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**Urban Planning Mentor Toolkit**

**A Resource for Mentoring Urban Planning Graduates**

**May 2023**

**Urban Planning Mentor Toolkit**

**Graduate / Entry Level Planner**

**Executive Summary**

LGPA, building upon the initiative championed at the Cities of Kalamunda, Nedlands and Town of Mosman Park have developed a template for Local Government Planning supervisors which is designed to create and assist a systematic approach to skills development and measuring competency.

When a new urban planner, generally being a graduate planner is employed with little to no experience it is important to provide them with the opportunity to grow and expand their skills and competencies, whilst being trained, mentored, and coached by a more experienced planning officer.

**Goal**

The goal of this toolkit is to formalise a training and skills development and competency schedule to provide officers from both Strategic and Statutory Urban Planning the opportunity to develop skills by being part of and leading specific urban and regional planning projects and tasks.

The goal of the toolkit is to provide officers with a mentoring and training program and a schedule of skills and capabilities closely aligned with their position descriptions as urban and regional planners. It also provides the officer / graduate planner, the opportunity to seek out situations and application types to enable them to build their skills set over a 12-month period.

It also allows supervisors / mentors with the ability to monitor performance and progression more accurately as skills are achieved and competency is endorsed by the supervisor / mentor.

This toolkit could be used also for varying levels of urban planning training and development, particularly where an officer is seeking to be moved up a band or to move up in responsibility from officer to Senior Officer for example. In those instances, the toolkit can be adjusted by the mentor to capture the necessary and desired skills from the mentee as a means of justifying competency in various areas as required.

**Objectives:**

1. Formalise a plan for the officer to develop their research, assessment, report writing, IT as well as customer service skills across a broad range of project types, content and project size.
2. The toolkit is designed for career development as an urban and regional planner, following relevant university qualifications, providing a practical framework to develop skills within the context of local government urban and regional planning.

**Method**

At commencement of the program, the planning officer and mentor will discuss mutual expectations of their individual roles (including work schedule and frequency of meetings) in addition to the general topics listed below (and tasks signed off by the mentor as they are achieved / completed).

This program is proposed to be commenced within a few weeks of employment commencement (For new staff)

Once completed, the template will be reviewed and updated before each Performance review meeting. The Manager and the Mentor will assess how well the mentee and mentors have followed the Mentoring Plan and suggest how it might be altered to attain new or different goals.

**Program Schedule**

**Section 1: Identifying Information**

|  |  |
| --- | --- |
| **Officer** |  |
| **Primary Mentor** |  |
| **Secondary Mentor** |  |
| **Additional Mentoring Officers** |  |
| **Primary Focus Area(s)** | Statutory / Strategic Planning*Strikeout non-applicable* |
| **Secondary Focus Area** | Statutory / Strategic Planning*Strikeout non-applicable* |

**Dates of Completion and Updating of Mentoring Plan Template:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Month/Day/Year** |  | **Month/Day/Year** |
| **Original Completion** |  | Updated |  |
| **Updated** |  | Updated |  |
| **Updated** |  | Updated |  |
| **Updated** |  | Updated |  |

**Planned Date for Next Review/Revision of Template:**

**Section 2: Planning Officer** **Career Goals**

|  |  |
| --- | --- |
| **Overall Career Goal:** |  |
| **5-Year Career Goal:** |  |
| **10-Year Career Goal:** |  |

**Section 3: Acquisition of Discipline-Specific Conceptual Knowledge and Research Skills Development**

**I. Brief description of Planning Officer’s planned participation activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Business Area** | **Project Type** | **Applicable Project Name****Address and Dates Applicable** | **Mentor Confirmation, Name / Initials / Date** | **Mentor Comments on Skills Achieved****3 examples of each task / deliverable is desirable**  |
| **Residential Development Assessments** |
| **Statutory Planning** | Basic Residential Development Application <5 dwellings |  |  |  |
| Basic Residential Development - Outbuildings |  |  |  |
| Basic Residential Development - Signage |  |  |  |
| Basic Residential Development – Site works / Retaining |  |  |  |
| Basic Residential Development – Front Fencing  |  |  |  |
| Basic Residential Development – Front Fencing |  |  |  |
| Single Storey Dwelling (or additions) |  |  |  |
| Two Storey Dwelling (or additions) |  |  |  |
| Complex Residential Development Application 5+ Dwellings |  |  |  |
| Building License review, Basic, Residential Development |  |  |  |
| Building License review, Complex Residential Development + 5 units, or Commercial / Industrial  |  |  |  |
| **Subdivision**  |
| **Statutory Planning** | Basic Subdivision application 2-3 lots |  |  |  |
| Complex Subdivision Application - Residential |  |  |  |
| Subdivision Clearance Standard < 5 lots |  |  |  |
| Subdivision Clearance Complex 5+ Lots |  |  |  |
| **Non-Residential Development**  |
| **Statutory Planning** | Complex Commercial / Mixed Use Development Application |  |  |  |
| Change of Use application |  |  |  |
| Short Term Accommodation |  |  |  |
| Basic Commercial / Industrial Development Application |  |  |  |
| Non-residential assessment (other) |  |  |  |
| **Structure Plans and LDPs** |
| **Statutory Planning** | Structure Plan / Structure Plan Amendment |  |  |  |
| Local Development Plan assessment or amendment  |  |  |  |
| **Scheme Amendments** |
| **Statutory Planning** | Scheme Amendment Standard |  |  |  |
| Scheme Amendment Basic |  |  |  |
| MRS Scheme Amendment |  |  |  |
| **Statutory Planning** | Council Report Compilation |  |  |  |
| **Statutory / Strategic Planning** | Attendance at a Council / Committee meeting |  |  |  |
| **Appeals** |
| **Statutory Planning** | SAT – Directions Hearingattendance |  |  |  |
| SAT – Mediation meetingattendance |  |  |  |
| SAT – compiling issues, facts and contentions.Participation with more senior officer |  |  |  |
| SAT – Full HearingAttendance |  |  |  |
| SAT - Other |  |  |  |
| **Business Area** | **Project Type** | **Applicable Project Name or****Address and Dates Applicable or Task** | **Mentor Confirmation, Name / Initials / Date** | **Mentor Comments on Skills Achieved** |
| **General Competencies and Skills Development** |
| **Statutory / Strategic Planning** | Development Application – with MRS Referral / determination |  |  |  |
| **Statutory Planning** | Development Application with Bushfire Management Plan / DFES referral – possibly vulnerable use. |  |  |  |
| JDAP Application – participation in report writing (RAR) and attendance at JDAP meeting with Mentor. |  |  |  |
| Statutory Planning Policy ReviewParticipation / policy writing basic |  |  |  |
| New Statutory Planning PolicyParticipation / policy writing basic |  |  |  |
| **Strategic Planning** | Contribution to a component of Developer Contributions Scheme requirements or Parking or POS Cash in lieu |  |  |  |
| Contribution to Local Planning Strategy. Research, Data Collection, report writing. |  |  |  |
| Contribution towards a land acquisition or resumption process. Including road or PAW or ROW closures. |  |  |  |
| Contribution to a strategy. This could be a Heritage Inventory, Activity Centre Plan. Local Housing Strategy etc. |  |  |  |
| **Strategic / Statutory Planning** | Contribution to a Community Consultation workshop / seminar / open day event |  |  |  |
| **Statutory Planning** | Compilation of a Request for Further Information |  |  |  |
| Completion of a deemed to comply check |  |  |  |
| Providing written planning advice |  |  |  |
| Completion of an Orders and Requisitions Search for Planning |  |  |  |
| **Local Government Basic Understanding**  | Review of the Basics of the Local Government Act |  |  |  |
| Role of CouncilFunctioning of Council / Committee meetings – what is a motion, basic procedural matters etc. |  |  |  |
| Delegation and limits on thisUnderstanding conflicts of interest, declaration of these. |  |  |  |
| **Administration and Systems** | Completion of Pre and Post Council letters / submissions |  |  |  |
| Accepting of incoming new applications  |  |  |  |
| Customer Service Front Counter |  |  |  |
| Customer Service Telephone |  |  |  |
| Registering a new Development Application / Completeness Check |  |  |  |
| Compilation of a mail merge |  |  |  |
| Councilor Bulletin update / CEO Update input  |  |  |  |
| Significant Development Application Advertising- administering uploads to website or Engagement HQ / equivalent platform |  |  |  |
| Sound understanding of Document / Records registration.* Searching for documents
* Keeping progress notes
* Finalising an application
* Understanding when and how communication should be registered.
 |  |  |  |
| Ability to satisfactorily use and navigate electronic assessment tools such a Trapeze / Bluebeam or equivalent |  |  |  |
|  | Ability to satisfactorily use and navigate electronic GIS such as Intramaps or equivalent. |  |  |  |

**Structured plan on how these skills are to be acquired**

1. Allocation of applications which require the development of skills and core competencies
2. Shadowing Senior Planner / Manager / Coordinator on applications, participating in meetings, workshops and attendance taking notes and participating where required.
3. Officer to maintain living document of ongoing completion of competencies and to ask for applications with specific themes to gather skills in various competency areas.

|  |  |  |
| --- | --- | --- |
| **Training and Career Development** | **Training program / Activity name and detail** | **Complete / Date** |
| **White Card** |  |  |
| **Word** |  |  |
| **Excel** |  |  |
| **PowerPoint / Prezi** |  |  |
| **SharePoint** |  |  |
| **Dealing with difficult customers (WALGA)** |  |  |
| **Time Management** |  |  |
| **Intramaps / GIS** |  |  |
| **IAP2 Accreditation** |  |  |
| **Customer Service** |  |  |
| **Effective Letter and Report Writing in Local Government (WALGA)** |  |  |
| **Negotiation Skills** |  |  |
| **In-Design** |  |  |
| **Bushfire Management Assessment Training** |  |  |
| **Attendance at LGPA events / Training / Networking** |  |  |
| **Attendance at PIA / UDIA / Property Council events / Training / Networking** |  |  |
| **Other** |  |  |

**Section 4: Plan to Learn Basic Principles of Urban and Regional Planning (Western Australia)**

1. **Core Competencies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competence Theme** | **Specific Element** | **Example of Competence met / Date Achieved** | **Mentor Confirmation, Name / Initials** | **Mentor Comments on Skills Achieved** |
| **Residential Development****(R Codes) Volume 1** | 1. Understanding of minimum and average lot size
 |  |  |  |
| 1. Understanding of the difference between Built Strata, Survey Strata and Green title
 |  |  |  |
| 1. Ability to determine deemed to comply setback requirements.
 |  |  |  |
| 1. Understanding of where to apply visual privacy provisions and an understanding of cone of vision requirements
 |  |  |  |
| 1. The ability to distinguish site levels and read elevation plans to determine natural ground level.
 |  |  |  |
| 1. Understanding the differences between a carport, garage, and an outbuilding
 |  |  |  |
| 1. Ability to determine appropriate allocation of common property and determining functionality of that common property for access.
 |  |  |  |
| 1. The ability to calculate plot ratio for the purposes of multiple dwellings
 |  |  |  |
| 1. The ability to determine if a proposal will cast a shadow onto adjoining properties
 |  |  |  |
| 1. The ability to calculate density bonus associated with Special Purpose dwellings.
 |  |  |  |
| 1. An understanding of how to calculate open space, outdoor living and site coverage.
 |  |  |  |
| 1. To be able to distinguish elements of positive streetscape outcomes.
 |  |  |  |
| 1. An understanding of how and when a 5% variation can be applied to both subdivision and development applications. Including the revised provisions for corner lots using minimum lot size only not average lot sizes as per WAPC DC2.2
 |  |  |  |
| **Medium Density Codes 2023**The Local government to prescribe competencies regarding assessment specifics relating to the MDC | 1. Clear understanding of the Medium Density Codes as Part of R Codes V1 (Sept 2023 onwards)
 |  |  |  |
| **Competence Theme** | **Specific Element** | **Example of Competence met / Date Achieved** | **Mentor Confirmation, Name / Initials** | **Mentor Comments on Skills Achieved** |
| **Local Planning Scheme**  | 1. An understanding of the function of the Scheme in context with the MRS
 |  |  |  |
| 1. The ability to classify a land use in accordance with Table One Zoning Table
 |  |  |  |
| 1. The understanding of what is a non-conforming use and in what context it can be applied.
 |  |  |  |
| 1. The understanding of what is an incidental use and in what context it can be applied.
 |  |  |  |
| 1. The understanding of what is an additional use and in what context it can be applied.
 |  |  |  |
| 1. The understanding of what is a Special Use Zone and in what context it is applied.
 |  |  |  |
| 1. An understanding of what is a restrictive covenant and in what context is it applied and/or extinguishable.
 |  |  |  |
| 1. An understanding of in which circumstances a referral is required to the Department of Environment or other State Government Agencies, MRWA, DBCA etc.
 |  |  |  |
| 1. An understanding of how car parking requirements can be relaxed and how applicants could apply for reciprocal / Shared parking arrangements
 |  |  |  |
| 1. An understanding of how to calculate car parking requirements and how cash in lieu is applied where applicable.
 |  |  |  |
| 1. A clear understanding of what is a structure plan. In what circumstances are structure plans required?
 |  |  |  |
| 1. A clear understanding of what is a Local Development Plan (previously known as Detailed Area Plan) and in what context is it required?
 |  |  |  |
| 1. An understanding of what the RMD Codes are and in what context are they used.
 |  |  |  |
| 1. An understanding of what is a Development Control Area and how a development contribution plan works.
 |  |  |  |
| 1. An understanding of what is a heritage list and how heritage is classified in context with state policy.
 |  |  |  |
| 1. An understanding of what an Activity Centre Plan is and a Precinct Structure Plan.
 |  |  |  |
| 1. A clear understanding of what is permitted development and what is exempt from requiring a development approval.
 |  |  |  |
| 1. An understanding of what is unkempt land.
 |  |  |  |
| 1. A clear understanding of how and when an application requires public consultation. Provide examples of a significant application that required an extensive degree of consultation.
 |  |  |  |
| 1. An understanding of what is a Deemed refusal and the difference between determination timeframes.
 |  |  |  |
| 1. An understanding of planning compliance and the various methods of action that can be taken and when.
 |  |  |  |
| 1. An understanding of what is injurious affection and where it could apply.
 |  |  |  |
|  | 1. Understanding the use of discretion, where is it / isn’t it appropriate.
 |  |  |  |
|  | 1. What are community benefits for development incentives, where and when do they apply?
 |  |  |  |
| **Competence Theme** | **Specific Element** | **Example of Competence met / Date Achieved** | **Mentor Confirmation, Name / Initials** | **Mentor Comments on Skills Achieved** |
| **Planning Regulations 2015** | An understanding of the Planning and Development (Local Planning Schemes Regulations 2015.Read and Review and provide mentor with a summary of how the Regulations have been applied in relation to decisions or recommendations to your local government. List each provision of the Regs. you have referred to and an application which you applied it. List date of approval and address.  List each Policy and an application which you applied it. List date of approval and address.Provisions to include but not limited to the following:1. Basic amendment to local planning scheme
2. Standard amendment to local planning scheme.
3. Complex amendment to local planning scheme.
4. Development Contribution Plans
5. Model Provisions for local planning schemes
6. Deemed Provisions for local planning schemes
 |  |  |  |
|  | A Clear understanding of assessment of Clause 67(2), Matters to be considered with regards to a development application |  |  |  |
| **Aboriginal Cultural Heritage Act 2021** | A clear and developing understanding of the implications, processes and procedures as a result of the implementation of the new ACH Act 2021. |  |  |  |
| **Competence Theme** | **Specific Element** | **Example of Competence met / Date Achieved** | **Mentor Confirmation, Name / Initials** | **Mentor Comments on Skills Achieved** |
| **State Planning Policies** | An understanding of the WAPC state planning policies.Read and Review and provide mentor with a summary of how each of these relate to your local government. List each Policy and an application which you applied it. List date of approval and address. (Add new policies as they come into effect)Policies to include but not limited to the following:1. Development Control and Operational Policies:
2. Liveable Neighbourhoods
3. Residential Subdivisions
4. Industrial Subdivision
5. Land reserved by Region Schemes.
6. Sub regional planning framework.
7. Design WA
8. Environment and Natural Resources.
9. Transport and Infrastructure
10. Land use within the vicinity of Perth Airport
11. Telecommunications Infrastructure
12. Road and Rail Transport Noise
13. Economy and Employment
14. Activity Centre’s for Perth and Peel
15. Urban Growth and Settlement
16. Planning in Bushfire Prone Areas
17. Residential Design Codes.
 |  |  |  |
|  | SPP7.0 Design of the Built EnvironmentAn understanding of the role of Design Review Panels including the State Design Review Panel with respect to assessment  |  |  |  |
| SPP 7.3 R Codes Volume 1An understanding of the general function and operation of the SPP |  |  |  |
| SPP 7.3 R Codes Volume 2An understanding of the general function and operation of the SPP |  |  |  |
| SPP 7.2 Precinct Design GuidelinesAn understanding of the general function and operation of the SPP |  |  |  |
| Perth to Peel @ 3.5 Million, and associated sub-regional framework. |  |  |  |
| **Competence Theme** | **Specific Element** | **Example of Competence met / Date Achieved** | **Mentor Confirmation, Name / Initials** | **Mentor Comments on Skills Achieved** |
| **Local Planning Policies** | An understanding of the Local Government’s Local Planning Policies(List the Local Government Planning Policies you have used and list the context and project) |  |  |  |
| **Local Planning Strategy and associated Local Government Strategies** | An understanding of the Local Government’s Local Planning Strategy and any associated strategies: for examplePOS StrategyPublic Art StrategyIntegrated Transport StrategyLocal Planning Strategy(List the Local Government Planning Policies you have used and list the context and project) |  |  |  |
| **Place,** **Place Making and Activation** | An understanding of the Local Government’s Place Making Strategy and associated Place based initiatives. |  |  |  |
| **Corporate Policies** | An understanding of the local governments Strategic Community Plan and Corporate Business Plan and how that impacts on the operation of the planning department |  |  |  |

1. Suggested: A 1 on 1 meeting to be scheduled between you and your mentor once per fortnight. This is to discuss core competencies, technical questions, scheduling training as well as to seek sign off by the mentor on core competencies as they take place.
2. It is expected that the Mentor will request to review the Planning Officer progressive core competency list once every 3 months to discuss progress and to ascertain strengths and areas for improvement.
3. A feedback session to be conducted once every six months with the Manager Planning, or Coordinator Strategic/ Statutory Planning, Officer and mentor, the session will discuss core competencies, desired training, and career development.

**Section 5: Career Development**

The role of the mentor is to provide guidance and set by example core professionalism, competency in technical skills and the delivery of professionalism both in dealing with external but also external customers.

1. **Professionalism**

The mentor from time to time will provide advice and guidance in terms of how to handle situations. These may include:

1. Conduct to be undertaken in various situations. This may include how to deal with office processes or procedures. Order of hierarchy in terms of delegated authority.
2. Advice regarding communication style or methods.
3. Professional techniques associated with the delivery of core competency outcomes.
4. Techniques in relation to phone manner, courtesy, and customer service delivery.
5. **Development of Mentorship and Leadership Skills**

The mentor will foster training and leaderships skills by setting by example and showing the Planning Officer how to conduct themselves in a professional manner, at the same time providing consistent and reliable advice and communication.

1. **Customer Services Skills**

The Mentor will provide guidance and training having due regard to the following customer service competency skills:

1. Patience

*Before any other skill is possible, a Planning Officer must be patient and able to listen attentively.*

1. Tact

*Customers are easily displeased or disappointed; a Planning Officer should always be tactful, never aggressive or defensive, and never blame the customer*

1. Empathy

*This is the ability to understand the customers, his/her needs and mood. Let’s say a customer expresses feeling cheated or disappointed — a Planning Officer with effective customer skills will respond in a tone and manner that will appease and reassure the customer*

1. Assessment

*Good assessment works together with effective empathy. To assess is to ask questions and gather customer-related information through observation to gauge the needs and potential of a customer*

1. Negotiation

*All these skills come together in effective negotiation. To negotiate well, you need patience and tact, empathy and assessment. Planning Officers need to be able to make quick and shrewd decisions regarding customer needs and company policy to satisfy both ends.*

1. **Delivery of written reports, letters, and correspondence**
2. The mentor will review written correspondence and will provide feedback on written correspondence, reports, acknowledgment letters and formal referrals.
3. Planning Officers should attend WALGA training (or equivalent) to improve their skills in report writing and correspondence.
4. **Time Management and Punctuality**

The mentor will generally keep track of general punctuality and will foster time management skills for Planning Officers

1. Meeting report Deadlines

The mentor will be in line with Council reporting deadlines and statutory time frames, set time frames for specific reports or correspondence to be completed. Planning officers will be held accountable for these deadlines and where these are not met this will be noted by the mentor. Where there are specific circumstances such as roster days off, annual leave or Sick Leave, these will of course be considered by the mentor.

1. Meeting timelines to customers that are achievable and met.

Planning officers should not be overpromising and under delivering. Set real timeline expectations taking into consideration unexpected delays or externalities that are beyond the control of the officer. Taking into consideration extra days for the delivery of mail for example.

1. Attending meetings and appointments on time.
2. Achieving an adequate amount of work for an allocated timeframe, week, day, and month.
3. Showing up for work on time and leaving on time.

**Section 7: Resources That Will Be Provided to Support the Planning Officers**

Planning officers will be provided with the necessary tools and instruments to achieve the outcomes required as part of this mentor program.

1. Ample and consistent access to their mentor
2. Ability to access other mentor support from other officers, other mentors and Managers where required.
3. All technical and electronic tools, access to information
4. Training programs
5. Education opportunities

**Section 8: Plans for Ongoing Mentoring Meetings**

(Briefly describe the frequency of meetings planned between the mentor-mentee and with the Mentoring Committee)

1. Mentor-mentee meeting frequency:
2. Plan for scheduling these meetings:
3. Mentoring Committee meeting frequency (no less than two per academic year):
4. Plan for scheduling these meetings:

**Section 9: Review of Curriculum Vitae**

Upon commencement of the training program the Planning Officer is to provide a copy of their CV for the review of the Manager and Mentor. This is to provide context regarding the level of skills training and mentoring required and to harness already developed skills and to concentrate on specific areas where skills training is further required.

(Attach formal CV for mentor and Mentoring Committee to review)

**Section 10: Formal Evaluation**

|  |
| --- |
| **GRADUATE PLANNER ACHIEVEMENT SUMMARY**  |
| **Skills Graduate Planner Possesses During First 12 months in Local Government** | * Knowledge of the Planning and Development Act, Planning and Development (Local and regional Schemes) Regulations and State Planning Policies including the Residential Design Codes.
* Knowledge of the Local Government Act
* Teamwork skills include coordinating tasks and working with people from a wide variety of backgrounds.
* Research skills that provide an understanding of and provide a background to projects.
* Time management skills to meet deadlines and handle large workloads.
* Microsoft Office skills.
 |
| **Skills Graduate Planner should further develop from first 12 months working experience in LG** | * Project management skills include understanding project timeframes, outlining the key collaborators and stakeholders, setting milestones and reporting progress.
* Policy review procedures, including how to initiate a policy review and how to collaborate with our relevant employees within the organization.
* Formal report writing skills, including understanding the format of reports that will go before different audiences.
* Customer service skills including professional email service and professional conduct for meeting with stakeholders.
* Further research skills for policy research and exploring best practice examples from other authorities.
* Further time management skills for juggling multiple priorities at once and meeting deadlines.
* A greater understanding of the structure of the organisation the work experience placement is occurring.
* A greater understanding of how to use and apply the R-Codes.
 |

**Practical Experience Outcomes in Local Government Graduate Planning Program**

|  |  |  |
| --- | --- | --- |
| **TASK** | **COMPLETED (Y/N)** | **Mentor Comments** |
| **Planning Competency** |  |
| Exposure to development applications with opportunity to assess a applications against the R-codes. Through this process, preparing assessment reports and drafting notices of determination. |  |  |
| Exposure to subdivision applications with opportunity to process an application or subdivision clearance. |  |  |
| Attendance at a site inspection, community information session and audience member to a Council meeting or Agenda Forum. |  |  |
| Exposure to approaches in dealing with basic planning compliance matters. |  |  |
| Exposure to State Administrative Tribunal matters through attendance at public hearings and / or mediation.  |  |  |
| Data collation tasks to help inform policy and strategy reviews. |  |  |
| Attendance at Council Briefing and Meeting.  |  |  |
| **Customer Service** ***(Tasks to be performed under direct supervision of or in support of Local Government staff)*** |  |
| Exposure to customer service by way of general enquiries at the counter, phone or by email. |  |  |
| Meetings with customers on development applications through shadowing staff. |  |  |
| **Communications*****(Tasks to be limited to drafting of written documentation/correspondence and/or internal correspondence only)*** |  |
| Community engagement through the attendance of community forums, workshops and sessions as well as drafting community engagement outreach such as survey questions and flyer content.  |  |  |
| Apply a letter template to a brief piece of correspondence to a customer or Govt. department for referral. |  |  |
| Prepare a simple planning report using a template to provide advice on a planning application.  |  |  |
| Take and make phone calls and emails to stakeholders/ citizens and/or Govt, agencies relating to development |  |  |
| **Time Management** |  |
| Ensuring punctuality and attendance to meetings and arrival to work. This is not an experience but rather a performance management item.  |  |  |
| Management of appropriate diary (Outlook or equivalent) and establishing tasks lists to be approved by a supervisor. |  |  |
| **Comments:**  |  |
|  |  |

**I. Evaluation of Planning Officer Progress**

Review of Officer’s progress towards each of the tasks as required on an ongoing basis. Both Mentor and Mentee should have access to the same evaluation matrix and should be referring to it weekly to monitor tasks completion and competency sign off (with comments from the supervisor)

A Planning Graduate may have several mentors who can sign off on various tasks for the mentee.

Mentoring Committee may be formed by:

**List members here**

At the Mentoring Committee meetings, written evaluation will be prepared by the mentor and shared with Planning Officer, Mentoring Committee members, Director, and Human Resources on at least an annual basis.

**II. Evaluation of Mentor**

Each Planning Officer will fill out an anonymous evaluation of their mentors on an annual basis.

This evaluation will be reviewed by the mentor and the Mentoring Committee to evaluate the effectiveness of the program and the mentor. The general principles will be shared with all mentors at regular intervals to provide constructive feedback while protecting trainee anonymity.

**Signature of Participants concluding the Mentor Program:**

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of Planning Officer | Month/Day/Year | Signature of Mentor Officer | Month/Day/Year |
|  |  |  |  |