



^{OF} *SAN DIEGO*

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Mentoring Guidelines

Prepared by the Mentoring Committee

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I. Overview

The Financial Planning Association (FPA) – San Diego (SD mentoring program seeks to foster the professional growth of its members, both as Financial Planners and as members of FPA-SD, via a traditional mentoring process with these features:

- Each Mentor is assigned no more than two Mentees and each Mentee is assigned to only one Mentor;
- Mentors are encouraged to meet with each Mentee *at least* one hour per quarter;
- Mentors serve for at least one year;
- Mentors are paired with Mentees according to responses to a pairing questionnaire; and
- Mentor/Mentee relationships will be evaluated annually.

One of the key goals of the FPA-SD's current strategic plan is to "stimulate the growth, diversity, and participation of the membership." One of the primary objectives of the plan is to establish mentoring opportunities. These guidelines describe the protocols of the FPA-SD's mentoring program.

Mentoring facilitates learning by creating relationships between groups of willing participants, typically guided by generally accepted mentoring techniques. Formal mentoring can accelerate a financial planner's professional development. The FPA-SD mentoring program strives to facilitate the process by which financial planner's achieve their personal best as professionals. The mentoring program consists of carefully designed relationships in which a Mentor is assigned to serve as a role model and counselor to one or two Mentees. The initial efforts of the Mentoring Committee will focus on mentorship pairings. The mentoring program is available to *any* FPA-SD member.

II. Introduction

Financial Planner mentoring commonly evolves when an Financial Planner, a **Mentor**, having greater skill or ability in a particular field, helps another Financial Planner, a **Mentee**, learn the same skills or abilities that the Mentor has found to be most valuable. Bearing in mind that Mentees may learn such skills on their own, although less well or more slowly, effective Mentors create an environment for Mentees to learn in a more efficient manner.

Mentoring is an ongoing process whereby financial planners learn new skills as they develop interests that the new skills will satisfy. Therefore, a discussion of the Mentee's interests and specific topics which they would like to become more knowledgeable in is *an appropriate starting point* for the mentoring process so that the Mentor's professional experiences can be appropriately mined. From there, the Mentor should establish an agenda for the next quarterly meeting and establish goals which the Mentee needs to accomplish before their next meeting. The goals should be based on the results of the initial meeting and should be modified throughout the Mentoring process.

The ongoing challenge of any mentoring program is to provide the Mentee with valuable career guidance. This program's focus is to increase the likelihood of success of the Mentee's Financial Planning career and within FPA-SD, by introducing the Mentee to new skills, and reinforcing skills that the Mentee has already acquired. Moreover, the Mentee's development can be enriched through exposure to the Mentor's professional contacts. Thus, the efforts of both the Mentor and the Mentee are focused in an effective manner.

The FPA-SD is proud to facilitate mentoring with its mentoring program, but the responsibility for the success of the mentoring experience is up to the Mentor and the Mentee.

III. Mentor Selection

Criteria

Mentors will be selected based upon their desire to voluntarily serve, as well as their ability to devote *a minimum* of one hour of uninterrupted time, per quarter, to meet with each assigned Mentee. Ideally, the Mentor will be able to devote more time to each Mentee. The Mentor should be a successful CFP® professional, a recognized leader, and a member of FPA-SD.

Please remember that a CFP® professional continues to be required to follow the CFP® Code of Ethics as a Mentor. The Code of Ethics can be found at, <http://www.cfp.net/certificants/conduct.asp>.

Pairing

Mentors will be paired with Mentees by the Mentoring Committee, upon evaluation of a pairing questionnaire (see Appendix A) completed by both the Mentor and the Mentee. Pairing considerations include the Mentor's area of Financial Planning expertise, level of professional experience, and level of activity in FPA-SD. Each Mentor will have no more than two Mentees. Mentor pairing will be conducted without regard to race, gender, religion or political preferences.

Time Commitment and Duration

Mentoring sessions can be conducted telephonically; however, to encourage in-person contact, geographic location will be *seriously* considered. Each Mentor will serve for one year, beginning with the month in which the Mentor/Mentee introduction is completed by the Mentoring Committee and ending approximately 12 months later. If the Mentor/Mentee wishes to continue the relationship after those 12 months, they are free to do so. The Mentor's term can be renewable indefinitely.

IV. Mentor Responsibilities

Confidence

The Mentor should assure his/her Mentees that the *entire* process is being performed with the utmost confidentiality. Each Mentee should feel comfortable discussing various aspects of their career development, as well as involvement in FPA-SD, with the Mentor.

Principal Responsibility

To offer the Mentee advice and guidance likely to improve the Mentee's potential for advancement within the Financial Planning profession and growth within FPA-SD. The one-hour

per quarter meeting can be either by telephone or in person. However, the meeting must **not** be interrupted; the Mentor must devote his/her total attention to the Mentee.

The Mentor agrees to refrain from recruiting or using the Mentorship program as a recruiting tool for potential employee's or advisors. Such action will result in termination of the Mentors involvement in the Mentorship program and possible loss of FPA-SD membership.

If a Mentee initiates possible employment discussion with the Mentor, this is considered acceptable as long as employment opportunities are not prompted by the Mentor.

Metrics

At the conclusion of each one-year term, the Mentor is asked to provide the Mentoring Committee with a written evaluation of the mentoring program (see Appendix B). Measures of success of the Mentor's efforts will be to have the Mentee (a) advance in position and responsibility at work and/or (b) increase his/her involvement in the FPA-SD, such as through committee work, leadership, and the successful mentoring of new FPA-SD members.

Discussion

Effective mentoring occurs when the Mentor's guidance enhances the Mentee's existing skills, and facilitates the Mentee's acquisition of new professional skills. The advice and guidance should be based upon the Mentor's career experiences and professional training. Examples and stories help illustrate key points. The Mentor should request feedback from the Mentee through insightful questions.

V. Mentee Selection

Mentoring feedback is a two-way function, and the Mentee should feel comfortable asking the Mentor questions. In this way, the Mentee is encouraged to draw new skills from the Mentor and to have the Mentor reinforce existing skills.

Confidentiality

The entire mentoring process should be conducted with the utmost confidentiality, and the substance of the Mentor-Mentee discussions should **not** be included in the Mentor's program evaluation.

Criteria

Mentee selection will be based upon the Mentee's interest in the program, coupled with a willingness to devote a minimum of one hour of uninterrupted time per quarter to meet with the Mentor. The Mentee must be a member of FPA-SD.

Pairing

Mentees will be paired with Mentors by the Mentoring Committee based upon results provided on the pairing questionnaire. Pairing considerations include the Mentee's area of Financial Planning expertise, level of professional experience, level of activity in FPA-SD, career development interests, and areas of particular interest in FPA-SD. Although mentoring sessions

can be conducted telephonically, geographic preference will be an important factor, to encourage in-person contact. Mentee pairing will be conducted without regard to race, gender, political or religious preference.

Time Commitment and Duration

The Mentee should meet with the Mentor for at least one hour per quarter, either by phone, or in person. The meeting should be uninterrupted; so that the Mentee is devoting his/her **total** attention to receiving the advice and guidance offered by the Mentor. The mentoring term will last for one year, beginning with the month which the Mentor/Mentee introduction is completed by the Mentoring Committee and ending approximately 12 months later. The mentoring term is renewable indefinitely.

VI. Mentee Responsibilities

Discussion

Mentees should discuss with their Mentors their expectations of the mentoring relationship and of the program in general. If the Mentor and Mentee cannot agree on a set of mutual expectations, an alternate pairing can be arranged.

Primary Responsibility

Receive in good spirit the advice and guidance offered by the Mentor. The Mentee's overall responsibility in the mentoring process is to learn from the Mentor in a manner that tends to advance the Mentee's career in the Financial Planning profession and within FPA-SD. It is the **Mentee's** primary responsibility to learn new professional skills that can be applied to his/her current career situation.

Evaluation of Success

At the conclusion of each one-year term, the Mentee is asked to provide the Mentoring Committee with a written evaluation of the program. Measures of success will be (a) the Mentee's advancement in position and responsibility at work and/ or (b) the Mentee's increased involvement in the FPA-SD, such as through committee work, leadership, and the successful mentoring of new FPA-SD members.

Confidentiality

The entire mentoring process should be conducted with the utmost confidentiality, and the substance of the Mentor-Mentee discussions should not be included in the Mentee's program evaluation.

VII. Professional Responsibility

Professional Conduct

All Mentor/Mentee interaction is to be conducted on a professional basis reflecting the highest ethical and behavioral standards.

Sexual Harassment

Sexual harassment, or harassment of any kind, toward either a Mentor or Mentee, including same gender sexual harassment, is totally unacceptable, strictly prohibited and will **not** be tolerated, and could result in losing membership in the chapter.

Client and Corporate Responsibility

Neither the Mentor, nor the Mentee shall, under any circumstances, disclose client information, client proprietary information, or any other client confidence to the other.