

Guidance for Creating Your Mentoring Action Plan

Once the Mentor and Mentee have agreed to the goal(s) for the partnership, specific actions and activities need to be identified to move the Mentee toward the goal(s). The partners should review how ASFPM will deliver mentoring (i.e. one-on-one, group, situational and peer-to-peer) and the areas of learning (i.e. program, professional and leadership learning) to choose specific activities and actions for your partnership. The discussion may involve both the Mentor and Mentee, but **creating the Action Plan should be a responsibility of the Mentee.**

Training is the core for 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, ability or behavior that will benefit from further development. Focus on the outcome or result that you want to achieve by accomplishing the goal(s). 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 have prepared to understand the result you want.

- 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) and informal (e.g. process guides, best practice documentation, resource materials and “Ask-a-Mentor”), passive (e.g. reading and shadowing) and 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 you choose. You may have been trained in strategic planning, but have not 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.

- Besides 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: Time-frame and milestones.

- What needs to be scheduled to make sure my commitment is consistent with my goal?
- An overall deadline for activities will be somewhat defined by the duration of the partnership. However, there may be a sequence for individual activities that needs to be followed. For example, you may need to take a training and 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 and the final result is to write 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. These deadlines should fit within your overall commitment to the partnership and show progress toward the desired result.

Step 6: Establish criteria for success.

- Is the partnership a positive experience for you?
- The Mentor and Mentee should discuss how they will know they are making progress.
- Completing actions and activities is one way to measure progress; however, it is also important to measure if your knowledge and skill is also growing.