

Mentoring Program

Western District

Table of Contents

I. EXECUTIVE SUMMARY	2
II. MENTORING PROGRAM.....	3
A. PURPOSE	3
B. OVERVIEW.....	4
C. FIRST YEAR OF PROGRAM.....	4
D. SELECTION PROCESS.....	5
STAGE 1: APPLICATIONS.....	5
STAGE 2: SELECTION	5
E. MENTORING SKILLS TRAINING.....	5
F. EVALUATION.....	5
III. ROLES	6
IV. NEXT STEPS	7
A. PROMOTION OF 2010 MENTOR PROGRAM	7
B. MENTOR AND MENTEE APPLICATION PROCESS.....	7
C. DEVELOP TRAINING PROGRAM.....	7
D. SCHEDULE.....	8
APPENDICES	0
Mentee Application Form	
Mentor Application Form	
Six-Month Evaluation Form	
One-Year Evaluation Form	

Mentoring Program

Western District

1. Executive Summary

The Mentoring Program of the Institute of Transportation Engineering (ITE) Western District (District 6) is a strategic effort to develop talented transportation professionals. Mentoring is one of the oldest teaching arts found in every culture. It is a time-honored way of passing down valuable wisdom, traditions and core values from one generation to another. Mentoring is defined as an action where one offers knowledge, insight, perspective or wisdom that is helpful to another person.

From the mentoring survey which was conducted by the ITE Western District Career Guidance Committee four years ago, the preferred type of Mentoring Program would be informal, one-on-one mentoring program with long-term relationships involving a mentor and mentee meeting monthly or quarterly. Every ITE member (for the purposes of this report, the term “member” is inclusive of Students, Associate Members, Members, Lifetime Members, Honorary Members and all other membership types) is encouraged to take advantage of the mentor program to further their personal growth and career development. The one-on-one mentoring program is limited annually by the number of willing and qualified mentors. However, it is ITE Western District intent that every interested ITE member has access to one-on-one mentoring over the next few years.

One-on-One Mentoring is an informal relationship between the mentor and mentee for the purpose of developing the talent of the mentee. The mentee is a developing junior professional or college student, and is paired with a mentor from which to learn and receive guidance. A mentor is a senior professional who has experience in the area that the mentee is interested in developing and is willing to steward the growth of the mentee. One-on-One Mentoring is a partnership of two equals, both sharing full responsibility for communication, growth, feedback, and providing follow-through.

These one-on-one mentoring relationships exist primarily to support the professional and career development of the junior person. Mentoring relationships enable both individuals to build new skills, prepare for advancement and other growth opportunities, build self-esteem and self-confidence; and in so doing, contribute to the fulfillment of personal professional development and goals.

The process for selecting mentors and mentees in the One-on-One Mentoring Program involves submitting an application, completing interviews, and making a final selection. After mentors and mentees are selected, they will participate in a Mentoring Skills Workshop to gain awareness and critical skills for building a successful mentoring partnership.

II. Mentoring Program

A. Purpose

The Mentoring Program is a strategic effort to develop talented transportation professionals. The value ITE contribute to the community depends on the talent and motivation of our members. Mentoring programs match the learning and development goals of the mentee with the mentor's experience and ITE's professional development objectives.

- The benefits of a mentoring program are numerous:
- Attracts, develops and retains talented members
- Builds



expertise and improved

performance

and quality

- Builds leadership and positions future leaders at the leading edge of the organization
- Ensures that wisdom and experience are passed down from generation to generation
- Increases enthusiasm, creativity, and productivity
- Strengthens the organization's values and tradition

The One-on-One Mentoring Program is a one-year commitment intended to provide the opportunity for mentors and mentees to bond. The training and evaluation components of the program will end after the one-year period, but it is the aim of the program that the mentor to mentee relationship last as long as it is productive and beneficial to participants.

B. Overview

One-on-One Mentoring Program is an informal relationship between the mentor and mentee for the purpose of developing the talent of the mentee. The mentee is a developing junior professional or student, and is paired with a mentor from which to learn and receive guidance. A mentor is a senior professional who has experience in the area that the mentee is interested in developing and is willing to steward the growth of the mentee. One-on-One Mentoring is a partnership of two equals, both sharing full responsibility for communication, growth, feedback, and providing follow-through.

The purpose of mentoring is for the mentee to develop his or her professional talent through an informal partnership with a mentor. These one-on-one mentoring relationships exist primarily to support the professional and career development of the junior person. Mentoring relationships enable both individuals to build new skills, prepare for advancement and other growth opportunities, build self-esteem and self-confidence; and in so doing, contribute to the fulfillment of personal professional development and goals.

The One-on-One Mentoring Program has three primary elements:

- Partnership between mentee and mentors
- Mentoring skills training workshop for mentee and mentors
- Evaluation

The number of mentees permitted to participate in the program may be limited by the availability of mentor candidates.

From previous years, it is expected that the time commitment involved to participate in the mentoring program is about 2 to 3 hours per month for conversation/mentoring and preparation time.

C. First Year of Program

The mentoring relationship between a mentor and mentee is a partnership of two equals. Both are fully responsible for honest communication and feedback, integrity and respect, follow-through, commitment, and accountability.

While the program is designed to provide feedback after one year, it is an informal effort. The partnership is driven by a proactive mentee who decides how often to meet. Mentees are encouraged to develop an outline of objectives and a specific plan for the next steps. The one-year duration of the feedback/assessment is intended to provide an opportunity for the Program Coordinator and the ITE Western District Board to evaluate the Mentoring Program's effectiveness and refine it as necessary. Relationships between mentors and mentees may continue for as long as those relationships are valuable to both participants.

D. Selection Process

The selection of mentors and mentees is achieved through the process described below. The informal One-on-One Mentoring Program is open to all ITE members, but the requirements demand a strong commitment to the program by both the mentee and mentor.

Stage 1: Applications

- 1) Review and sort mentee and mentor applications based on qualifications, interests, and goals (See appendix for a copy of the application).
- 2) Note the needs and interests of the mentee pool to identify potential mentors.

Stage 2: Selection

- 1) Make a tentative match between mentor and mentee candidates, based on the mentee's preference and/or needs
- 2) Arrange for the matched pairs to interview each other. Potentially have some mentees interview more than one mentor
- 3) Mentee submit name(s) of mentor(s) with whom they would like to partner in the program
- 4) Make final match

E. Mentoring Skills Training

The One-on-One Mentoring Program will be initiated by Mentoring Skills Workshop materials for both mentors and mentees. The purpose is for the involved parties to gain critical awareness and skills for building a successful mentoring partnership. The goals include:

- Gaining an understanding of the Mentoring Program and its responsibilities
- Learning essential communication, feedback, and conflict resolution skills
- Learn mentee and mentor roles
- Preparing for mentoring with general guidelines and ideas
- Learn about the mentoring meeting
- Keeping a mentoring worksheet and diary

This workshop will be provided as a PowerPoint presentation that will be available on the westernite.org website at a later date and offered during ITE Western District (District 6) Annual meetings.

F. Evaluation

The success of the program depends on regular, open, and honest feedback, especially early in the program. Ongoing feedback helps each participant make sound objective decisions for modifying or expanding the program. Below is an outline of the evaluation strategy. Evaluation forms are shown in the appendix.

- Mentor and mentee continuously share verbal feedback during each mentoring session
- Mentor and mentee complete a six-month written evaluation to be delivered to the Program Coordinators
- Mentor and mentee complete a final written evaluation at the end of the year

- The mentor, mentee, and Program Coordinators discuss what worked and what didn't work, and to make recommendations for change.

III. Roles

Leadership of, and participation in, the Mentoring Program requires individuals in three key roles: the mentee, mentor, and program coordinators. These roles are described below.

Mentee Mentee are developing professionals and students with a sincere attitude toward learning. They have identified a talent or area of their life they want to develop, and have chosen a more experienced person to help them. The mentee is connected to a mentor based on the mentor's wisdom, integrity, experience and similar career tracks. As a result of this trust and respect, a mentee feels safer to take risks and grow beyond his or her preconceived ideas. The mentee forge a meaningful and heartfelt relationship with their mentor that often lasts beyond the initial mentee/mentor partnership.

Mentors Mentors have a strong expertise and reputation as wise leaders. They are people who are highly respected and role model authenticity. Mentors are open, enthusiastic, and generous teachers who share their wisdom and experience. They respect the mentee and are fully committed to the mentee's growth and development. The mentor's role includes the following:

- Coaching
- Counseling
- Role Modeling
- Affirmation
- Friendship
- Training
- Sponsorship
- Exposure
- Professional Development

Program The Mentoring Program Coordinator has the commitment, ability and authority to oversee the Mentoring Program. Their role is to steward the successful growth of the Mentoring Program. The coordinator(s) guarantee organizational commitment to the program. It is essential that every role in the Mentoring Program be acknowledged for the time and energy it takes to participate in the program.

The coordinators are responsible for promoting the program within the organization and communicating what has been accomplished and what is pending to the ITE Western District Board.

The Program Coordinator for 2010 is:

Patricia Camacho de Cano

DKS Associates

mpc@dksassociates.com

510.267.6602

IV. Next Steps

A. Promotion of 2010 Mentor Program

In order to promote the 2010 program, the ITE Western District (District 6) Career Guidance Committee is developing promotional materials for distribution in January 2010. The intent of the materials is to attract potential mentee in the program. The promotional materials will be distributed at ITE Western District conferences and Section meetings; a poster to be displayed prominently at Western District conferences; and to add information about the program to the westernite.org web site. The promotional material will also be sent via email to the Western District members and will be sent to the ITE professor contacts at the colleges within Western District.

B. Mentor and Mentee Application Process

Mentors and mentees can apply for the Mentoring Program year-round. Mentor applications, as well as six-month and one-year program evaluation forms, are contained in the appendices. The Program Coordinator(s) will refine these through continuing conversations regarding the Mentor Program.

C. Develop Training Program

The Program Coordinators are responsible for developing the 2010 training program. The intent of the training would be to:

- Provide information on the Mentor Program
- Solicit information about and discuss general objectives of the program
- Communicate procedures for submitting evaluations
- Establish fail safe procedures so that mentors and mentees have a resource for conflict resolution or other intervention should that be necessary
- Build excitement about the program and encourage active participation

- Provide guidance and ideas for effective mentoring for both the mentor and mentee

D. Schedule

A preliminary timeline for rolling out the 2010 Mentor Program is identified below.

- Formally promote 2010 program - January 2010
- Accept 2010 Mentor and Mentee Program applications - up to January 30, 2010
- Develop 2010 training program – January 2010
- Pair mentees and mentors – January 2010/February 2010
- Kick-off 2010 Mentoring Program – February 2010

APPENDICES

Mentee Application

Mentor Application

Six-month Evaluation

One-Year Evaluation



Institute of Transportation Engineers

Western District

2010 Mentoring Program

Mentee Application Form

Thank you for your interest in the ITE Western District Mentoring Program, one of the oldest, most honored forms of teaching and learning found throughout all cultures. Participation is both a privilege and commitment. Please read all of the requirements and duties on www.westernite.org before applying. Within the membership section is the mentoring program page. Please complete this form and return the completed application to:

Patricia Camacho de Cano, ITE Western District Career Guidance Chair

DKS Associates

mpc@dksassociates.com

Telephone: (510) 267.6602

Fax: (510) 268.1739

Electronic submittals are preferred

Name	
Position	
Employer	
College/University:	
Degrees (s) received and Major/Emphasis:	
Number of years in profession (if student, please state class)	
Geographic Location (city, state)	
Telephone Number:	
E-mail address:	

Agreement

I have read all of the requirements for participating in the Mentoring Program and commit my time, energy, and resources as a full participant in the program.

Yes No

I have discussed my participation in the Mentoring Program with my immediate supervisor. I have his or her full support to fully participate in the program.

Yes No

I am available to begin participating in the Mentoring Program on the following date (s):

For prospective mentee:

1) What skills do you want to develop and/or enhance through this mentoring program?

2) What characteristics or job descriptions/career track of whom you would like to be matched with as a mentor?

Thank you for completing this application form and for your interest in being part of the mentoring program.



Institute of Transportation Engineers

Western District (District 6)

2010 Mentoring Program

Mentor Application Form

Thank you for your interest in the ITE Western District Mentoring Program, one of the oldest, most honored forms of teaching and learning found throughout all cultures. Participation is both a privilege and commitment. Please read all of the requirements and duties on www.westernite.org before applying. Within the membership section is the mentoring program page.

Please complete this form and return the completed application to:

Patricia Camacho de Cano, ITE Western District Career Guidance Chair

DKS Associates

mpc@dksassociates.com

Telephone: (510) 267.6602

Fax: (510) 268.1739

Electronic submittals are preferred

Name	
Position	
Employer	
College/University:	
Degrees (s) received and Major/Emphasis:	
Number of years in profession (if student, please state class)	
Geographic Location (city, state)	
Telephone Number:	
E-mail address:	

Agreement

I have read all of the requirements for participating in the Mentoring Program and commit my time, energy, and resources as a full participant in the program.

Yes

No

I am available to begin participating in the Mentoring Program on the following date (s):

For prospective mentors, list two of your career tracks or specialties:

1.

2.

Signature of Applicant

Date

Thank you for completing this application form and for your interest in being part of the mentoring program.

Mentoring Program

Six-Month Evaluation

Name:		<input type="checkbox"/>	Mentor	<input type="checkbox"/>	Mentee
Date:					

This evaluation provides valuable information for you, your mentor/mentee and the Mentoring Program. Please be honest and specific as you answer the following questions. When you are finished, first share the evaluation with your mentor/mentee and then return it to the Mentoring Program Coordinator.

Mentees

1) How frequently have you talked with your mentor?

2) What have you accomplished or felt most successful about during the last six months, and how, if at all, is it related to the Mentoring Program?

3) What new knowledge, skills or experience have you gained as a direct result of the Mentoring Program?

4) What knowledge, skills or experience are you desiring but have not yet realized through the Mentoring Program?

Mentors and Mentees

5) What is working most/least about the Mentoring Program?

6) What challenges are you facing now in your mentoring relationship?

7) How could you be more effective as a mentor or mentee?

Mentoring Program

One-Year Evaluation

Name:		<input type="checkbox"/>	Mentor	<input type="checkbox"/>	Mentee
Date:					

This evaluation provides valuable information for you, your mentor/mentee and the Mentoring Program. Please be honest and specific as you answer the following questions. When you are finished, first share the evaluation with your mentor/mentee and then return it to the Mentoring Program Coordinator.

Mentees

1) What have you accomplished or felt most successful about during this last year?

2) What new knowledge, skills or experience have you gained as a direct result of the Mentoring Program?

3) What are your continuing goals for this Mentoring Program?

Mentors and Mentees

4) What do you most appreciate about this Mentoring Program?

5) If you could change anything about the Mentoring Program, what would it be?

6) Would you recommend that ITE Western District continue offering the Mentoring Program? Why or why not?
