

# Succession Planning Phase II

by

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***Succession Planning Project  
Phase II  
Delaware Department of Transportation***

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## Abstract

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Succession planning is an organizational investment in the future. Institutional knowledge is a critical ingredient in the culture of an organization, and its intangible value becomes significant when an organization is faced with the need to pass this knowledge to a new generation of leaders or employees in key positions. An exploration of the current situation in the Delaware Department of Transportation (DeIDOT) was undertaken during Phase I of this project, which resulted in the development of three recommendations for future action. This Phase II report details the findings related to two of those recommendations: focusing effort on reducing vacancy rates within the Planner Series and establishing a Senior Mentoring Program within DeIDOT.

The analysis of current, successful DeIDOT efforts to recruit Engineers and the availability of Planner programs at regional institutions of higher education resulted in the development of a conceptual model for Planner recruitment. Utilization of this model should directly address vacancy rates in the Planner series.

Regarding the establishment of a Senior Mentoring Program within DeIDOT, the research findings highlight best practices regarding mentoring programs among comparable organizations. This project also produced the wholly unexpected result of discovering that a mentoring program already existed within the agency – but that it had not been utilized by the staff of the Planning Department.

On the whole, this project directly illustrates the practical benefit of applied research. The recommendations that have been developed could be implemented in short order.

## **Project Team Members**

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### DeIDOT Planning Department Representatives

- Ralph Reeb – Director
- Joseph Cantalupo – Assistant Director, State& Regional Planning
- Robert Taylor - Assistant Director, Transportation Solutions
- Ted Bishop - Assistant Director, Development Coordination
- Annamay Decker – Project Manager

### IPA Representatives

- Douglas Tuttle - Principal Investigator
- James Flynn – Principal Investigator for Phase I
- Angelina Micheva – MPA Graduate Research Assistant

## Introduction

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This research report has been prepared in response to a Request for Proposal from the Delaware Center for Transportation (DCT). In July 2004, DCT submitted a request to the Institute for Public Administration (IPA) for a study of succession planning for the Delaware Department of Transportation (DelDOT). The first phase of the project explored the current situation of the organization and researched best practices and implementation techniques for the process of succession planning.

The end product of Phase I of the Succession Planning Project was a report outlining three recommendations for future action that targeted particular strategies for the development and implementation of succession planning programs within DelDOT. The report concluded with an admonition that the next phase of the project should be “Measured, Focused, and Target Selected Project Areas”. In that regard, the IPA team was assigned to work specifically with the Planning Department of DelDOT to refine the scope of activities and better focus project efforts. The resultant proposal for the work of the second phase was narrowly directed toward the implementation of two elements of the Phase I recommendations as they applied to the Planning Department, specifically: recruitment and retention practices related to the attraction of quality applicants to open positions within the Planner Series and the establishment of a mentoring program within Planning Department. This report summarizes the findings that were developed through a study, begun in October 2005, of action steps that could be taken to implement those Phase I Succession Planning Project recommendations.

### **What is Succession Planning?**

As noted in the Phase I project report, succession planning is an organizational investment in the future. To produce the desired results, it must be a long-term approach that institutionalizes active support and participation by top management; assesses human resource requirements based on employment trends and anticipated needs over at least a five-year period; collects/analyzes data on turnover, resignations, and retirements; encourages support and participation from managers and prospective candidates; develops a pool of top-quality internal candidates to fill anticipated openings; explores external sources for attracting additional staff members; encourages workforce diversity; installs mechanisms to ensure the best “fit” between organizational needs and the full-range of human capital available; helps to align human resources with strategic directory of the organization; and ensures continuity of talent.

## **Why Do Succession Planning Programs Fail?**

As noted in the Phase I report, a 2003 report<sup>1</sup> from the U.S. General Accountability Office identified six major reasons:

- Lack of on-going support and interest from the leadership ranks.
- Succession planning is not seen as a priority; funding not sufficient.
- Recruitment and retention, particularly in critical management and technical areas, is perceived to be sufficient to meet organizational needs.
- Resistance from middle managers who already feel overburdened with other “initiatives” not central to their job responsibilities.
- Employee suspicion toward unsure program goals; poor communications.
- Organization is too small to sustain a full-scale program.

## **What were the specific recommendations of the Phase I report?**

The first two recommendations of activities that could be pursued in Phase II of the DelDOT Succession Planning Project (Recruitment and Retention among the Planner series and a Senior Mentoring Program) were proposed in response to critically important human resource management challenges that were facing the department.

### **Recommendation 1: Recruitment and Retention among the Planner Series**

Anecdotal evidence and workforce trend data generated through the PeopleSoft system during the Phase I analysis revealed higher than average vacancies in certain job titles and occupational groups across the department. It was determined that IPA’s research effort should be focused on vacancies within one of these groups in particular—the Planner series.

### **Recommendation 2: Senior Mentoring Program**

IPA’s Phase I research team recommended that DelDOT initiate a senior mentoring program to ensure better transfer of institutional knowledge and operational practices from senior staff members and recent retirees to the next generation of departmental leaders—be they in managerial, technical, or administrative positions.

### **Recommendation 3: A Succession Planning “Tool Box”**

IPA’s Phase I research team also put forth a third recommendation intended to address the long-term succession planning needs of DelDOT as well as other state agencies. Of less immediate criticality than Recommendations 1 and 2, this third recommendation envisioned the production, over time, of a series of electronic reports providing base-line data on employment trends (vacancies, turnover, retirements, etc.) and a series of self-paced, professional-interest questionnaires or work skills assessment instruments to help determine participation with succession planning programs. Implementation of Recommendation 3, which would involve significant collaboration among multiple State offices, was not incorporated into Phase II of the DelDOT Succession Planning Project.

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<sup>1</sup> U.S. Government Accountability Office. *Human Capital: Key Principles for Effective Strategic Workforce Planning*, GAO-04-39 (Washington, D.C. December 11, 2003).

## Research Approach

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This section discusses the approaches undertaken by the IPA research team in formulating, collecting, analyzing, and presenting information gathered during this project.

### **Meetings with the DeIDOT Planning Group and others**

The work on Phase II of the Succession Planning Project began with a presentation of the findings from the previous phase and a reconfirmation of the direction for the next steps to be taken at a meeting with the division heads from the Planning Department of Del DOT. Ralph Reeb [initial Program Manager], Joseph Cantalupo, Ted Bishop, and Annamay Decker of the DeIDOT Planning Unit met with Douglas Tuttle, James Flynn and Angelina Micheva of IPA on October 3<sup>rd</sup>, 2005, to kick off Phase II of the project.

A subsequent focus group meeting held at DeIDOT on November 16<sup>th</sup> was attended by Ted Bishop, Joe Cantalupo, & Bob Taylor. This session was particularly helpful in that the Assistant Directors who were responsible for managing the various divisions within the Planning Department were able to provide the IPA team with feedback on the position profile information developed to date and offered their insight on individual issues of concern regarding the focus of the project. Since the research involved in Phase I had been somewhat more theoretical in nature, the input from the managers' perspectives was vital in helping to frame a practical and relevant approach to this second phase of the project. The leading areas of challenge to be identified regarding Recommendation 1, recruitment and retention within the Planner Series, were:

- Turnover and recurring vacancies
- Relationship of applicants' profiles to their actual work responsibilities
- Pay grades in comparison to engineers

Both in preparation for and following this meeting, Support Services Administrator Annamay Decker gathered and provided detailed data on the department's structure, positions classifications, vacancies, and turnover history.

On November 22<sup>nd</sup>, the IPA team met with Tony Sianni and Virginia Lipkin of the Delaware Division of Social Services (DSS) to examine the Leadership Development framework that currently exists within DSS and explore ways in which it might provide a model for a DeIDOT Senior Mentoring Program.

On Dec. 9<sup>th</sup>, the IPA team met with Denise Beaston, Renee Pugh, & Jim Woodruff of the Human Resources unit of DeIDOT to discuss the specific job titles within the planner series to be targeted and the challenges that have been faced in filling vacancies in those positions, from their perspectives.

On January 3<sup>rd</sup>, 2006, the IPA team attended the State HRM Roundtable meeting in Middletown to share an overview of preliminary findings and assess the degree to which they were representative of a statewide context.

On January 18<sup>th</sup>, a meeting was held with Annamay Decker [who had assumed the responsibility of Program Manager on December 13<sup>th</sup>, 2005] to further explore the recruitment initiatives that had been implemented within DeIDOT relative to Engineer positions, and to attempt to establish the details of a “mentoring program” that was reported to already be in existence within DeIDOT.

On May 1<sup>st</sup>, a poster illustrating the concept for a DeIDOT Planner recruitment brochure and a sampling of regional universities with Planning and Engineering programs was displayed at the DCT Spring 2006 Research Showcase.

Additionally, telephone conferences were held with Ralph Reeb and others, as required to validate specific findings related to the project.

### **Literature Review**

As the topic of succession planning is a relatively new theme in the field of human resource management, the work associated with Phase I of the Succession Planning Project had involved a heavy reliance by IPA’s research team on articles and examples that were available through websites and Internet sources. During Phase II, the IPA team again made significant use of the Internet as a research vehicle – in this case, most especially regarding the identification of regional educational institutions that might be targeted for a program to recruit prospective hires for the Planner series, similar to the efforts that were already in place to recruit Engineers.

On the topic of mentoring programs, the IPA team turned to the extensive literature review that had been done for Phase I and focused on the identification of programs and practices that had been successfully implemented. A summary of the characteristics and key process issues associated with effective mentoring programs was developed (see Findings and Observations: Recommendation 2), but upon the determination that a DeIDOT mentoring program was already in existence (see Appendix 5), no further research was conducted related to this topic.

### **Best Practices of Comparable Organizations**

Regarding Recommendation 1 concerning recruitment and retention among the Planner series, the search for best practices essentially turned inward – with the proposed Planner recruitment initiative being modeled directly on DeIDOT’s existing program for engineers.

The examination of mentoring programs related to Recommendation 2 was significantly more expansive in scope. A meeting was held with the project managers of the mentoring program at the Department for Health and Social Services (DHSS), where it had been in place for three years. The advantages and lessons learned from the application of their program were discussed, along with its design and operational

activities. Additionally, the characteristics of the mentoring programs of nine other organizations were catalogued in Appendix 4.

## Findings and Observations

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### **Recommendation 1: Recruitment and Retention among the Planner Series**

As noted, the leading areas of challenge to be identified by the unit managers regarding Recommendation 1, recruitment and retention within the Planner Series, were:

- turnover and recurring vacancies,
- relationship of applicants' profiles to their actual work responsibilities, and
- pay grades in comparison to engineers.

They explained the above problem areas in the context of the planners' work and function within DeIDOT, noting that there are many specializations within the Planning Department and that there are characteristics unique to various positions that make it difficult to transfer skills across the organization. The Planning managers did express support for succession planning initiatives and the systematic transfer of knowledge to younger employees, acknowledging their benefits, but identified the filling of vacant positions as their highest priority.

Typical application and hiring procedures were reviewed in relation to the job specifications, and it was noted that managers frequently found it challenging to include selective and preferential criteria among the job requirements. Overall dissatisfaction was expressed regarding the quality of the candidates who were typically drawn from the certification lists.

The records regarding vacancies and requests for filling of positions appeared to support some of the observations made by the division heads. Turnover manifested itself as an issue not only in quantitative terms, but also with a qualitative dimension. Problems that were identified included filling upper level positions within the series that required specific skills. Lengthy processing of requests for replacement was another concern expressed by the Planning management team that appeared to be supported by department reports of the beginning and ending dates of positions' occupation periods, most particularly Planner III and Planner IV vacancies that had existed since 2002 and 2003 respectively.

Overall, the perceived quality of the applicant pool and the candidates from certification lists appeared to be directly related to the time required to fill vacant positions. The applicants' whose profiles met the minimal qualifications rarely demonstrated the competences needed for the specialized job titles. Another factor that reportedly influenced the processing time for hiring requests was the generic descriptions of the planner series requirements. The planner position titles were designed to cover the requirements for planning work on a statewide level, not for DeIDOT needs specifically. The planner series description of the State Human Resources Management (HRM) Office reflects this statement.<sup>2</sup> Although it provides a career ladder for the positions, the minimum requirements and skills for the jobs are presented in generic terms, making it possible for people with highly diverse backgrounds to meet them, at least on paper. In

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<sup>2</sup> <http://delawarepersonnel.com/class/specs/files/70000/76485.htm>

contrast, the Engineer series requirements are structured in a more specific manner including academic degrees that are consistent with particular skill sets (see Appendix 1).

Comparisons between Planner and Engineer Series came up frequently in the discussions with Planning Department representatives. For this reason, the IPA team studied the approach that was being taken to engineers' recruitment, with the goal of modeling internal "best practices" that could be emulated and applied to the recruitment of planners. Clearly, a key ingredient in the enhancement of the Planner Series recruitment effort would be to attract a better applicant pool for the vacant positions. Strategies toward that end should logically be based on some of the successful recruiting practices that DelDOT has employed for the Engineer Series. Indeed, by broadening the "market penetration" of existing resources, the recruitment activities for planners could be improved at little additional cost.

### **Recommendation 2: Senior Mentoring Program**

Mentoring is a learning partnership between an experienced employee (mentor) and a less experienced employee (protégé) for the purpose of sharing knowledge and information. Mentoring provides all employees with the opportunity for and access to professional growth and development.<sup>3</sup>

### **Summary of Mentoring Programs Activities**

#### **Benefits to Mentors<sup>4</sup>:**

- Personal satisfaction from fostering the professional development of a protégé.
- The gratification of passing a legacy to the next generation of employees at the organization.
- Development of new professional contacts.
- Exposure to new ideas, technologies, perspectives through interaction with protégés.
- Improvement of coaching and counseling skills.
- Enhanced reputation
- Sense of accomplishment
- Personal growth
- Increased knowledge and experiences
- Broadened perspective
- Job enrichment

#### **Benefits to Protégés:**

- Acquisition of new technical, interpersonal or management skills.
- Professional development, Career direction
- Increased personal confidence in the work setting.

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<sup>3</sup> <http://www.nist.gov/admin/diversity/handbook02.htm#Introduction>

<sup>4</sup> <http://www.nist.gov/admin/diversity/handbook02.htm#Benefits%20of%20Mentoring%20Relationships>

- Key information on the culture and inner workings of the organization that could never be gained in a training class
- Development of a relationship with a person who can be a role model and sounding board to give feedback on ideas and career plans.
- Development of new professional contacts.
- Exposure to new ideas, technologies and perspectives, Greater connectivity with all parts of the organization
- Organizational support, Increased performance
- Greater understanding of your role in accomplishing the organization mission.

### **Key Process Issues:**

- Be clear about your purpose for offering a mentoring program and make sure the program design supports it. Involve others in the design and think about how it should be positioned in the overall training and development options offered to employees.
- Mentoring relationships are most successful when they are voluntary. To the extent possible, ensure that participants are committed to the process and are willing and able to devote the extra time and effort that is sometimes necessary.
- Recognize that many mentoring relationships do not succeed because participants experience work conflicts that drain the ability of either the mentor or protégé to devote sufficient time and energy to the relationship. This cannot always be avoided. However, if participation is actively encouraged and valued by top management and/or the program is tied to agency initiatives such as succession planning, it may lessen the likelihood that there will be drop-outs due to work demands.
- Keep things simple and informal for both the mentors and protégés. Don't invent a process that will get in the way.
- Allow creativity in how learning objectives are met. Consider job shadowing, special assignments, teleconferencing, field trips, reading, "homework", and daily "problem area" chats as mentoring tools.
- Have top leadership support the program through their participation and through advocating its usefulness at meetings and other forums.
- Have participants support program participation by giving testimonials. These testimonials can be used to recruit future mentors and protégés.
- If mentoring is to be successful, it must be viewed by top managers as a legitimate development activity. A written learning agreement is helpful. It should specify the learning objectives and activities to the extent practical.
- Supervisory support is critical. It should be built into the program with management supporting both mentoring and the supervisor's legitimate work needs. Involve supervisors by letting them know about the program, inviting them to orientations, encouraging protégés to share their mentoring agreements with them, and getting their feedback on how the program is working from their perspective.
- A meeting schedule should be agreed to by the mentor and protégé. Protégés should not be passive and wait for the mentor to approach them. Likewise, mentors should not expect protégés to bear all responsibility for initiating contact.

- Many experienced employees are reluctant to volunteer to become mentors. They have technical expertise but don't feel comfortable in the "mentoring role." When they realize they have been working in informal mentoring roles (as both manager and protégé) throughout their careers and when they have the proper training and encouragement, they become much more willing to officially become mentors.
- The administrator of the mentoring program should be able to troubleshoot. If a mentoring relationship is not working, be prepared to assist in a resolution.
- Where possible and appropriate, bring the employee organizations and unions on board early in program development to gain their support.

## Recommendations

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### **Recommendation 1: Recruitment and Retention among the Planner Series**

Tools that are currently available for Engineer Series recruitment include:

- A brochure advertising career opportunities in engineering within DeIDOT
- An online form that persons interested in engineering can fill out to contact HR, providing their background information and requesting additional particulars on engineering career opportunities
- Listings of Civil Engineers I, II, III in the continuous job postings category along with Civil Engineering Program Manager I and II
- Information about the engineering trainee program
- A separate link for the new salaries listing engineers' enhanced pay grades
- A designated recruiter dealing with engineering positions
- Engineers' internship program
- Advertising of on-the-job training and assistance in career advancement and professional development

For Planners, a similar approach can be applied to:

- Better position the Planner series as a career opportunity with outlined potential fields of work
- Classify qualifications that better reflect the key job competencies for Planner series
- Make the master's degree in Planning an equivalent in the requirement criteria for the series
- Include planner positions in the continuous job postings listings to build applicant pool for vacancies
- Explore cooperative opportunities with universities in developing internship programs and targeting potential recruits from among graduates of their degree programs
- Allocate resources for developing incumbent employees' qualifications through including them in certificate or degrees programs as part of their career (GIS, Historic Preservation, Planning)

Targeting recruiting efforts toward master's degree graduates from planning programs in the states surrounding Delaware is an initiative should yield direct benefits in terms of improving the applicant pool. The IPA team identified 15 institutions offering planning related programs with relevant areas of specialization (see Appendix 2). If the DeIDOT recruiter visits those same schools in search of engineers, planner applications should be recruited as well. As an example of a marketing piece that could better position the DeIDOT's planner positions within the region, the IPA team developed a draft of a brochure that could be posted online and developed into a printed version as well. The brochure content is intended to inform planning degree graduates about DeIDOT work and its implications for planning professionals, as well as to guide them to the agency website for further details. It could also be sent to career centers at planning programs

that the recruiter is not able to visit and still generate awareness about the opportunities for planning careers in DeIDOT. When a concept poster illustrating the brochure content (see Appendix 3) was displayed at the DCT Spring 2006 Research Showcase in Dover, it attracted a good deal of interest and the IPA staff in attendance were mistakenly perceived by some persons as being actual DeIDOT recruiters.

Other techniques for improving recruitment efforts could be implemented immediately through simple website upgrades on the DeIDOT webpage. These include updating the continuous job posting listings with certain planning positions, advertising of the opportunity for a career in planning at DeIDOT denoting areas of specialization and the opportunity to acquire practical skills on the job. The advertising could provide links to useful specific information about completed projects or details about the nature of the work. Having the upper level positions from the series in the continuous job postings list would ensure a constant flow of applications, thus providing a wider and potentially better pool for selection. Recruitment for positions requiring specific skills traditionally takes a longer period of time, and leaving the process open without closing dates is one way to extend the opportunity for more people to apply.

Other long-term options to pursue include the possible reclassification of the Planner Series and a better definition of qualification criteria that reflects the actual competencies needed for performance of the work. The master's degree in planning could also be added as an equivalent to some of the criteria, as is the current practice for the engineer series. These adjustments would properly reflect the existence of specialized planning degree programs and ongoing developments in the field that include modern approaches to utilizing technology in the planning profession.

## **Recommendation 2: Senior Mentoring Program**

The research conducted during Phase I pointed toward the need for a mentoring program within DeIDOT that would focus on leadership and supervisory skills and competences. This is consistent with mentoring programs in other government agencies that have been implemented to develop an internal pool of candidates having the necessary capacity to replace management vacancies. The situation that needs to be addressed in DeIDOT, and in the Planning Department in particular, is the orderly transfer of organizational/institutional knowledge. This especially applies to key positions that are occupied by long tenure incumbents who currently or soon will qualify for retirement. Very often they are the only ones that have a particular set of knowledge and skills to perform the job, of which there is little documentation. A current tool that is applied in such cases is the practice of rehiring such retired employees as casual/seasonal staff.

Given that a DeIDOT Mentoring Program is currently in place, but unused within the Planning Department, it is recommended that it be activated.

Appendix 1

Job Description Specifications	Planning Series	Engineer Series
Minimum Qualifications – level I	<ol style="list-style-type: none"> <li>1. Knowledge of the theories, concepts, principles, practices and procedures of planning.</li> <li>2. Knowledge of the principles and practices of problem formulation, research design, implementation and analysis.</li> <li>3. Knowledge of analytical and evaluative modes.</li> <li>4. Ability to communicate effectively.</li> </ol>	<p>Possession of a bachelor’s degree in the assigned engineering discipline or possession of the Fundamentals of Engineering (FE) (formerly the Engineer in Training) certificate.</p>
Minimum Qualifications – level II	<ol style="list-style-type: none"> <li>1. Experience in the design, data collection, analysis and presentation of the results of a complex planning project (complexity is to be determined based on variables such as discipline, population, fiscal impact, geographic area, social impact, planning horizon, public involvement, research and analysis, and the nature of the project team).</li> <li>2. Experience as project manager on a less complex project (complexity to be determined based on variables such as discipline, population, fiscal impact geographic area, social impact, planning horizon, public involvement, research and analysis, and the nature of the project team).</li> <li>3. A minimum of one year experience as a planner or one-year experience in a planning function.</li> <li>4. Ability to communicate effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Possession of a bachelor’s degree in the assigned engineering discipline or possession of the Fundamentals of Engineering (FE) (formerly the Engineer in Training) certificate.</li> <li>2. One year of experience in the assigned engineering discipline.</li> </ol> <p style="text-align: center;"><b>OR</b></p> <p>Possession of a master’s degree in the assigned engineering discipline</p>

<p>Minimum Qualifications – level III</p>	<p>1. Experience in the design, data collection, analysis and presentation of the results of a most complex planning project (complexity to be determined based on variables such as discipline, population, fiscal impact, geographic area, social impact, planning horizon, public involvement, research and analysis, and the nature of the project team).</p> <p>2. Experience as a project manager/leader on a complex project (complexity to be determined based on variables such as discipline, population, fiscal impact geographic area, social impact, planning horizon, public involvement, research and analysis, and the nature of the project team).</p> <p>3. A minimum of two years experience as a planner or two years experience in a planning function.</p> <p>4. Ability to communicate effectively.</p>	<p>1. Possession of a bachelor’s degree in the assigned engineering discipline or possession of the Fundamentals of Engineering (FE) (formerly the Engineer in Training) certificate.</p> <p>2. Four years experience in the assigned engineering discipline.</p> <p>3. Knowledge of engineering project management.</p>
<p>Minimum Qualifications – level IV</p>	<p>1. Experience in having responsibility for a most complex planning project including designing and conducting research, applying analytical methods including computer and statistical methods, and designing mechanisms for collecting and evaluating information (complexity to be determined by variables such as discipline, population, fiscal impact, geographic area, social impact, planning horizon, public involvement, research and analysis, and the nature of the project team).</p> <p>2. Experience as a Subject Matter Expert by demonstrating knowledge in <u>the field listed in the selective.</u></p> <p>3. Ability to communicate effectively.</p>	<p>1. Five years experience in the assigned engineering discipline.</p> <p>2. Experience in engineering project management.</p> <p>3. Experience in a specialized engineering area as described in the selective.</p> <p><u>License, Certification or Registration:</u> Possession of a Professional Engineering License and possession of a Delaware Professional Engineering License by the end of the probationary period.</p> <p>Possession of a master’s degree in the assigned engineering discipline.</p>

<p>Planning Supervisor / Engineering VI</p>	<ol style="list-style-type: none"> <li>1. Experience with planning project management.</li> <li>2. Experience in supervision and management relations.</li> <li>3. Knowledge of the laws, rules, regulations and procedures <u>in the field specified in the selective.</u></li> <li>4. Ability to communicate effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Five years experience in the assigned engineering discipline.</li> <li>2. Regionally or nationally recognized as a specialist in a specialty or scientific prominence/recognition such as publications in scientific and trade journals.</li> <li>3. Experience in engineering project management. <u>License, Certification or Registration:</u> Possession of a Professional Engineering License and possession of a Delaware Professional Engineering License by the end of the probationary period. Possession of a master's degree in the assigned engineering discipline.</li> </ol>
<p>Principal Planner / Civil Engineer Program Manager I</p>	<ol style="list-style-type: none"> <li>1. Experience in applying the principles and practices of planning related to <u>the field specified in the selective.</u></li> <li>2. Experience managing and leading cross-functional project teams.</li> <li>3. Ability to communicate effectively.</li> </ol>	<p>Experience as a project engineer in Civil Engineering.</p> <p><u>License, Certification or Registration:</u> Possession of a Professional Engineering License and possession of a Delaware Professional Engineering License by the end of the probationary period.</p>
<p>Manager of Planning / Civil Engineer Program Manager II</p>	<ol style="list-style-type: none"> <li>1. Experience in applying the principles and practices of planning related to <u>the field specified in the selective.</u></li> <li>2. Experience in analyzing public policy, reviewing/monitoring budgets, negotiating/mediating, and developing, implementing and evaluating programs.</li> <li>3. Experience in supervision and management relations.</li> <li>4. Ability to communicate effectively.</li> </ol>	<p>Applicants must have education, training and/or experience demonstrating competence in each of the following areas:</p> <ol style="list-style-type: none"> <li>1. Experience as a project engineer in Civil Engineering.</li> <li>2. Experience in staff supervision.</li> </ol> <p><u>License, Certification or Registration:</u> Possession of a Professional Engineering License and possession of a Delaware Professional Engineering License by the end of the probationary period.</p>

<p>Basic KSAs required by both positions (Planners 1-4); (Engineers 1)</p>	<ul style="list-style-type: none"> <li>• Knowledge of the principles and practices of the planning profession.</li> <li>• Knowledge of the areas of concentration, e.g., environmental, social, land use, health, emergency management, transportation, etc., as it applies to planning functions.</li> <li>• Knowledge of historical and contemporary issues in the planning profession.</li> <li>• Knowledge of the intergovernmental and inter-departmental planning activities.</li> <li>• Knowledge of the principles and practices of project leadership and project management.</li> <li>• Knowledge of the applicable laws, rules and regulations.</li> <li>• Knowledge of public policy formulation and evaluation.</li> <li>• Knowledge of state and federal funding sources and budgetary cycles, procedures.</li> <li>• Skill in formulating problems and designing and conducting research.</li> <li>• Skill in applying analytical methods including computer and statistical methods to planning problems.</li> <li>• Skill in designing mechanisms for collecting and evaluating information such as surveys.</li> <li>• Skill in building interpersonal relationships in order to work effectively with peers, customers, the public and state and federal officials.</li> <li>• Skill in organizing and facilitating focus groups, meetings, symposia and other public forums.</li> <li>• Ability to develop comprehensive plans and visualize their efforts.</li> <li>• Ability to see issues in a global perspective and understand the relationship with other initiatives within and outside the agency.</li> <li>• Ability to integrate various disciplines into the planning process.</li> <li>• Ability to analyze and examine issues and options.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the principles and practices of engineering.</li> <li>• Knowledge of assigned engineering discipline, i.e., Civil, Environmental, Electrical, Materials, Chemical and Mechanical.</li> <li>• Knowledge of the methods, techniques and procedures of research, investigation and analysis.</li> <li>• Knowledge of mathematical and statistical concepts.</li> <li>• Knowledge of applicable state, federal and departmental laws, rules, regulations, policies and procedures.</li> <li>• Skills in applying the principles and practices of engineering.</li> <li>• Skill in conducting field studies, tests, surveys and investigations.</li> <li>• Skill in applying mathematical and statistical concepts.</li> <li>• Ability to apply federal and state laws, rules and regulations.</li> <li>• Ability to prepare statistical and technical reports.</li> <li>• Ability to compile data and information.</li> </ul> <p><i>Additional knowledge needed for Engineers II –IV</i></p> <p><b><u>Engineer II requires:</u></b></p> <ul style="list-style-type: none"> <li>• Ability to secure data, analyze facts, draw conclusions and recommend courses of action.</li> </ul> <p><b><u>Engineer III requires:</u></b></p> <ul style="list-style-type: none"> <li>• Skill in the interpretation of data and the preparation of reports.</li> <li>• Skill in conducting training programs for staff.</li> <li>• Skill in overseeing, planning and conducting projects.</li> <li>• Skill in interpreting complex design plans.</li> <li>• Ability to plan, organize and implement several projects simultaneously.</li> <li>• Ability to supervise and evaluate the work of others.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ability to mediate and facilitate group discussions.</li> <li>• Ability to synthesize, interpret and simplify complex issues.</li> <li>• Ability to be resourceful, use initiative and sound judgment in defining and preparing significant substantive elements of planning activities in the public interest.</li> <li>• Ability to develop recommended courses of action and express ideas clearly, concisely, and effectively, both orally and in writing.</li> </ul>	<p><b><u>Engineer IV requires:</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of statistical analysis and computer operations in design and problem solving.</li> <li>• Skill in data interpretation, program and project analysis and evaluation.</li> <li>• Skill in the development and implementation of work methods.</li> <li>• Skill in comprehending, analyzing, interpreting and explaining standards, specifications, rules and regulations.</li> <li>• Skill in developing, planning and directing studies, surveys and other investigative work.</li> <li>• Ability to infuse innovative and original concepts, procedures and techniques.</li> </ul>
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Appendix 2

<b>University Institution</b>	<b>Program Name</b>	<b>B.A/ B.S</b>	<b>M.A/ M.S</b>	<b>Elective Fields/ Concentrations in master level Programs</b>	<b>Program Website</b>
Temple University Ambler, PA	Community and Regional Planning  Civil Engineering	B.S.	M.S. MCRP*		<a href="http://www.temple.edu/ambler/ac_programs/crp_mas.htm">http://www.temple.edu/ambler/ac_programs/crp_mas.htm</a>  <a href="http://www.temple.edu/civil/index.htm">http://www.temple.edu/civil/index.htm</a> <a href="http://astro.temple.edu/~gradengr/">http://astro.temple.edu/~gradengr/</a>
University of Delaware Newark, DE	Public Administration  Urban Affairs and Public Policy			State and Local Management – focus on Planning  Urban and Regional Planning	<a href="http://www.udel.edu/sua/pp/degrees/mpa/specializations.htm">http://www.udel.edu/sua/pp/degrees/mpa/specializations.htm</a>  <a href="http://www.udel.edu/sua/pp/degrees/mauapp/index.htm">http://www.udel.edu/sua/pp/degrees/mauapp/index.htm</a>
<b>North American Planning Programs accredited by the Planning Accreditation Board</b>					
New York University New York, NY	Urban Planning		MUP	Environment, Infrastructure, and Transportation  Economic Development and Housing Specialization  International Development Planning	<a href="http://wagner.nyu.edu/urbanplanning/">http://wagner.nyu.edu/urbanplanning/</a>  mm6@nyu.edu
University at Buffalo - The State University of New York Buffalo, NY	Urban Planning         Civil Engineering	BA – Environmental Design	MUP	Community development and urban management  Economic and international development  Environmental and physical planning  GIS and Planning Technologies  Urban Design	<a href="http://www.ap.buffalo.edu/planning">www.ap.buffalo.edu/planning</a>  kafoster@ap.buffalo.edu         <a href="http://www.civil.buffalo.edu/">http://www.civil.buffalo.edu/</a>



State University of New York at Albany Albany, NY	Urban & Regional Planning  Certificate in GIS & Spatial Analysis	Urban Studies & Planning	MRP	Environmental Planning  Housing, Local Economic Development, and Community Planning  Land-Use Planning and Urban Design  Transportation Planning  Urban Regional Information Systems	r.bromley@albany.edu  www.albany.edu/gp/index.html
University of Maryland College Park, MD	Urban Studies and Planning  Certificate in Historic Preservation  Civil Engineering		MCP*	Local and Community Economic Development  Housing  Land Use and Environmental Planning  Social Planning, Organization, and Administration  Urban Design  International Urban and Regional Development Planning	achen@ursp.umd.edu  www.arch.umd.edu/URSP/  http://www.civil.umd.edu/
University of Pennsylvania Philadelphia, PA	City Planning  Engineering		MCP	Community and Economic Development  Transportation Planning, Environmental Planning and Growth Management  Urban Development and Design	elbirch@pobox.upenn.edu  www.upenn.edu/gsfa/city_plan/index.htm  http://www.seas.upenn.edu/depts/index.html



Morgan State University Baltimore, MD	City and Regional Planning          Civil Engineering	B.S. Architecture & Environmental Design	MCRP	Community Planning  Physical Planning  Urban Design  Transportation  International Planning	<a href="http://www.morgan.edu/academics/IAP/">http://www.morgan.edu/academics/IAP/</a>  <a href="http://jewel.morgan.edu/%7Eiap/programs/programs_CRP.html">http://jewel.morgan.edu/%7Eiap/programs/programs_CRP.html</a>          <a href="http://www.eng.morgan.edu/ce_welchair.htm">http://www.eng.morgan.edu/ce_welchair.htm</a>
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Legend:

- M.R.P. – Master of Regional Planning
- MCRP – Master of City and Regional Planning
- MCRP\* - Master of Community and Regional Planning
- MCP\* – Master of Community Planning
- MCP – Master of City Planning
- MUP – Master of Urban Planning
- MUEP – Master of Urban and Environmental Planning
- MURP – Master of Urban and Regional Planning

Created for and displayed at the DCT Spring 2006 Research Showcase



## **DELAWARE CENTER FOR TRANSPORTATION**

***PRESENTS***

### **Spring 2006 Research Showcase**

**Date: Monday, May 1, 2006**

**Time: 1:00-4:00 pm**

**Place: Paradee Center, Dover, Delaware**

**Come see our 2006 Transportation Research "PI/PM Showcase." View a poster session and have an opportunity to meet and talk to Principal Investigators from the University of Delaware and Project Managers from DeIDOT. Projects include many areas, e.g., Environmental, Bridge Engineering and Management, Traffic, Planning, Policy, Pavement & Materials, and Construction, among others. Refreshments will be served throughout the showcase.**

**DIRECTIONS TO THE PARADEE CENTER:**

**Coming from Northern Delaware**

Take US Rt. 1 South past Dover Toll Plaza to Exit 95. Bear right and merge onto US Rt. 113 northbound. Make 2nd left, crossing the highway onto Transportation Circle (across from American Legion Airplane). The Paradee Center will be the brick building on your left.

**Coming from Southern Delaware**

Take US Route 13 North to Dover. Turn right onto Public Safety Boulevard. Public Safety Boulevard brings you to Transportation Circle. Take a right onto Transportation Circle. The Paradee Center will be the brick building on your right just before the highway.

**Coming from the Bay Bridge**

Take US Rt. 301 East/North. Turn right onto Md. Rt. 302. Go through the town of Barclay. At Templeville, Md., turn right onto Md. Rt. 454. This road turns into Del. Rt. 8 in Marydel, Del. Continue on Rt. 8 through Dover. Turn right onto US Rt. 13 southbound. Bear left at the "US Route 13/113 split" onto US Rt. 113 south. Turn right onto Transportation Circle (just before the Del. Rt. 1 overpass). The Paradee Center will be the brick building on your left.

**For more information, please contact Wanda Taylor at 302-831-1446 or Sandi Wolfe at 302-831-4094.**

# PLAN Your Career with DeIDOT: the Delaware Department of Transportation

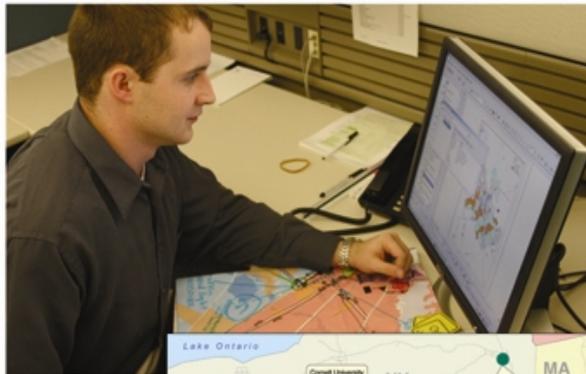
## What Can You Do?

You possess knowledge and understanding of the physical and economic issues of planning, sensitivity to the social and environmental impact of planning decisions, and knowledge of the governmental structures as they apply to planning. With these capacities you create and evaluate plans that maintain and improve the quality of life in cities, towns, and regional communities.



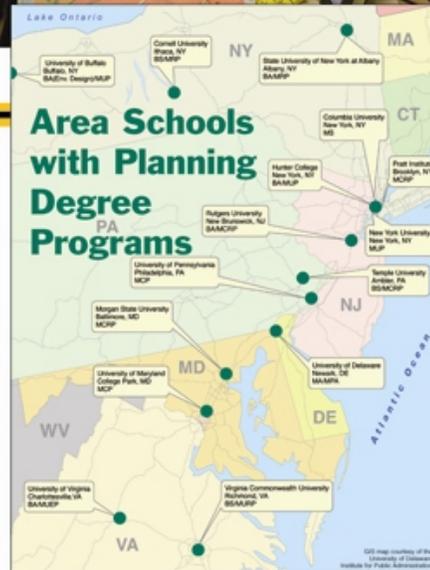
DeIDOT planners have the advantage of specializing and developing expertise in various areas:

-  **Traffic Management**
-  **GIS and Mapping**
-  **Historic Preservation**
-  **Archeology**
-  **Community-based and State-level Programs**
-  **The Environment**



## Why Choose Delaware?

At the heart of the Northeast Corridor along I-95, Delaware's location affords easy access to urban centers up and down the eastern seaboard, from New York and Philadelphia to Baltimore and Washington, D.C. The Atlantic Ocean and the Delaware Bay offer many water-oriented attractions. Museums, historic sites, recreation, and tax-free shopping are abundant. A thriving business climate has made Delaware a world-class financial and corporate center. Delaware is the second smallest state by land mass but is among the fastest growing. Record population, housing, and business growth are putting unprecedented demands on the transportation system. DeIDOT planning positions are integral to the process of maintaining and improving that system—a network of more than 12,500 lane miles of roads, and a statewide transit fleet of more than 400 vehicles.



## Ready for Work?

Are you ready to join our planning team and work to combine resource protection and economic development with the challenge of meeting transportation demands?

Appendix 4

Comparative Mentoring Program Models

<b>Organization / Contact</b>	<b>Purpose</b>	<b>Process</b>
<p>DHSS  Tony Sianni</p>	<p>To provide leadership development</p>	<p>Anybody in the divisions can apply. 8 -10 people selected per year to complete a project good for the agency for which otherwise there will be no time. Subject matter can be out of the area of expertise of the mentee. Program lasts about a year. The project can be implemented if approved by the leadership committee.</p>
<p>NYS Department of Economic Development  John Bryan (518) 292-5102</p>	<p>To facilitate the transition of qualified Department clerical and secretarial employees into the professional ranks. Employees can move into the title of Economic Development Program Specialist 1 (G-18) after successfully passing a competitive examination and completing a two-year training program.</p>	<p>Each Economic Development Specialist Trainee is assigned a mentor. This mentor (a Senior Economic Development professional) is charged with advising the trainee on professional development, assisting in on-the-job training, and consulting with the Supervisor and Division Director on work assignments and performance evaluations. Often the trainee will identify a senior professional that he or she would like as a mentor. The Human Resources Office is responsible for monitoring the trainee's development program. Trainees provide progress updates at scheduled intervals. The relationship lasts for two years.</p>
<p>NYS Department of Correctional Services  John Maloy nysdocs_trainingacademy@cs.com (518) 489-9072</p>	<p>Links experienced Correction Officers with Correction Officer Trainee recruits to help them transition from civilian to Correction Officer</p>	<p>The program is administered by the Division of Training. Mentors/counselors are assigned to each recruit by the Correction Officer Recruit Sergeant at the Academy. Counselors are available to the Correction Officer Recruits at all times during their eight weeks of training. The counseling is extended for another three weeks during on-the-job training</p>
<p>NYS Department of Health  Norma Nelson or Rhonda Cooper nnn01@doh.state.ny.us rsc02@doh.state.ny.us (518) 402-0935 (518) 452-6826</p>	<p>Program is voluntary and open to any DOH employee interested in developing their skills. The program will be used in the Department's succession/workforce planning efforts. The program is administered by the Department's Intra-Agency Task Force on Women's Issues.</p>	<p>Mentors and protégés interested in participating should complete and submit an application and resume. The committee then matches the protégé with a mentor who offers skill sets requested or works in an area of interest. The mentor and protégé then complete the Mentor/Protégé Agreement. The program is monitored through two feedback sessions per year and includes a graduation/luncheon ceremony at the conclusion of the program. The protégés are asked to complete a form after each meeting with their mentors. One involves what was gained from the meeting and the other outlines expectations for future meetings. This information is used at the mid-point of the program to evaluate strengths and weaknesses.</p>

<p>NYS Insurance Department</p> <p>Anne Marie Morrell  amorrell@ins.state.ny.us  (212) 480-7133</p>	<p>To coach and motivate new examiner trainees (G-14 and G-16) during their two-year training program, which includes required classes, seminars, and on-the-job training. The mentoring program is intended to help new professional staff adjust to the rigors of the program and make them an integral part of the Department.</p>	<p>Experienced examiners are asked to volunteer to participate in the mentoring program. New trainees and mentors are matched based on the first assignment that the trainee receives. (Note: Trainees rotate among four different bureaus over a two-year period.) Mentors must be permanently assigned to the home office so that they can interact with the protégés when they need assistance. Finally, a mentor may not directly supervise a protégé. Mentors attend a workshop conducted by the training office. While the training office provides ongoing guidance to the mentors, it is up to the individual mentors and protégés to develop their relationships.</p>
<p>NYS Department of Motor Vehicles</p> <p>Kenneth Rose  krose@dmv.state.ny.us  (518) 474-0686</p>	<p>To mentor newly hired professional staff. This target group was selected in recognition of the need for workforce succession planning.</p>	<p>The program is available to recently hired and recently promoted entry-level professional staff. The mentors invited to participate are all senior managers (M-2 and above) who have significant program responsibilities. Mentors and their protégés are in different organizational units. There is no formal orientation or training program for the mentors. Mentors are asked to continue a relationship with their protégé for one year, but frequency of meetings and activities are left up to the mentor.</p>
<p>NYS Department of Public Service</p> <p>Janice Nissen  Janice_Nissen@dps.state.ny.us  (518) 486-2626</p> <p>Lilli Carroll or Peggy May  Lilli_Carroll@dps.state.ny.us  Peggy_May@dps.state.ny.us  (518) 486-9025  (518) 486-1542</p>	<p>To assist employees in pursuing their goals by providing a mechanism to enhance skills in their current job or explore career alternatives. The program is open to all employees across the State at all grade levels.</p>	<p>The process is employee driven. Employees submit an application form that describes what knowledge, skill, or ability (KSA) they are seeking to strengthen or what topical area they wish to explore. Human Resources reviews the application and, if the KSA's the employee is seeking is most appropriately acquired through mentoring, develops a list of potential mentors and contacts them to determine if they are interested and available. A Steering Committee supports the program and assists in identifying mentors. Both mentors and protégés attend a half-day training session and agree on a mentoring contract outlining how objectives will be met. Supervisors of protégés must sign off on the protégé's application and mentors and protégés are encouraged to involve the protégé's supervisor when developing the mentoring contract. The work schedule for mentor/protégé meetings or protégé assignments must be approved by the protégé's supervisor.</p>

<p>NYS Department of Transportation</p> <p>Kay Champagne kchampagne@gw.dot.state.ny.us (518) 485-8554</p>	<p>It is voluntary and presently open to all main office personnel. The goal of the program is to assist in the development of employee skills, techniques, and perspectives, and to help develop managers and leaders within DOT. The program provides guidance in career planning, personal development, and help in achieving the Department's corporate goals.</p>	<p>Mentors and protégés are partnered on a one-to-one basis (mentors with certain skills/experiences are matched to protégés who have identified a related desire to attain those skills/experiences), and work together to set goals and identify activities that will assist the protégés in meeting their goals. The duration of the mentoring relationship is determined by the partners. The Employee Development Unit offers developmental opportunities throughout the course of the program that benefits both the mentors and protégés with their working relationships. As mentors, agency leaders take responsibility, not only for preparing their successors, but also for creating an environment where employees can work on organizational issues that challenge them to grow. Mentors use good coaching and mentoring skills to assist in creating this type of environment.</p>
<p>National Institute of Standards and Technology</p> <p><a href="http://www.nist.gov/admin/diversity/handbook02.htm#Introduction">http://www.nist.gov/admin/diversity/handbook02.htm#Introduction</a></p>	<p>To actively promote mentoring relationships throughout the organization in order to create and develop a "mentor-rich environment." The program is designed to encourage a workplace atmosphere in which interpersonal interactions can be marshaled to benefit both individual career goals and the productivity of the organization.</p>	<p>Provides a structure designed to form mentoring relationships, and train mentors and proteges in communication and mentoring skills in Workshops and facilitated focus group meetings. Because the Program is built around a formal pilot program, mentors and mentees are formally matched. Employees with on-going mentoring relationships may want to attend training together with their mentor/mentee to improve mentoring skills. The Mentoring Committee will make selections based on the application packages. Once selected, mentors and proteges will be paired by members of the Mentoring Committee. Once paired, mentors and proteges will attend an Orientation Workshop. Then, mentors and proteges will work together to design a development program that works for both of them. The Mentoring Program will provide a sequence of workshops to assist you in forming and developing mentoring relationships. In addition to the workshops, there will be a series of ongoing focus groups. There will be the opportunity, to discuss in a small group, a particular topic and brainstorm ideas for meeting specific challenges.</p>

<p>US. Coast Guard web – based mentoring</p> <p><a href="http://www.3creekmentoring.com/uscgmentoring/">http://www.3creekmentoring.com/uscgmentoring/</a></p>	<p>Allows the learner to build skills and knowledge while attaining goals for career development. Conversely, it provides the opportunity for the experienced individual to further enhance his/her skill and knowledge areas by continuously reassessing and building upon those areas</p>	<p>A personal enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, attitudes and proficiencies. This web-based mentoring process helps employees to determine if a mentoring relationship is best for them. It guides the mentee through assessing his/her development needs, finding a suitable mentor from a dynamic database, and creating a mentoring agreement. It also supports the participants by providing just-in-time instructions and automated notifications for key activities</p>
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## **Delaware Department of Transportation**

### **Mentoring Program:**

#### **Mission Statement:**

The Delaware Department of Transportation's Mentoring Program is designed to provide employees the opportunities to grow in the areas of professional knowledge, skills, and abilities through an active partnership of identified mentors and mentees.

#### **Definition of Terms:**

##### *Mentors:*

Employees who have a strong background in a particular skill, knowledge area, or career field coupled with the desire to share this expertise with others. This is a relationship in which a person with greater experience, expertise, and knowledge counsels, teaches, guides, and helps another person to develop professionally. If necessary, the mentor will act as a liaison to other resources to assure a successful partnership. The Mentor serves as a confidential sounding board to listen, support, and advise the mentee.

##### *Mentees:*

Employees with a sense of responsibility for their own professional growth in regards to where they envision moving while employed at the Department of Transportation. This individual takes on both roles as a student and as a trainee. He/she is responsible for giving the mentor feedback on how much guidance is necessary while at the same time having the willingness to take feedback constructively and to learn. The mentee must let the mentor know when he/she is ready for more challenging work or when more help is needed. The mentee openly discusses goals, challenges, and concerns with the Mentor.

#### **Objectives of the Program:**

- To share knowledge, experience, and relevant information
- To act as an instrument through which the more accomplished employee will be able to pass along knowledge, expertise, and relevant experience to those less experienced
- To provide a foundation for career mobility to those employees electing to become mentees

#### **Benefits of the Program:**

- Cultivation of leadership talents
- Development of professional knowledge, skills, and abilities
- Anticipated lower turnover rates of promising new employees
- Cooperative interaction and mutual exchange of ideas between experienced employees and future leaders of the workforce
- Opportunities for empowerment by which employees may discover their individual paths to success in their careers and receive the necessary training and support to achieve that success

## **Outline of the Program:**

- Individuals interested in becoming mentors will have supervisory endorsement and approval and attend an orientation on mentoring.
- Mentors will receive established guidelines to ensure consistency of the program.
- A bank of mentors will be established, housed in the HRM Training Center, and managed by the Program Manager.
- Mentees will be matched with mentors by the Program Manager according to their specific needs.
- The Program Manager will facilitate the first meeting of the mentor/mentee to ensure consistency and understanding of the program.
- It is the goal of the program to match a new employee upon hire with a mentor to assist with the adjustment of the employee to his/her environment; i.e., supervisor or the supervisor's designee.
- It is also the goal of the program to provide mentors to those veteran employees within the Department who may have a need or a desire of such a relationship.
- The Mentor will forward Interim reports to the Program Manager to ensure a positive match and forward movement. The first interim report will be forwarded within one month of the initiation of the partnership; others, upon advisement of the Program Manager.
- Feedback forms will be submitted by both parties to the Program Manager on an annual basis.
- After discussion with the Program Manager, either party can terminate the mentoring relationship.
- To evaluate the success of the program, both parties will forward a final feedback/comment form at the end of the partnership to the Program Manager.

## **Guidelines of Partnership:**

- The total length of the mentoring process will be contingent on the mentee, the mentor, and the specific need being met.
- Supervisors may approach employees and encourage their participation in the program—either as a mentor or as a participant (mentee) with a particular need and/or desire.
- The mentoring process may take place during the work hours (approximately 1 – 2 hours every other week). However, if operational needs dictate otherwise, the two individual supervisors have final say as to the number of “work hours” permitted during any given week.
- The schedule of meetings should be submitted to BOTH supervisors in advance for approval. Should either supervisor not approve the schedule, the disapproving supervisor shall notify the other Supervisor prior to the scheduled meetings. A new schedule shall then be submitted by the mentor/mentee to the supervisors for approval.
- Documentation of mentoring hours during the workday shall be maintained and may be requested by either Supervisor and must be provided by the mentoring duo.
- Mentoring may also take place after hours. However, neither compensatory time nor overtime will be given for any mentoring done outside of the workday.

[Mentor application Form](#)

[View the Powerpoint Presentation](#)

<http://irm01/deldot/administrative/training/mentoring/mentoring.html>

# Delaware Center for Transportation University of Delaware Newark, Delaware 19716

## **AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran statutes, age, or disability in its educational programs, activities, admissions, or employment practices as required by the Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statutes and University policy. Inquiries concerning these statutes and information regarding campus accessibility should be referred to the Affirmative Action Officer, 305 Hullihen Hall, (302) 831-2835 (voice), (302) 831-4563 (TTD)

