

ASAP Mentorship Program

Engage in meaningful one-on-one interactions. Grow the field of Adaptation.



Exploring ASAP's Professional Guidance Resources

ASAP's Professional Guidance Resources help you assess your adaptation practice and make sure it incorporates the latest thinking on what constitutes ethical, equitable, effective adaptation. ASAP's professional guidance resources include:

- [ASAP Code of Conduct and Professional Ethics](#): The Code of Ethics articulates ASAP's expectations for members. It describes the values, beliefs, principles, and guidelines climate change adaptation and climate resilience professionals should adhere to to ensure ethical and effective practice. Individuals sign onto the Code of Ethics when they become ASAP members.
- [ASAP Living Guide to the Principles of Climate Change Adaptation](#) (Living Guide): a synthesis of existing and aspirational principles of effective adaptation practice. The content draws on a variety of field-spanning white and grey literature describing adaptation practice, as well as ASAP member and adaptation community reflections on the state of the field.
- [Justice, Equity, Diversity, and Inclusion \(JEDI\) Statement](#): The JEDI Statement articulates ASAP's acknowledgement of historic injustices and our responsibility to correct those injustices. The statement guides our commitments to centering JEDI work and JEDI principles into our organization and our network.

Take some time to review these resources before your 1:1 call and think about successes and barriers for integrating some of the specific principles into your work. Bring these ideas to your 1:1 call. Here are some ideas. Option #1 is less structured, requires less preparation, and can be modified to focus on any of the resources. Option #2 is more structured, requires more preparation, and focuses on the Living Guide

Option #1: Open discussion about the Code of Ethics, Living Guide, & JEDI Statement

Before the meeting, make sure both mentor and mentee/s have read whichever ASAP Professional Guidance Resources you intend to discuss. During the meeting, engage in an open discussion about how they resonate with you, what elements you see reflected in your own work, and what elements you want to work on better reflecting in your own work. Here are some discussion questions to help get the conversation started:

- What are some examples of ways you are doing a good job integrating the values, beliefs, principles, and strategies articulated in these resources into your own work?
- Which of the values, beliefs, principles, and strategies articulated in these resources do you struggle to integrate into your own work? Why?

Option #2: Creating and applying a checklist for quality adaptation practice

Before the meeting

- Both mentor and mentee/s read the [Living Guide](#)
- Mentee/s (and optionally, mentor): create a checklist for good adaptation practice based on the Living Guide. To do this, choose 4-6 principles that you want to include in your checklist, and develop a question for each to include in your checklist. You can simply restate the language in the Living Guide in a question form, or use your own interpretation of that principle to write something different. Here are some examples:
 - Principle: “address the root causes of climate change”*
Sample question: “How does the action support the long-term goal of climate change mitigation?”
 - Principle: “Use best available science and knowledge”*
Sample question: “is the action based on the best available science and climate projections? “
 - Principle: “Ensure fairness in decision making”*
Sample question: “do all potentially affected people and communities have a role in the decision making process?”
- Mentee: identify an adaptation-related project or task in your portfolio that you want to assess in real-time with your mentor

During the meeting

- Mentee (and optionally, mentor): Share and discuss the checklist questions you developed (15 mins)
 - If there are multiple mentees, decide as a group if you’d like to all lists at the same time or focus on one mentee’s list first and then discuss another mentee’s list. In either case, make sure that the group devotes equal time to each mentee.
- Mentee: describe a project or task that you want to use your checklist to assess (5 mins)
- Mentee and mentor: assess the mentee’s project or task (40 mins)
 - For each checklist question (or just a few, depending on time/preferences) - mentee talks through how the task/project measures up, and mentor responds with follow-up questions and insight based on their own experience.
 - Based on your assessment, what are some areas for improvement for this project or task?
 - Where are the gaps in your own competencies or in your organization’s capabilities that may hinder improvement?

After the meeting

Mentees: refer back to your professional development goals. Does your assessment of the project/task or your discussion with your mentor change your goals? Update accordingly.