteria to determine when a partnership should end. The partners are expected to use the action plan and partnership log to track progress toward the partnership goals and identify any problems along the way. 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 achieved. Participants
should alert the program manager when a partnership has been closed. See *Closing a Partnership in the Mentoring Handbook*.

The program manager and ASFPM staff will not be responsible for supporting and monitoring closed partnerships. Participants will provide notice to the program manager when a partnership is closed.

Closure of one partnership must occur prior to the partners entering other partnerships, unless approved by the program manager.

**Monitoring & Evaluation Policy**

It is ASFPM's policy to periodically monitor ongoing mentoring partnerships and to require a program evaluation as part of a partnership closure. Additionally, training evaluation and feedback may be requested for specific mentoring activities. See *Monitoring & Evaluation in the Mentoring Handbook* and *Monitoring & Evaluation Tools in the appendices*.

The program manager is responsible for the relationship monitoring and program evaluation plan. At a minimum, feedback will be included with the annual FEMA Cooperative Agreement reporting.

**Recognition Policy**

Training, sharing of experiences and knowledge, promoting best practices and building relationships are integral to the "business" of the association. ASFPM has established continuing education priorities through the CFM®. By policy, ASFPM aims to recognize all participants of the mentoring program for their commitment to and participation in program and professional development as part of ASFPM’s annual national conference.

To support the voluntary participants of the ASFPM Mentoring Program, it is the program manager's responsibility to identify opportunities for incentives (e.g., continuing education credit) and recognition (e.g., through annual awards or being featured in newsletters, videos or ASFPM publications), specifically focused on mentoring activities and training.

**Registration Forms**

See *Registration in the Mentoring Handbook*.

- Select *Become a Mentor* on the navigation menu for mentor registration
- Select *Register as Mentee* on the navigation menu for mentee registration

**Mentee/Mentor Registration**

Both forms share the questions in this section.
Orientation

- Check the box to indicate you have watched the required orientation training.

Account Creation

_Flood Science Center recommends lengthy, random passwords stored in an encrypted password manager._

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 populate mentor profiles in the Mentor Finder to allow the program manager 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).

Mentee Registration

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. Please review the Eligibility Policy.

- Check the box to indicate that you are a state official.
- Enter the name of your state agency/organization in the text box.

Mentor Registration

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 to understand your work history when assigning a mentor to a mentoring request.

This section consists of two parts with two questions each:

1. **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)?

2. **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)?

The questions are worded this way 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 is reviewing a mentoring request.

- For each applicable question, choose the range of years that corresponds to your years of 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.

- Check the box next to all of the areas in which you feel that you have sufficient expertise.

**Later, as part of the biography section, you will be asked to submit a sentence or two describing your experience in each of the chosen mentoring expertise areas. It may help to draft these sentences in a separate document while going through this list.**

The program manager 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.

- 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.

**Request Mentoring Process**

Mentees request mentoring from their profile page. See [Request Mentoring in the Mentoring Handbook](#).
When logged in as a mentee, select My Profile on the navigation menu.

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

Ask a Mentor

Mentees do not submit a mentoring request for Ask a Mentor, mentees are instead directed to the Mentor Finder.

- Use the link provided to go to the Mentor Finder then use the filters to find a mentor with expertise in the area of your question. Click the "Ask a Question" button on a mentor's profile to submit a question. Please ask only one mentor to answer your question.
- See Ask a Mentor in the Mentoring Handbook.

Request Mentoring Form

- A link is provided to access the definitions of the mentoring approaches.
- A link is provided to the Mentor Finder to find a preferred mentor or to Ask a Mentor.
- Select a radio button to display the required questions for each mentoring approach:
  - One-on-One Mentoring
  - Group Mentoring
  - Situational Mentoring

The request mentoring form uses many of the same questions for each mentoring format and contains on-page instructions for each question. Listed below are the questions asked for each
type of request. Requesting situational mentoring omits the “When do you need this mentoring?” question because it is assumed to be urgent.

Request One-on-One Mentoring

- Application Name
- What is the topic/issue in which you need mentoring assistance?
- When do you need this mentoring?
- What is your preferred method of mentoring?
- Do you have a preferred mentor?

Request Group Mentoring

- Application Name
- What is the topic/issue in which you need mentoring assistance?
- What is the size of the group to be mentored/trained?
- When do you need this mentoring?
- What is the preferred method of mentoring?
- Do you have a preferred mentor?

Request Situational Mentoring

- Application Name
- What is the topic/issue in which you need mentoring assistance?
- What is the preferred method of mentoring?
- Do you have a preferred mentor?

Application Name

Similar to the subject line of an email, the application name will give the program manager and potential mentors a clear idea of the topic or area of interest for a mentoring partnership.

- Enter a descriptive name in the text box for the mentoring request.

What is the topic/issue in which you need mentoring assistance?

This question asks mentees to be specific about the particular assistance they seek. Akin to the body of an email, the answer to this question allows mentees to describe their mentoring needs in detail.

- Enter a few sentences or paragraphs into the text area to describe your situation.

When do you need this mentoring?
• Use specific dates if known. Use a range of dates if many times work. If you require immediate or time-sensitive assistance, please select Situational Mentoring for your mentoring request.

What is the preferred method of mentoring?

Choose all that apply. Certain methods may be most appropriate for specific types of mentoring. For example, group mentoring may be delivered via webinar versus in-person. The actual method used between partners will be defined in the mentoring agreement and action plan.

• 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.
• Enter preferred mentor in the text box.

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.

Partnership Workspace Materials

The partnership workspace uses project management software at basecamp.com. See Partnership Workspace in the Mentoring Handbook.

SMART Goals
Guidance

The ASFPM framework for mentoring uses SMART goals to help you determine that your partnership is successful and helps the mentee and mentor to drive their partnership.

SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound. These questions will help the mentee and mentor to set realistic goals.

**What is my initial goal?** Think about the overall direction for your mentoring partnership.

To make your partnership goal(s) SMART, consider what Drucker in his *Management by Objectives* suggests.

**Components of a SMART Goal**

- **Specific:** What are you going to do?
- **Measurable:** How will you know when you have achieved your goal?
- **Achievable:** Are you in a position to achieve the goal?
- **Relevant:** Why is this goal important in the larger context of your mentoring partnership?
- **Time-bound:** When will you achieve your goal?
SMART Goal Example:

This year I will participate in an ASFPM course to develop my ability to think strategically and use assessment/planning tools as I develop an effective state plan.

SMART Goal Explanation:

What = “...develop an effective state plan...
How = “...participate in an ASFPM course...
Why = “...to develop my ability to think strategically and use assessment/planning tools....”

The measurement is whether or not I participate in the ASFPM course and indicators are if my knowledge of the 10 elements of floodplain managers has increased at the end of the course.
What is my initial goal?


Identify the five components for your goal by accomplishing the questions that follow:

1. **Specific** – What am I going to do? How will I know I have accomplished it?

2. **Measurable** – What do I expect to change?
Mentoring Agreement
Mentoring Agreement

Mentee(s) and mentor(s) jointly complete this mentoring agreement by discussing the goals, objectives and reasons for forming a mentoring relationship and their mutual expectations for how it will work. Both partners agree that:

- The mentoring partnership is voluntary, with benefits 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 decision of either partner and is a no-fault partnership;
- Confidentiality shall be practiced in accordance with the program guidance;
- If conflicts arise in the partnership, the participants will seek advice from the Program Manager;
- If the learning relationship is dissolved before accomplishing the objectives, partners agree to use closure as a learning opportunity and report to the Program Manager with a final evaluation that identifies what could have been done differently.

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

Edit.
Action Plan
Action Plan

Mentees/Mentors should review the goal(s) for their partnership and identify a variety of specific activities that the mentee should undertake to build skills and abilities that they wish to improve.*

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

Edit.

Developmental Goal/Objective (SMART):
Review your SMART Goals Worksheet.

Edit.

Actions – What will you do?

Edit.
Activities/Actions Log
[Mentee] Activity/Actions Log

Edit this document regularly throughout your partnership and actions.*

Date:
Learning Area:
Action Plan Activity:
How and When Completed:

Date:
Learning Area:
Action Plan Activity:
How and When Completed:

Date:
Learning Area:
Action Plan Activity:
How and When Completed:

Date:
Learning Area:
Action Plan Activity:
How and When Completed:
[Mentor] Activity/Actions Log

Edit this document regularly throughout your partnership and actions.*

Date:
Learning Area:
Action Plan Activity:
How and When Completed:

Date:
Learning Area:
Action Plan Activity:
How and When Completed:

Date:
Learning Area:
Action Plan Activity:
How and When Completed:

Date:
Learning Area:
Action Plan Activity:
How and When Completed:
Link to Partnership Log

**Partnership Log URL**

The first partnership log should be submitted two weeks after a finalized mentoring agreement. Monthly use of the log for the duration of the partnership acts as the recurring evaluation of your partnership and the program.

[https://www.surveymonkey.com/r/Mentoring-Partnership-Log](https://www.surveymonkey.com/r/Mentoring-Partnership-Log)

**Monitoring & Evaluation Tools**

Monitoring and evaluation forms use surveymonkey.com to collect responses.

**Partnership Log**

The link to the partnership log is in the Partnership Log URL document in your partnership workspace. See Partnership Log in the Mentoring Handbook.
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 every month and after significant issues occur during a partnership.

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

* 1. Name:

* 2. I am the...

  ○ mentor
  ○ mentee

Next
* Enter name of your mentor:

* Please indicate how strongly you agree or disagree with the 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.

  ⭐⭐⭐⭐⭐
1. Enter name of your mentee:

Please indicate how strongly you agree or disagree with the statements regarding elements of your mentoring partnership:
(1 star = Highly Disagree … … … 5 stars = Highly Agree)

2. Interaction is regular.

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

4. Trust and confidentiality have been established.

5. Appropriate amount of time has been allocated to the partnership.
Mentorship Log (Page 3 of 4)

Please indicate how strongly you agree or disagree with the 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 interaction.

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

* Were there any barriers encountered during the mentoring process?
  ○ Yes
  ○ No
1. Are you learning and developing as a result of your partnership experience and activities?
   - Yes
   - No

2. In response to last question, why or why not?

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

The link to the partnership evaluation will be provided by the program manager upon partnership closure. See Closing a Partnership and Partnership Evaluation in the Mentoring Handbook.
Mentoring Partnership Evaluation

ASFPM Mentoring Program (Page 1 of 4)

Mentees/Mentors are asked to evaluate their mentoring experience after the completion of their 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 is made to collect minimal information to support needs assessment and matching. Mentees/Mentors are encouraged to consider the information related to their partnership as confidential. It is the Program Manager’s responsibility to enforce a level of program confidentiality that encourages open and honest sharing of information.

* Name:

* I am the...
  - [ ] mentor
  - [ ] mentee

Next
Mentor 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 focus for the partnership focused on the goals.
Mentoring Partnership Evaluation

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 method 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.
Pages 2 & 3 [mentors]
Mentor Feedback (Page 2 of 4)

* Enter name of your mentee:

Please indicate how strongly you agree or disagree with the 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 processes were smooth and easy to use.

* ★ ★ ★ ★ ★

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

* ★ ★ ★ ★ ★
Mentor Feedback (Page 3 of 4)

Please indicate how strongly you agree or disagree with the 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 method of interaction) and scalable (e.g., basic concepts to advanced practices).

* I had a positive professional experience as a direct result of the activities 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 needed to develop an effective state floodplain management 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.

Ask a Mentor

The link to the Ask a Mentor Feedback will be provided by the program manager two weeks after an Ask a Mentor question is submitted. See Ask a Mentor Feedback in the Mentoring Handbook.
Mentees/Mentors are asked to provide feedback about their Ask a Mentor experience within 7 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 is made to collect minimal information to support needs assessment and matching. Mentees/Mentors are urged to consider the information related to their partnership as confidential. It is the Program Manager's responsibility to enforce a level of program confidentiality that encourages open and honest sharing of information.

* Name:

* I am the...
  ○ mentor
  ○ mentee
**Mentee Feedback** (Page 2 of 3)

* Name of mentor:

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* Please indicate how strongly you agree or disagree with the 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.

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* Ask a Mentor provided what I needed.

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

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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 profession.
Common "Ask a Mentor" Questions

This section will be developed as the program matures.