



ALUMNI MENTORING PROGRAM FRAMEWORK

The Committee for Geelong acknowledges Aboriginal and Torres Strait Islander people as Australia's First Nations people and the Traditional Custodians of the land and waterways. We pay our respects to the local Wadawurrung people of this land, their Elders past, present and emerging.



Dina Dasic
GMHBA



Matt Smith
Devlink Developments



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Read the Play



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Victoria Police



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FOREWORD



I am pleased to introduce the Mentoring Program Framework, an initiative between Northern Futures and the Committee for Geelong.

The objective of Northern Futures is to address disadvantage within the northern suburbs of Geelong by delivering tailored training and employment programs to jobseekers who are desirous of a brighter future. The northern suburbs of Geelong reflect some of the highest unemployment rates in regional Victoria requiring educational intervention to help break the cycle and create genuine pathways to a self-sustaining future. Northern Futures looks beyond the barriers of disadvantaged job seekers and see valuable, unique individuals with untapped talent and a great future ahead of them. Sometimes we believe in our clients before they believe in themselves.

The purpose of this mentoring program is to link Northern Futures' clients with the Committee for Geelong alumni so that each client has someone speaking into their life who has navigated the world of work and is willing to share their experience. Mentors bring encouragement and insight, but the voice of mentees will simultaneously provide real life insight into the barriers facing the northern suburbs community as opposed to the usual statistical data that fails to capture the story of survival.

I would like to take this opportunity to thank the Committee for Geelong and the project team for bringing this concept to life. Realising this vision is important as the potential benefits are real with an opportunity to collaboratively improve the lives of those in the North by changing the narrative that speaks of employment and opportunity.

I highly recommend Leaders for Geelong alumni consider participating in this worthwhile program and seek to share their professional experience for the benefit of those seeking guidance.

Lyn Morgan
Executive Officer
Northern Futures Ltd.





PROGRAM PURPOSE

Benefits to Region and Mentoring Program Goals & Objectives

Mentoring may be thought of as a 'mutually beneficial relationship involving a more experienced person helping a less experienced person to identify and achieve their goals.' Mentoring relationships may develop spontaneously or be facilitated through a formal program. Mentoring helps individuals achieve their personal aspirations and goals and it can provide clear benefits for both mentors and mentees, as well as the region.

Many clients of Northern Futures derive from families living in survival mode and their priorities, values and behaviours have been shaped by the many voices of people speaking into their lives that also live in challenging life situations. This mindset and behaviour prevent people looking to the future with a positive outlook or fitting into some work environments. Assigning the Committee for Geelong alumni to Northern Futures' clients as mentors would provide mentees with a new perspective and an encouraging voice from someone who has navigated the world of work. It would also enable leaders across Geelong to understand what local disadvantage is, not by seeing statistics, but by walking beside people living it daily.

Alumni from the Committee for Geelong who have previously completed one of the leadership programs will benefit from the Mentoring Program by gaining greater understanding of the barriers facing some of Geelong's most vulnerable community members. The professional relationships will break down stereotypes and shine a light on the benefits of social cohesion which in turn will benefit local commerce by enhancing business diversity and provide support to those experiencing challenges within the Northern Region of Geelong.

Unemployment Rate



Youth Unemployment Rate



Disadvantaged suburbs



Housing Stress



Figures from Northern Futures Website, March 2020

BENEFITS OF MENTORING

The benefits of mentoring can be mutually beneficial with supportive, healthy relationships formed between mentors and mentees contributing to a host of positive outcomes. Mentors often report that their mentoring experience improves their lives in tangible ways. Not only do they have increased personal satisfaction for playing a positive role in someone else's life, but they also find that mentoring elicits self-reflection and untapped growth.

- **Benefits experienced by mentors:**

- » Personal and professional satisfaction
- » A sense of accomplishment
- » Transfer of skills and knowledge
- » Increased awareness and insight into issues and challenges experienced by Geelong's Northern suburbs

- **Benefits experienced by mentees:**

- » Receipt of impartial advice and encouragement
- » An improved outlook and attitude towards education and work
- » Assisted transition from studying to workplace
- » Improved confidence, self-esteem and interpersonal skills
- » Stronger potential for building relationships

In the 2011 report by the Victorian Youth Mentoring Alliance 'Realising their Potential: A Survey of Young People in Youth Mentoring', research has shown that mentoring can have a range of positive outcomes for young people. This survey found:

- **78%** of respondents were less likely to use drugs or alcohol as a result of being in a mentoring program
- **81%** attended their place of education more often
- **90%** had a more positive view of their futures
- **87%** felt more confident
- **79%** had a clearer idea of what they wanted to do in the future
- **75%** knew more about education, training and work options available to them

Mentoring also has significant benefits for adult to adult mentoring as it plays an important role in professional and personal development and brings motivation for learning as well as assures lifelong learning premises. 71% of Fortune 500 companies have established mentoring programs due to the benefits on productivity, company morale and both mentor and mentee development. The history of mentoring is rich across the arts and professions including Haydn mentoring Beethoven, Phil Jackson mentoring Michael Jordan and Tina Turner mentoring Mick Jagger to name some notable examples.

STANDARDS OF BEHAVIOUR / ETHICAL RESPONSIBILITY

The mentor/mentee relationship involves trust, support and empathy to create a mutually beneficial experience. As such, confidential and professional conduct are expected behaviours of all participants. In situations of incompatibility, conflict of interest or inability of either party to continue the relationship the issue is to be referred to Northern Futures for resolution. The below lists legislation and policy that may be relevant to this program. Further details will be provided during the Mentor/Mentee induction process:

- Privacy - Information Privacy Act 2000 (VIC)
- Health Records Act 2001 (VIC)
- Equal Opportunity Act 2010 (VIC)

PROGRAM POLICIES AND PROCEDURES

Northern Futures existing training modules will be adapted for the mentoring program by Northern Futures and delivered when the program goes live. The mentoring program will also adhere to relevant Northern Futures policies and procedures, including but not limited to:

- Code of Conduct
- Workplace Health & Safety Policy
- Privacy & Confidentiality Policy
- Social Media Policy
- Volunteering Policy (currently still in development by Northern Futures at the time of writing)



SURVEY OF COMMITTEE FOR GEELONG ALUMNI

Prior to commencing the design of the framework, the team developed a survey to collect insights from the potential mentor cohort of Committee for Geelong (CfG) alumni to help inform framework design. The intent of the survey was to assess potential mentors for their familiarity with the principles of and attitude toward mentoring.

Eighteen of the twenty-four respondents understood the role of a mentor, with eighteen also having been engaged in some form of mentoring previously, both formal and informal. **91%** would be comfortable in taking up a role as a mentor, with the remaining **9%** citing lack of training and experience as factors leading to discomfort undertaking a role as a mentor. In relation to time commitment, **61%** of respondents would be happy to give one hour per month to their mentee, with **17%** willing to commit one hour per fortnight. In-person contact would be the most preferred method, closely followed by Zoom or equivalent teleconferencing. **95%** would like formal training prior to engaging in a mentoring program. When asked more specifically if they would be prepared to mentor a Northern Futures client, **35% responded yes.**

The responses collected through this survey helped shape the framework design articulated in this report. For example, time commitment, provision of training, and expectation management are all critical inclusions and contribute to the breadth of this proposed framework.

18 of the 24 respondents
said they understood the role of a mentor

35% would be prepared
to mentor a Northern Futures client

STAGE 1 – INTRODUCTION TO MENTORING

As a participating mentor/mentee it requires a level of commitment by both parties to ensure the experience reaches its full potential. It is highly recommended both parties gain full understanding of the role and associated responsibilities so that they are well informed and ready to experience the program. Whilst the program is not designed to be constrictive or time consuming it does require a degree of time and commitment. It is therefore recommended Mentor/Mentee Position Descriptions (Appendix 1 & 2) are read to fully understand program requirements.

Summary of Responsibilities

A mentoring role is largely facilitative and aids reflective learning. It does not typically involve personal counselling and nor dealing with issues that are not related, in this context, to education and work.

Mentor

- Provides support, a sounding board, knowledge, encouragement, guidance and constructive feedback to the mentee by developing a genuine interest in their growth and development.
- Commits to undertake and complete all provided training

Mentee

- Actively seek support and guidance from a mentor.

Mentor and Mentee

- Act ethically and with respect at all times
- Maintain strict confidentiality and professional boundaries
- Commit to attend all prearranged meetings

Expectations and Goals

Participants completing the Northern Futures program may on average experience an 80% likelihood of achieving gainful employment. This mentoring program is intended to not only help this number rise through guidance and support, but also to guide the Mentees through their new work life to ensure they not only attain work when they finish the course, but for many years to come.

Courses offered by Northern Futures in partnership with The Gordon include:

- Cert III in Individual Support
- Cert II in Engineering Studies
- Cert II in Skills for Work and Vocational Pathways (Business Basics)
- Cert II in Civil Construction currently being developed

Northern Futures clients are identified by external partner organisations and largely come from Geelong's North. However, the program does not exclude eligible people from other parts of Geelong. Northern Futures run two intakes per year, with each intake containing approximately 40 participants.

STAGE 2 – MATCHING MENTORS AND MENTEES

The fundamental pillar of a mentor program is the relationship between mentor and mentee. Facilitating the establishment of that relationship is therefore key to program success and must be a focus for the program manager.

Expectation Management

Managing the expectations of mentors and mentees is a first step in ensuring a successful program. Ideally, the relationship should be mentee driven and mentor guided.

For mentors, the role of a non-judgemental and open-minded teacher or advisor must be the clear objective. This can be delivered formally – through regular meetings with agreed goals and objectives, and informally – typically requiring real time or in-the-moment teaching or advising, with the mentor being able to distinguish when either (or both) of the approaches is appropriate.

For mentees, the agreed objective must be growth and learning. Of course, the potential for growth and learning opportunities is also potentially rich for the mentors. Mentees need to be willing to share their experience in their work and learning context through Northern Futures, and above all be open to receiving direction or advice in a respectful way.

For both mentors and mentees, the maintenance of confidentiality is paramount.

Finally, the mentor/mentee relationship is strictly professional. This is not to suggest that friendships or ongoing relationships might not develop after or as a result of the interaction, however, the ideal outcome is the establishment of a context in which productive advice may be given and taken dispassionately.



The Matching Process

Significant attention is given in the literature to the matching of mentors with mentees, and various software vendors offer apps to facilitate the process.

Broadly speaking however, matching processes may be categorised as either mentee selected, or program facilitated, with the program being flexible enough to use one or the other – or a combination of the two – as the requirements dictate. In both cases however a degree of facilitation is required to ensure informed decision making by the mentee. As a minimum, all mentors need to have completed an expression of interest or application setting out their skills, experience, personal and/or professional background and their motivations for participating in the program. This minimum record should be provided to facilitate decision making by the mentee. The program coordinator may consider it beneficial to undertake a preliminary screening in order to present a down selected mentor cohort to a mentee to facilitate decision making.

Mentee selected

It is generally accepted that the most effective mentor/mentee relationships develop from mentees having selected their mentor. This approach has the added advantage of streamlining the administrative process for the program management. Whilst the selection decision could ideally involve both mentor and mentee, in the Northern Futures mentorship context, attention should focus on the mentee's ownership of the selection process.

Facilitation of this method is still required by the program. Mentees must be presented with information on the mentor cohort and provided with some guidance on mentor selection. Some care is also required in the process to ensure fairness in access to mentors when the mentor pool is small.

Program Facilitated

This alternative method of matching, as the name suggests, is orchestrated and administered by the mentor program. Based on either the program's knowledge of the individual mentor or from information submitted by the mentor (see Appendix 3 for mentor recruitment form), the program will assign mentors to an individual or a cohort of mentees. This process is administratively more challenging however it has the attractiveness of centring control in the program.

As well as the basic personal and professional information supplied by a mentor, the program may choose to take advantage of psychometric assessment tools in order to better understand the mentor's personal characteristics or style. These tools could equally be applied to mentees; however due care must be exercised in any matching process to ensure appropriate application of the results. Professional assistance in this regard is recommended.

Some Considerations

The Mentor Application

A minimum amount of information is required to allow mentees or the program administrators to select or allocate as necessary. A recommended mentor application form appears at the end of this document. Whilst the application form is intended to draw out and record primarily employment and educational information of the mentor, other fundamental aspects of the mentor's life are also critical to the matching process. Information on hobbies or sport, personal and professional experience, and motivations are just as critical as age range, gender and a self-analysis of personal strengths.

The mentor application form is derived from numerous sources and the expertise of the authors. It is intended as a guide and may be adjusted according to the preferences of the program. It may also be used without any modification.

Guiding the Matching Process

Many programs recommend critical guidelines to assist the matching process, including matched personal interests, age, gender and even ethnicity. However, more analytical studies have identified that flexibility, compatibility of schedules and geography, all favour regularity of connection, are more likely to result in successful matches than focus on one or more personal characteristics of mentors or mentees. The key message is that commitment, motivation and a desire to succeed is likely to transcend personal characterisation of the individuals.

Recruitment of Mentors

Realistic expectations of mentors are critical to success and this is especially relevant in the Northern Futures context. Mentors often report failure to anticipate the types of needs of youth in similar programs, as well as how much time and effort would be required to establish a sound relationship. Many more indicate surprise at the needs of the mentee's family.

Attention should also be paid to the motivation as much as to the lived experiences of potential mentors. A lack of alignment with the socio-economic, lifestyle, employment history, family and educational experiences is anticipated and shouldn't alone preclude a mentor's participation in the program. However, some high-level insights into the challenges faced by Northern Futures candidates should form part of any induction program for mentors.

Police checks

As a part of program participation all volunteer mentors MUST agree to undertake a National Police Record Check prior to agreed participation. Information about an individual's criminal history will not be released. As the mentor program is volunteer based, due diligence is necessary and prudent to ensure recommended volunteer criteria is met. Since the program is recognised as volunteer work, it is recommended Northern Futures apply for a Community Volunteer Number enabling all mentors to apply for a Name Check only (no fingerprinting etc.) at a significantly reduced fee of \$18.40 per application (fee as of November 2020).

The below web link provides all relevant information, Community Volunteer application form and mentor Name Check information.

<https://www.police.vic.gov.au/national-police-records-checks#apply-for-a-national-police-check>

Opting out

Human relationships are complex. Both mentor and mentee need to understand that, despite the best intentions, termination of the relationship may be the best possible outcome. This should not necessarily be viewed as a negative outcome and options for reassignment should be encouraged and facilitated.

STAGE 3 – ESTABLISHING THE RELATIONSHIP

Commencing Meetings

The first meeting is critical in establishing the foundations of the mentorship but can be quite daunting for both the mentor and the mentee. The key to a successful mentorship is to ensure that both participants share the same objectives and expectations of the program. These should be discussed openly and negotiated prior to commencement between both the mentor/mentee and Northern Futures.

The First Meeting

Northern Futures commences the process of building a trusting relationship with its clients, then creating a pathway to employment for those individuals. The mentor relationship may be thought of as part of the pathway which will be introduced approximately 6 weeks after the clients have connected with Northern Futures. This period allows the northern Futures client to become comfortable with the course trainer and fellow classmates. The first meeting will be set up by Northern Futures who will liaise with both mentor and mentee. It is strongly recommended that the first meeting take place on the premises of Northern Futures.

Key Discussion Points

Time Commitment:

- It is recommended that participants meet at least 3-4 times over the 6 months of the training program.
- Recommended engagement of 1-2 hours per month. However, the level of time commitment should be negotiated between the mentor and mentee.
- Some partnerships may wish to meet monthly during the program or may supplement this with regular emails or phone calls.

Preferred Style Of Contact:

- Both the mentor and mentee need to decide whether contact during the mentorship will in person or via an alternative platform – subject to any pandemic related movement restrictions that may be in place from time to time.
- Participants should also decide whether they want to follow the suggested program framework, discuss pre-prepared topics at their meetings or would prefer ad hoc discussions.

Location:

- Both participants need to agree on a preferred location(s) to meet during the mentorship. Suggested locations include the mentor or mentee's workplace, a café or a park.

Goals:

- Participants should discuss what they want to achieve through the Mentoring Program and how they will reach their goals.

Scheduling:

- Mentors may expect the mentee to do all the contacting/organising to 'drive' the program, but mentees are often reluctant to seem too demanding. To avoid this, it is best to plan for the next contact together at the end of each meeting.
- If either party cancels a meeting, make a commitment to reschedule.
- If either party needs to reschedule, it is a good idea for the mentee to immediately give the mentor a list of three or four alternative times and locations to meet so the mentor can select a suitable time and location or suggest an alternative.

Meeting 2

- This meeting should focus on the mentor and the mentee getting to know each other in greater depth. Learning each other's interests and opinions beyond planning helps build trust and understanding in the mentorship.
- Topics for discussion may include "Where in the world do you most want to travel to and why?", "How would you spend your last day on earth?", "Who is your hero?", "What personal/professional qualities do you most admire/detest?", "What are your favourite hobbies?", "Are you a morning or a night person?", "What is your dream job?", "Have you completed personality or learning type tests before? What were your results?" etc.

Many people find it easier to start with a more informal discussion, such as the topics suggested above, to build rapport and provide a gentle introduction to the discussion of more serious 'planning' and career development topics. Mentors and mentees may find that many of these discussion topics may eventually lead back to 'planning' topics. Mentees should also feel comfortable asking their mentors for advice on current planning topics, assignments, job searching, workplace issues or career development.

Meeting 3

It is recommended that at the third meeting mentors share some of their own career/work history. Initially, mentors may share their general career history, significant experiences and how they got to where they are now. However, mentors should discuss in depth a couple of anecdotes from their own experience. For example:

- I wish I had known at the time...
- The project I am most proud of is...
- I am so glad I did/didn't...
- A significant obstacle I overcame was...
- I was most proud to be a planner when...
- My biggest learning curve was...
- My greatest work related success or achievement is...
- When I graduated or finished school, I didn't realise...
- Today's graduates or school leavers should know...

Mentees can share similar information, based on their studies, educational experience, work experience or any important life experiences. Both mentors and mentees should reflect on what is important to them and what drives them both personally and professionally.

Following on from this discussion, mentees (with assistance from their mentor) should try to determine their personal strengths and 'development needs'. Development needs are professional skills or areas of knowledge that mentees want to improve on or learn more about to develop as a professional in their desired industry. At this point, the mentee should select three development needs that their mentor can help them work on over the coming months. Mentors and mentees should brainstorm ideas and opportunities for possible ways of assisting the mentee in developing their skills and knowledge based on their needs.

Potential Mentee Development Needs

Possible development needs that the mentee may want to work on include:

- Writing job applications and interview skills
- Professional report writing (compared to academic writing);
- Presentation and public speaking skills;
- Design skills;
- Communication skills;
- Networking skills;
- Specific job-related skills
- Workplace scenarios and politics

Avoiding potential pitfalls

Mentors need to be wary of unknowingly dominating the conversation, exerting undue influence or quickly discounting alternative opinions. Their role is to support and facilitate the mentee to take responsibility for their own problem solving and arrive at solutions independently. Mentors should help mentees work through all challenges and/or alternatives to a topic and help mentees see the 'big picture', rather than offering 'the' solution. Playing the devil's advocate is often a good way to help mentees challenge their opinions and assumptions but mentors should be careful to help mentees explore their ideas in a greater depth before presenting an alternative argument or viewpoint.

Supporting Mentees Development

At this stage of the mentoring relationship, mentors and mentees should focus on the development needs identified in Meeting 3. It may be appropriate for mentees to take along examples of their work so that mentors can assist with development needs, such as report writing. Mentors and mentees should not feel that discussions must be limited to the mentee's development need. Specific issues and interesting discussion points naturally arise and should be explored as needed. These may include current work projects, specific workplace issues, job searching advice etc. Mentors and mentees may also wish to discuss all development needs concurrently, rather than focusing on one each meeting.

IMPLEMENTATION — CURRENT ECONOMIC CLIMATE

Whilst the landscape of 2021 and beyond is presenting as unclear due to COVID-19, what is certain is the need for economic growth and development to reactivate the Geelong economy. Education and employment will play a vital role to achieve such objectives with collaboration between industry, government, not-for-profit and community playing a vital role to spark a Geelong led economic recovery. It could be argued that relationships will be key to innovation, collaboration and future development to meet the business needs of 'COVID normal'. This opportunity may be the ideal time to address long term unemployment which has hampered Geelong's north for too long. Supporting Northern Futures to deliver tailored education and employment opportunities in collaboration with industry, community and government will address long term barriers facing some of our region's most disadvantaged. Nominating as a Mentor at this unprecedented and challenging time offers a unique opportunity to contribute at a grass roots level to help build a Geelong which leads Victoria's economic recovery, by creating genuine relationships that enhance employment opportunities.

As the future of the global pandemic and social effects are still unknown it presents a challenge for face to face communication as per a normal mentor/mentee relationship. Awareness of all communication platforms will play a vital role to ensure sustainability of the relationship. Each participant, whether a mentor or mentee should be open to providing a high degree of flexibility and adaptability. A mutually beneficial form of communication including platforms such as social media or simple email options may be at times required to underpin the relationship in the absence of preferred face to face contact. Whilst this may present as a challenge for mentor/mentees, this reality only mimics life and the importance of achieving success by embracing flexibility and creativity.



COMMUNICATION STRATEGY

The contribution of Northern Futures to the Geelong community and economy is not to be underestimated. Northern Futures provides a recognised and established pathway for Geelong residents who for a variety of reasons have struggled to navigate ongoing employment. Northern Futures provides a fundamental education pathway which provides real skills and more importantly confidence that clients can not only successfully achieve a formal qualification supported by The Gordon but create a direct pathway to potential employment.

The transition from an education environment to real employment can be understandably difficult for some. This is where the mentor/mentee relationship can provide genuine support to not only share lived experience but be a voice to positively guide this transition and increase the likelihood of success, whatever that looks like for the individual.

A key element to ensure the sustainability of the program will be the ongoing support for potential mentors. Whilst organic growth can occur, the assistance of wider media communication providing not only potential suitors will relevant information but ensuring the broader community is aware of the excellent contribution by Northern Futures and its partners can only increase community awareness and program interest.

A Communications Strategy that underpins the story of Northern Futures and the mentor program will enhance stakeholder reputations and provide program credibility to ensure it is sustainable and widely acknowledged. With an objective of showcasing success, these stories will demonstrate and articulate how Northern Futures in partnership with the Committee for Geelong is contributing and determined to make a real difference for people living in the northern suburbs of Geelong.

(see attached Comms Strategy in Appendix 4)



PROGRAM EVALUATION & REVIEW

Evaluation is an integral part of the establishment, implementation and ongoing development of any program. There are several reasons to conduct program evaluation, including:

- To increase understanding of the effective practices in mentoring relationships
- To increase the effectiveness of the program through a continuous quality improvement process
- To provide strong evidence to the organisation administering the program which can help when seeking funding through various streams
- To demonstrating the program's tangible benefits to people's lives and therefore enhance future mentor recruitment

A collection of data from program participants and relevant stakeholders not only formally acknowledges the value of the program but seeks to understand lessons learnt by both mentors and mentees. It is important for each to reflect on the others professional and personal development. As such, we recommend all program participants will be asked to complete program evaluation surveys at the conclusion of the mentoring program to inform this important process.

Literature review of mentoring best practice programs suggest several dimensions of measurement that are key for successful evaluation. These include:

- **Mentoring Engagement**
 - » Program participation log - tracking hours and types of interactions between mentors and mentees.
- **Mentee outcomes**
 - » Goal tracking is a great way to measure if mentees have progressed in a tangible way as a result of the program.
- **NPS and CSAT as well as qualitative survey data from both mentors and mentees**
 - » Develop a post program evaluation to be completed by both mentor and mentee.

APPENDICES



APPENDIX 1

Volunteer Mentor Position Description

PROGRAM – Northern Futures Mentoring Program

LENGTH – approximately 2 hours per month

As a Volunteer Mentor you commit to helping a nominated Northern Futures Mentee by passing on your professional experience and knowledge while acting in the role of a role model.

A Volunteer Mentor supports and encourages both professional and personal development in their mentee. A Volunteer Mentor should always offer their own point of view but help their mentee to reach their own conclusion. This is undertaken through guiding their mentee to consider all variables before making their decision.

What Is a Volunteer Mentors Role?

No two mentoring relationships will be the same and as such some of the more common mentoring roles may include:

- Build a relationship based on trust with your mentee
- Ask open ended questions to guide the mentee to attain a positive outcome
- Challenge mentees decisions respectfully if you believe there is a better conclusion
- Offer opportunities as well as ideas for the mentee to consider
- Help create a pathway for your mentees to work towards their goals
- Listen to the mentee and help them make sense of any issues that arise

Benefits to a Mentor?

- Mentorship most often help you to reflect and learn about yourself
- It offers an opportunity to help grow your leadership and management skills
- Extends your networks to groups it may not have reached previously
- Mentors often learn to look at situations in a previously unforeseen view
- Provide you with a chance to give back, as often your success in part belongs to someone who mentored you
- Fulfilling friendships can be created that last a lifetime

Expectations of Being a Volunteer Mentor

- Commitment to the course length and minimum time allocations
- To act in good faith throughout all transactions
- Maintaining confidentiality of all discussions with your mentee
- Completion of an assessment survey at the end.
- Encouragement of your mentee to achieve their goals
- Provide Northern Futures with feedback if for any reason, the mentor/mentee partnership isn't working.
- Contact the Northern Futures team if situations arise that you are not comfortable dealing with or is unlawful.

APPENDIX 2

Volunteer Mentee Position Description

A mentee is a Northern Futures participant who has willingly entered an arrangement with a Volunteer Mentor, with the aim of receiving professional advice and an experienced point of view to consider, investigate and action accordingly. The mentee should try to leverage off the mentors' experience and balance the advice to navigate the opportunities presented.

What Is a Mentee's Role?

- To take the lead on the relationship and guide the mentoring in the appropriate direction
- Create a list of goals to provide the mentor
- Communicate a clear plan to the mentor as to how you would like the relationship to be undertaken
- Be honest, the advice won't be very helpful if the mentor doesn't have all the facts!
- Be open to receiving constructive criticism
- Follow through with all meetings, if you cannot make the meeting, early notice is appreciated

Benefits to a Mentee?

- A mentor can give you amazing insight into experiences that have happened over their journey and help you to navigate yours
- A mentor can be just an ear. When you talk about your circumstances out aloud, you may figure out the path on your own!
- Provides an opportunity to network with an individual you may not have had the chance to. These relationships often lead to opportunities in the future!
- Provides you with the opportunity to receive unbiased advice from outside your current network.

Expectations Of Mentees

- To treat the mentor with respect. Mentors are voluntary and are doing it out of their own goodwill
- Commitment to all meetings, including open and honest communication
- To maintain a level of confidentiality.
- To provide feedback on the mentor program once it has concluded.
- You should understand that the mentor is not there to do the work for you. A mentor will help guide you in the right direction and provide opportunity where they see it.
- Contact the Northern Futures team if the mentor relationship is not appropriate.

APPENDIX 3

Mentor Nomination Form

Northern Futures – Leaders for Geelong Alumni Mentoring Program

Northern Futures is a not for profit organisation addressing disadvantage in Geelong's northern suburbs by delivering tailored education and employment opportunities in collaboration with industry, community and government. Courses offered in partnership with The Gordon include Cert III in Individual Support, Cert II in Engineering Studies and Cert II in Skills for Work and Vocational Pathways (Business Basics).

Northern Futures clients are identified by external partner organisations and largely come from Geelong's North. Northern Futures runs two intakes per year, with each intake containing approximately 40 participants.

Many clients of Northern Futures derive from families living in survival mode and their priorities, values and behaviours have been shaped by the many voices of people speaking into their lives that also live in survival mode. This mindset and behaviour can prevent people looking to the future with hope or fitting into some work environments. The challenge therefore is to ensure, as far as practicable, that clients who start a course of study carry on until its conclusion.

Northern Futures is now seeking expressions of interest to become a mentor to assist Northern Futures' clients in their study and work experience journey. It is proposed that the program engage Committee for Geelong alumni as mentors.

Assigning Committee for Geelong alumni to Northern Futures' clients as mentors would provide mentees with a new perspective and an encouraging voice from someone who has navigated the world of work. It would also enable leaders across Geelong to understand what disadvantage is, not by seeing statistics, but by walking beside people living it daily.

PERSONAL DETAILS

Name: _____

Residential address: _____

Contact details M: _____ E: _____

Current employer: _____

Position in company or organisation: _____

Date of birth: ____ / ____ / ____

Date completed Leaders for Geelong program: ____ / ____ / ____

Highest educational qualification/s achieved: _____

How long have you been a resident of Geelong?: _____

List hobbies, personal or special interests: _____

Prior mentoring experience (if any): _____

What characteristics do you think make a good mentor?: _____

Why do you want to be a mentor?: _____

Why would you make a good mentor?
(include any relevant lived experiences that you think might contribute to your application):

Are you prepared to provide a national criminal history check?: Yes No

Are you prepared to provide a Working With Children Check?
(for mentees under 18): Yes No

Being a mentor requires an openness to commit to an ongoing genuine relationship. To serve as a Northern Futures Leaders for Geelong Mentor, you will be asked to make a minimum commitment to the program of one year or until completion of studies by the mentee/s under your mentorship.

Other requirements include:

- Attending a half-day mentor orientation and training;
- Maintaining weekly (or other agreed interval) contact with your mentee either in person, telephone or an online platform;
- To be dedicated and dependable in trying to assist your mentee to achieve success in their learning and work experience journey;
- To base your relationship on respect for the mentee and their family;
- To maintain monthly phone contact with a mentee supervisor at Northern Futures.

Please supply the names and contact details of at least one referee that would attest to your suitability as a Northern Futures mentor.

Referee name: _____

Contact details M: _____ E: _____

Your relationship to referee: _____

Northern Futures reserves the right to accept or decline your application based on the information you have provided. Northern Futures will not share the information you have provided with any third party.

I certify that the information I have supplied is correct to the best of my knowledge.

Signature: _____ Date: / / _____

APPENDIX 4

Communications Strategy: Leaders for Geelong Mentoring Program

Project Purpose Statement

Develop and deliver a mentoring program framework for implementation by Northern Futures.

Background

Northern Futures is a not for profit organisation situated in Geelong's northern suburbs that delivers tailored education and employment opportunities in collaboration with industry, community and government.

Northern Futures was established in 2007 to operate independently of Government for the benefit of local industry and community members in the region. A key role of Northern Futures is to develop and progress State and Federal Government programs to advance education, training and workforce development. Courses offered by Northern Futures in partnership with The Gordon include; (need to confirm)

- Cert III in Individual Support
- Cert II in Engineering Studies
- Cert II in Skills for Work and Vocational Pathways (Business Basics)
- Cert II in Civil Construction

Northern Futures clients are identified by external partner organisations and largely come from Geelong's North however the program does not exclude eligible people from other parts of Geelong.

Point of Difference

Many clients of Northern Futures derive from families living in survival mode and their priorities, values and behaviours have been shaped by the many voices of people speaking into their lives that also live in survival mode. This mindset and behaviour prevent people looking to the future with hope or fitting into the challenging world of work. Assigning Leaders for Geelong alumni to Northern Futures' clients as mentors would provide Northern Future's clients (mentees) with a new perspective and an encouraging voice from someone who has navigated the world of work. It would enable leaders across Geelong to understand what disadvantage is, not by seeing statistics, but by walking beside people living it daily.

Alumni from Leaders for Geelong who have previously completed the leadership program will benefit from the Mentoring Program by gaining greater understanding of the barriers facing some of Geelong's most vulnerable community members. The professional relationships will break down stereotypes and shine a light on the benefits of social cohesion which in turn will benefit local commerce by enhancing business diversity. The mentor program will provide support and guidance to those struggling with adult education and the reality of gaining and maintaining employment.

Objectives

- Create a sustainable relationship between Committee for Geelong and Northern Futures that benefits the Geelong community
- Create a mentor/mentee framework for implementation in 2021;
- Mentors – Leaders for Geelong Alumni
- Mentees – Northern Futures course participants
- Deliver mentoring framework ready for implementation. Framework to be flexible and adaptive in response to current environment and evolving coronavirus pandemic
- Beyond 2020 – provide a roadmap for Northern Futures for a sustainable implementation and program evaluation, including develop implementation phases in accordance with project best practice

Situation Analysis

Potential communication risks to be identified and recorded;

Issue	Mitigation strategies
Current global pandemic disrupting program during pilot period	<p>Close monitoring of pandemic information including DHHS advice to pre-empt any likely disruption(s).</p> <p>Frequent and transparent communication is likely to be well received by community considering events of 2020</p>
Unauthorised media release or comments by stakeholder	<p>Communication agreement by all relevant stakeholders, including Committee for Geelong and Northern Futures to consult and consider respective organisations reputations prior to media release</p> <p>Joint media release to mitigate unauthorised release</p>

Messages

Benefits to the Region

- Northern Futures clients provided a new perspective, world view and understanding of the value of employment
- Mentors will seek to improve the sustainability of Northern Futures clients not only completing programs but maintaining the ability to work post course completion. Positive influence
- Broaden the understanding and awareness of the challenges in the Geelong Region; keep the conversation alive about ways to address social cohesion. This program will enable the mentors to participate in the social, political and economic discourse in Geelong and influence change on a more strategic level deriving from awareness gained as a mentor
- Mentor/Mentee relationships will break down stereotypes and shine a light on the benefits of sustainable employment which in turn will benefit local commerce by enhancing local business investment
- Create partnerships, relationships and promote collaboration between North Geelong and Geelong Business Community utilising Leaders for Geelong Alumni and other business connections

Holding lines

The following pre-approved holding lines provide timely media comments on an 'if asked' basis:

- Committee for Geelong and Northern Futures have collaborated to create a mutually beneficial mentor/mentee program to enhance the professional development of Northern Futures clients
- It is anticipated mentor/mentee relationships will create a mutually beneficial experience for everyone involved and assist Northern Futures clients to achieve their goals
- The program is in its infancy, but if benefits are realised the program may be expanded to include mentors from the broader business community

Communication Tactics

Tactic	Timing	Responsibility
<p>Media: Joint announcement Northern Futures/Committee for Geelong;</p> <ul style="list-style-type: none"> • Possible Geelong Advertiser exclusive to run a story generating good news story • Pre-approved written Media release outlining program implementation & benefits • Release communicated by Committee for Geelong in on-line newsletter/social media • Article disseminated internally by Northern Futures or social media 	TBC	Project Managers
<p>Good news story during program implementation;</p> <ul style="list-style-type: none"> • Capture positive relationship & perspective of both mentor/mentee • Consider offering story to Geelong Advertiser • Release via on-line platforms 	TBC	Project Managers
<p>Conclusion of Pilot Program:</p> <ul style="list-style-type: none"> • Inform community/stakeholders about conclusion of program. Discuss success; where to now/evaluation? 	TBC	Project Managers

APPENDIX 5

Mentor/Mentee Relationship Evaluation Questions

As the mentorship develops it is important to reflect and consider successful aspects and identify areas for improvement. Self-assessment of the participation of the mentor and mentee is important to measure the development and success of the mentorship, as well as the personal and professional development of both Mentor and Mentee. Mentors and mentees can consider the following questions when evaluating their participation and the development of the mentorship.

- Has the mentee/mentor attended all meetings and Mentoring Program events?
- Does the mentee/mentor have a positive approach to each meeting?
- How does the mentee/mentor respond to new ideas and suggestions?
- Has the mentee developed realistic career aspirations?
- Has the mentee/mentor been punctual and organised?
- Has the mentee improved professionally?
- Has the mentee expanded their professional network?
- Has the mentee/mentor actively developed a level of trust with the mentor/ mentee?
- Has confidentiality been maintained?
- Has progress been made towards the mentee's goals?
- Has the mentee/mentor cancelled meetings?
- Has the mentee/mentor been attentive during the meetings?
- Does the mentee/mentor ensure there are no interruptions during the meetings? i.e. phone calls, people in office, etc.
- Is the mentee/mentor comfortable with the mentorship?

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