



ASBOA

**Association of School Business
Officials of Alberta**

Mentorship Program

Networking

Knowledge

Best practices

Creativity
Collaboration
Relationships
Marketability
Resiliency

Code of Ethics

Preamble

Each Member of the *Association of School Business Officials of Alberta* (“Association”) (herein defined as a (“Member”)) must conform to the standard outlined in the following *Code of Ethics* (“Code”). The Code is designed to promote members’ personal ethical behavior and to reflect honour, integrity and the standards of exemplary professional conduct. Moreover, it is intended to give assurances to the public that (a) ethical behaviour is expected and required of all Members; and (b) that the actions of the Members are predicated upon the best interest of students and the public.

Fundamental Principles of Ethics

Professional Behaviour

Members conduct themselves at all times in a manner which will uphold the good reputation of the profession and serve the public interest and students. In doing so, Members are expected to avoid any action that would discredit the profession.

Integrity and Due Care

Members perform their professional services with personal integrity and due care, acting in a straightforward, honest and fair manner to all in their professional relationships.

Professional Competence

Members will maintain their professional skills and competence by complying with and keeping informed of developments in their area of professional service, pertinent legislation and areas of practice.

Confidentiality

Members will not reveal confidential information obtained as a result of professional, employment and business relationships to any person or corporate body without proper and specific authority (such as by legislation or by the school jurisdiction in writing), nor exploit confidential information for their personal advantage or the advantage of a third party. Confidential information is defined as any and all information associated with a Member’s work which became known to the Member by way of employment or as a Member of the Association.

Objectivity

Members will not allow their professional judgment to be compromised by bias, conflict of interest or the undue influence of others.

Reporting Concerns

Should a Member or any person consider that a Member's actions conflict with the application of the Code, the alleged concern or complaint must be reported in writing to the Chair of the Discipline Committee of the Association ("Chair").

Disciplinary Action

The relevant provisions of the Professional and Occupational Associations Registration Act, including applicable regulations and the bylaws and Discipline Process Manual of the Association, shall be followed in the consideration of each concern or complaint.

Reference:

POARA - ss.20 - 38, 19

POARA REGULATIONS - 37/2004

ASBOA Bylaws - 3.07, 5.05

Discipline Process Manual

(APPROVED as at June 6, 2019)

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As an Association of professionals, we believe in:

- Identifying and being responsive to the needs of the profession and its membership.
- The integral participation in the provision of quality education services.
- Establishing and maintaining high standards of efficiency and effectiveness in school business methods and practices.
- The standard of conduct of our members should be in accordance with the established code of ethics.
- Encouraging research for the improvement of school business management practices and sharing of best practices.
- Providing professional development opportunities for our members.
- Providing opportunities to all members to encourage the exchange of information and ideas.
- Advancing the status of School Business Officials at all levels and providing, when appropriate, assistance to members on a group or individual basis.
- Advocating and advancing the status of School Business Officials.

Why Mentoring?

Remember what it was like the first year you were in your position. The acronyms alone were enough to drive you crazy, let alone knowing where to begin to look for the BRF before you file the AFS keeping in mind FOIP and what had to go to AE or AI or what was ATRF and ASEBP and what deadline did you want it by and who did you say ASBOA was ?????

With the creation of the Mentorship Program we are providing a system that will allow new members to have easier access to the wealth of information and expertise that our membership holds about the unique issues of school business. We believe that by creating a more 'formalized' Mentorship Program, the Association and its members can contribute to this goal.

In any profession, communicating with your peers is one of the best ways for individuals to learn to develop their talents.

We know that many of our members are already putting themselves out there, helping, sharing and providing support to each other. Sometimes, when new members join, they are not only new to ASBOA but they are new to the world of "School Business". They don't always feel comfortable calling up a member to ask a question or coming out to that first zone meeting, or annual conference.

The Mentorship Program can provide the link to the support that new members need to succeed in the world of school business.



The Benefits of Mentoring

There is no formal School Business Officials degree – it is on the job training.

Mentoring is a planned pairing of a more experienced person in school business (the mentor) with a less experienced one (the protégé) with the agreed upon goal of assisting the newer person to grow and develop in their new role.

Mentoring can be an important and fulfilling relationship for both the mentor and the protégé. It's an opportunity for mentors to impart some of the valuable learning and experience they have gained throughout their career. It's also a chance to meet and interact with people from other school jurisdictions, gaining knowledge from another perspective.

For the protégé, a mentor is someone who has been in the same situation and understands its challenges. A mentor is there to provide the protégé with support through the first year in the protégé's new position in school business by providing advice, helpful information and by helping the protégé to broaden their occupational network. The nature of the relationship allows for a more personal connection.

Advice to Newbies...

1. Never be afraid to ask a Deputy Minister a question. Likely there are some people in the room who want to ask the same question – just sit with them! ***You are not alone.***

2. Those people sitting with you, as you ask the Deputy Minister questions, will be your supporters for the duration of your career. They too will ask the questions you're afraid to ask – and then discuss, dissect and resolve the answer with you. ***You are not alone.***

3. Be grateful that all those people “who discussed that in 1985” have retired. You may be discussing changes that are “new to you”, but circumstances change and those ideas really should be given another consideration. Times have changed and ***you are not alone.***

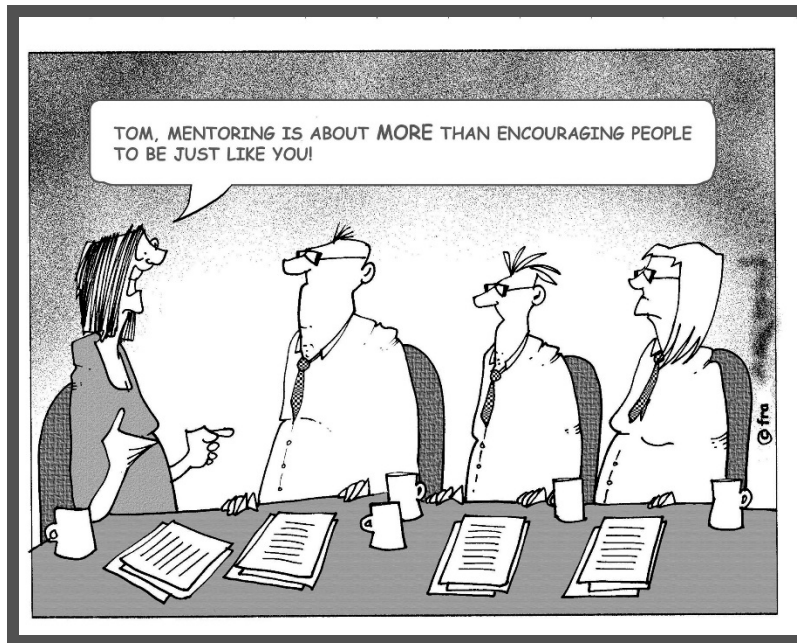
4. Be grateful that all those people “who discussed that in 1985” have not retired: likely they have seen things you can't imagine and make consideration based on those experiences. Listen to their stories and learn. Some things never change and ***you are not alone.***

The Role of the Mentor

A mentor is any individual who provides newcomers or individuals changing positions within the school business profession with support, guidance, friendship, reinforcement, and constructive example. Mentors are good listeners, people who care, who understand school business and want you to be successful. Being a mentor is an investment in school business.

To be a successful mentor, one has to take the time to learn about the role. Great mentors will:

- Serve as a positive professional role model. Foster, convey and uphold the standards, norms and values of the school business profession and the ASBOA Code of Ethics
- Discuss goals and objectives the protégé may have. Assist the protégé to identify actual and potential personal and professional development opportunities to reach those goals
- Be willing to learn from the protégé. They have experiences different from your own that can contribute to your own development.
- Share knowledge, insights, materials, skills, ideas and experiences.
- Introduce the protégé to others so they develop professional networks.
- Provide a listening ear and constructive feedback.
- Support, encourage and inspire the protégé. Share openly with their protégé (feelings, frustration, concerns).
- Help problem solve and identify potential solutions (including relevant resources). Encourage the protégé to be empowered and take ownership of his/her challenges.
- Respond in a timely fashion. Be available.
- Maintain confidentiality.
- Express thanks and appreciation to the protégé.
- Understand that being a great mentor doesn't mean creating a clone...



The Role of the Protégé

A protégé is a newcomer or individual changing positions within the school business profession who is eager to grow in his/her new role. A protégé is honest, forthcoming and willing to share thoughts. He/she is committed to personal growth, continuous learning and excellence in the profession.

Successful protégés will:

- Raise professional and career challenges for discussion.
- Be committed to setting goals and objectives with the mentor.
- Be willing to learn from and with the mentor.
- Make their own decisions.
- Know when to ask for advice.
- Take advantage of professional development opportunities suggested by their mentor.
- Share openly with their mentor (feelings, frustration, concerns).
- Be open to receiving constructive feedback. Use feedback wisely.
- Respect their mentor's time.
- Maintain confidentiality.
- Express thanks and appreciation to the mentor. Let the mentor know how suggestions have been applied or ideas used.

5. Yes, you are overworked and underpaid - so love the job. There are few industries which expect you to be an expert in finance, facilities, privacy, contracts, municipal zoning, human resources, miscellaneous legislation and regulations, transportation, communications and diplomacy; then go for lunch. ***You are not alone.***

6. No one is an expert in finance, facilities, privacy, contracts, municipal zoning, human resources, miscellaneous legislation and regulations, transportation, communications and diplomacy - talk with the members and see who is! You will be able to impress those people who think you are. ***You are not alone.***

Setting Goals and Objectives

At the onset of the relationship, the protégé and mentor should set an initial meeting and be prepared to discuss some or all of the following topics:

- What the protégé would like to receive in knowledge, skills and resources.
- Establish times to meet in person and by phone. Face-to-face meetings are most desirable, if possible. Take the opportunity to schedule meetings in conjunction with Zone functions and PD workshops. Invite your protégé for lunch or a beverage. Talk to your Mentor Coordinator for reimbursement guidelines.
- The anticipated length of the mentoring partnership (12 months, unless each agree to terminate sooner).
- Establish the date of the next meeting and set a schedule for the entire upcoming year. Include meetings at zone, PD and annual conference as well as regular conference calls.
- Use the "Speaking Ideas" template as tool to start the relationship.



How to Get Started

Protégés

Complete the [application form](#) on the ASBOA web page for protégés. Be aware that mentor and protégé relationships are based on a variety of factors such as: role, geographic location and the number of interested applicants. It will take approximately one month for the pairing process to be completed.

Mentors

Complete the [application form](#) for mentors on the ASBOA web page. Application does not guarantee assignment of a protégé. Be aware that mentor and protégé relationships are based on a variety of factors such as: role, geographic location and the number of interested applicants. It may take some time until the appropriate protégé is available.

7. Answer all the requests for information and get a copy of the results. You will learn what other organizations are struggling with, and how the successful ones are dealing with those challenges. ***You are not alone.***

8. New to the association? Get on stage and be hypnotized. People will remember you for years and you will instantly have something to talk about. Just remember to buy all videos that exist.

You are not alone.

9. If you time it right, you too can have your 40th birthday at Disney World, at the ASBO International Conference - celebrating with all the other people who have the same professional challenges. ***You are not alone.***

10. Never transfer or get promoted at year end.
You are alone!

Speaking Ideas

- Ice breakers: What do you like to do outside of work?
 - Ask about family, pets, etc.
 - Favorite sports team(s)
 - Favorite music, food, restaurant
 - Favorite coffee – great way to plan a coffee meeting – Tim's or Starbucks?
- What is your education/experience?
- What drew you to school business?
- What are your career objectives?
- Where do you see yourself 5 years from now?
- What is your learning style?
- What are your strengths, skills, expertise?
- What do you want to know about my background?
- What is important for you to get from this mentoring relationship?
- What are your challenges? What areas do you feel you need to develop skills in or learn more about?
- Have you seen the resources available on the ASBOA web page?
- Have you been to a Zone meeting? (This provides an opportunity to explain how your zone meets, its activities, and arrange to go together to a meeting.)
- Are you planning to go the ASBOA Annual Conference? (Again, an opportunity to explain the benefits of the conference and arrange to go together or meet at it.)
- Do you know about the CSBO designation?
- What kind of support do you want from me?