

CHAPTER EIGHT

MARKETING AND PROMOTION

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PROMOTING THE PROGRAM

To promote and market the program and thus encourage the community to support the program, the program needs to:

- Identify the target mentors to be marketed and recruited
- Identify the target market reach – where these people can be ‘found’
- Understand the benefits of the program for all participants
- Identify materials and actions to promote the program successfully

SOME MARKETING PRINCIPLES

The basic principles of marketing are:

- Keep the message simple
- Make it interesting
- Develop a plan to use your resources effectively

MARKETING APPROACHES

- Direct marketing - introductory letters with follow up phone calls and appointments to the target group eg Retirement Villages
- Brochures, flyers, leaflets, posters
- Promotional folder containing information and outcomes on the program i.e. brochures etc
- Advertising using community service announcements
- Articles in local media (press releases) and radio and television
- Videos
- Community liaison presentations - presentations at local business/community associations, clubs, organisations (eg Rotary, Probus, Lions)
- Networking - tap into the expertise and network of the organising committee

SAMPLES

The following pages contain samples of promotional material prepared for the Central Coast Plan-It Youth Program.



SAMPLE 8.1 SAMPLE PROMOTIONAL DOCUMENT

Support Young People in Your Community



Mentor a Youth!

Plan-It Youth is working with local high schools to help kids make a successful transition from school to work or further education. Many young people leave school without preparation and planning for their futures. This often means they fail to gain the right job or place in a training course.....and this sometimes leads to unemployment.

A School-to-Work mentor can work through a structured planning process with the young person while still at school and then offer guidance and support after leaving school.

Can you help?

You don't have to be a career counsellor to take on this role. We offer a FREE accredited mentor training course through TAFE and ongoing support throughout the match.

Come along and find out about mentoring - join other mentors for a barbeque at our **Celebration of Mentoring – Wednesday 16th February**, **Wyong TAFE between 12 and 3pm**. We'll be holding information sessions throughout the afternoon.

Bring your friends, bring your neighbours, bring your relatives..... but please come along!

Ph: Fax: Email:

SAMPLE 8.2



Mentors Needed

Plan-It Youth is recruiting mentors to participate in the Plan-It Youth Mentoring Program involving local secondary schools.

What is Mentoring?

The concept is simple – two people of different ages and backgrounds, talking together and learning from each other

What Does A Mentor Do?

As a mentor you will work in a one-on-one relationship with a student from a local high school, assisting them to investigate future training or employment opportunities.

What's the Commitment?

Approximately two hours per week for a year (including training).

Who Can Apply?

Anyone who has an interest in young people on the Central Coast.

What are the Benefits?

- TAFE training - to prepare you for being an effective mentor
- Helping a local young person to set goals and work towards achieving those goals
- Playing an active role in your local community



To Apply or Express Your Interest Contact

.....

on

.....

SAMPLE 8.3 - SAMPLE RADIO INTERVIEW

Date

RADIO 50 PLUS interview with LESLEY TOBIN, co-ordinator of the PLAN-IT-YOUTH MENTORING PROGRAM.

INTRO:

For the past six years, LESLEY TOBIN has been working with the DUSSELDORP SKILLS FORUM, devoting herself to programs that help to improve opportunities for young people throughout Australia.

One example of this work is the PLAN-IT YOUTH mentoring program that is about to run for its second year here on the Central Coast.

I HAVE LESLEY TOBIN IN THE STUDIO WITH ME, TO TELL US ABOUT PLAN-IT-YOUTH AND TO INVITE YOU TO BECOME A MENTOR WITH THE PROGRAM!

Good morning LESLEY, welcome to the program.

QUESTIONS:

Now, I understand that the PLAN-IT YOUTH program is designed to assist young people 'at risk'. Who exactly are these young people? And what are they at risk of?

Isn't it their choice to leave school if they want to?

Right, I see. How many young people on the central coast would you estimate to be at risk of leaving school early without any substantial plans for gaining meaningful work or continuing some form of education?

So what exactly does the PLAN-IT-YOUTH program set out to achieve?

What is the mentor's role? Surely parents and careers advisors can help the students make these decisions?

Who can be a Mentor? Is there any sort of training that a Mentor needs to do?

What made you think of involving the RETIREE COMMUNITY on the Central Coast in this program? Does it cost anything?

There's a pretty large age gap between the students and mentors, do retirees really have anything to share with the young students of today?

You've already mentioned TAFE is a partner in this program. What other organisations are involved in PLAN-IT-YOUTH?

Now last year PLAN-IT-YOUTH was pretty successful, I see you estimate a 100% success rate, that's a very optimistic figure – how did you measure this?

(offer a case study)

So this year you're running PLAN-IT YOUTH again, and I see you've set yourself a target of recruiting 70 new mentors! I'm sure a lot of our listeners are interested in finding out more about Plan-it youth, but may have concerns that it'll take up a lot of time?

(no, only about 2 hours a week!)

OUTRO:

So for just two hours a week, for the next six to twelve months, you can help a young person to get on the right track, by building their self-confidence.

LESLEY TOBIN, this is a very heartening program – Thank you for coming into RADIO 5-0 PLUS TODAY

After the next music bracket, I'll be giving you a phone number where you can contact Lesley – so go and get your pencil and paper, and we'll be right back.

TO CONTACT PLAN-IT YOUTH AND BECOME A MENTOR, YOU CAN CALL LESLEY TOBIN ON 4388 3392, I REPEAT 4388 3392.

If you missed that number, call the station and we will give it to you.

Once again, thank you LESLEY TOBIN from the PLAN-IT –YOUTH program for joining us today – good luck with your work – I look forward to hearing how the program goes this year and perhaps interviewing a student and mentor later in the year.

SAMPLE 8.4 - NEWSPAPER ARTICLE

A Celebration of Mentoring will be held at Wyong TAFE this Wednesday 16th February from 12 midday to 3pm, organised by Plan-It Youth.

The Celebration will be in the form of a free BBQ with Wyong Shire Council Deputy Mayor Bob Graham and Owen Kenny, Principal of Berkeley Vale Community High School as guest speakers. Many of the students who have been through the mentoring program will also be attending.

The program aims to assist young people make a successful transition from school to work or further education by providing them with a volunteer mentor to assist them and support their investigations.

The group is aiming to recruit and train 70 new mentors this year to work with students in local high schools. If you're interested in coming and finding out more, you can just turn up at the TAFE or ring (insert contact name and telephone number)

SAMPLE 8.5 - TV SCRIPT

1. If you're retired and have **just two hours a week** to spare then Plan-It Youth needs **YOU** as a mentor.
2. Mentoring is a concept that's so simple – two people of different ages and backgrounds, talking together and learning from each other.
3. Plan-It Youth is a Central Coast program that helps students in transition from school-to-work by linking them with a mentor.
4. Mentoring students is an important and rewarding experience so, call Plan-It Youth **now** and find out how. Call 43 22 30 22.

SAMPLE 8. 6 - SUCCESS STORIES

1. Jason was a year 10 student (aged 16) who was performing at below standard level at school. He was often picked on by other kids – he’s a skinny kid with a “nervous” personality – very lacking in confidence. Jason’s mum and dad don’t work and didn’t seem to have much of an idea of how to help him. He volunteered to go into the program because he thought it might help him get a job. He hated school – and was intent on leaving at the end of year 10. He didn’t really know what he wanted to do but he knew he wanted out of school. He’d heard the electronics COS course at TAFE was good.

Jason was matched with Peter – a quiet, gentle man of about 70. Peter had years of experience at managing his own business and employing staff. After completing the Mentor Training course at TAFE, Peter was ready to participate in the program with Jason. They spent 10 weeks (a couple of hours each week) going through the program – trying to work out what Jason was good at and what he liked doing. Peter arranged for Jason to visit a few worksites so that he could actually see what the work involved and talk to the people doing the job – find out what was good or bad about it. He also arranged some work experience at a local retail outlet. Jason completed the program and decided that he did want to go to TAFE – he’s studying Business Management – and really enjoying it – especially the computer work – he thinks that’s the sort of work he’ll go into. Jason believes Peter’s involvement has opened doors for him and opened his eyes to what’s out there. He also feels more confident having the support and attention of someone like Peter. They keep in contact regularly and Peter has agreed to continue to mentor Jason until he gets into the workforce.

2. Megan was a 16-year-old student in year 10. Megan’s mum is divorced and Megan has one younger sister. Her school grades were only average and she was keen to leave school to work in the hospitality industry. She works an average of 20 hours per week at a local coffee shop. Megan joined the program because it sounded like it would be helpful and one of her friends had done it. Megan’s mentor Faye, herself a single mum with teenage daughters, worked through the planning and goal setting activities with her and together they planned excursions to the TAFE and various worksites. After talking to lots of people in the industry, Megan wasn’t sure her decision to leave school was such a good idea. Faye noticed that Megan seemed really interested in the welfare course at TAFE and suggested that they investigate that as an alternative career. Faye arranged for them to visit a women’s refuge and talk to the residents and the social workers there. Megan was really interested and thoroughly enjoyed this new perspective. Megan has now decided to stay at school and complete her HSC – she’s studying the Hospitality CEC course but has also kept her options open regarding what she’ll do when she finishes school.

3. Christian was an average student in Year 10 who was intent on leaving school and joining the police force. He joined the program so that he could find out more about how to get into the force. Christian’s mum is a single mum with three other younger children. Christian’s mentor, Bob, is an ex-policeman who has now retired. Bob and Christian worked through the planning and goal setting activities to work out exactly what Christian did and didn’t know about getting into the Police Force. Bob arranged for Christian to go with him to the Goulburn Police Academy to look at the training facility and talk to some of the new recruits. Bob also arranged for Christian to visit one of the local police stations to talk to a probationary constable. Christian found out that he needs to complete his HSC and he now knows which subjects he needs to study to help him gain entry into the Police Academy. Christian says if he hadn’t had Bob, he would have left school and found out too late that he needed his HSC. He says he thinks doing year 11 and 12 will be easier now he knows what he wants to do when he does leave school.

4. Shirley was a reluctant mentor. The day she was to meet the students in the program she complained that “she didn’t know how she’d been talked into doing this mentoring thing – she had nothing to offer to help young people – all she’d ever done was work as a barmaid in a pub”. Shirley was wearing an old terry towelling tracksuit, rubber thongs and no make –up. The students stood up one at a time and talked about what career/job they were interested in investigating. When Sarah said she wanted to be a vet nurse, Shirley’s face lit up. She realised her daughter worked in a veterinary clinic and could probably help her with some information. Shirley volunteered to be matched with Sarah. Within a few weeks, Sarah had some part-time work at the vet clinic and had found out details of how to get into the TAFE course (experience/part-time work is essential). The next time we saw Shirley she was immaculately dressed in a suit with make-up, high heels, the lot. She encouraged others to undertake the formal mentor-training course. She volunteered for the next program a few months later, only this time when she introduced herself to the students she told them she’d worked in the hospitality industry all her life!

5. Mathew was a good kid in year 9 (aged 15). His results at school were above average and his behaviour was excellent. He comes from a stable home with a supportive mum and dad. He chose to do the program because he had no idea what he wanted to do when he left school. He thought maybe something to do with aeronautics. Mathew’s mentor, Ron, saw Mathew’s potential so after working through the goal setting activities with Mathew he took him to a few worksites. Michael seemed really keen on aeronautical engineering but Ron thought he was lacking in motivation so he contacted Dick Smith. He told Dick of Mathew’s potential and asked would he call him and just give him a few words of encouragement. Dick Smith agreed to do this and Michael was amazed to get the phone call and also to get some important contacts from the man himself. Ron said he felt empowered in his role as a mentor to do something like that – it wasn’t a self-serving gesture –he felt it was his duty as a mentor. Needless to say, Mathew got the motivation he needed and is on a clear path to a career in engineering!

SAMPLE 8.7 – BROCHURE



sharing

JASON'S STORY

Jason was a sixteen year old, year 10 student with below average school grades. He 'hated' school and was intent on leaving at the end of year 10.

Jason heard about the Plan-it Youth mentoring program through school and decided to try it out, in the hope that it would help him get a job. He was matched with Peter, a quiet gentleman of about 70. Peter had years of experience managing his own business and employing staff.

They spent a couple of hours a week together discussing the things Jason liked doing and what he was good at. Peter arranged for Jason to visit a few workplaces so that he could meet people working in the professions that interested him. Peter also arranged for Jason to do some work experience at a local shop.

After completing the mentoring program, Jason decided to go to TAFE and study Business Management.

Jason believes that Peter's involvement in helping him decide what to do has opened his eyes to the opportunities available to him. He has a lot more confidence in himself now that he has the support and attention from his mentor. Jason and Peter are still in contact and Peter has agreed to continue to be Jason's mentor until he gets the job he's studying for.

confidence

PLAN-IT YOUTH PARTNERS

Plan-it Youth is a collaborative project between Central Coast Active Retirees and Mentors Inc., NSW TAFE Commission Board, NSW Department of Education and Training, Central Coast Adult and Community Education, the Hunter Valley Training Company, the Hunter Institute of Technology and the Dusseldorp Skills Forum.

Central Coast Active Retirees and Mentors Inc. work to:

- recruit volunteer mentors who can share their life skills
- provide quality resources for community mentoring
- build partnerships between community organisations

The Dusseldorp Skills Forum is an independent, non-profit organisation that is committed to supporting innovation in educational and workplace practices, by encouraging community participation. www.dsf.org.au

PLAN-IT YOUTH

is a Central Coast initiative supporting young people by linking them with a mentor.



CONTACT PLAN-IT YOUTH

For more information about Plan-it Youth's mentoring program, call the Plan-it Youth Coordinator on 02 4322 3022.

The Plan-it Youth office is located at Suite 4b, Level 2 120 Erina St, Gosford 2250 (next door to the post office)

PLAN-IT YOUTH

Plan-it Youth is a Central Coast initiative supporting young people in transition between school and work, through mentoring. Plan-it Youth brings together a range of local community groups who work for the benefit of young people.

WHAT IS MENTORING?

Mentoring is the development of a one-on-one relationship where a more experienced person helps a less experienced person achieve their goals.

"It's about something both simple and complex - two people of different ages and backgrounds talking together and learning from each other." Jonathan Alter, Senior Editor Newsweek



friendship

"My son was not really confident in himself, not very outgoing to make phone calls and talk to people over the phone. It's been good for him to have to do it and visit workplaces. He was surprised by how helpful people would be. He's had a chance to practice these skills and see what's out there. Now he's aiming a little higher." Chris, Mother

commitment



trust

WHY PLAN-IT YOUTH?

Research shows that young people who leave school early, are twice as likely to be unemployed at the age of 24 than those who have completed year 12.

Plan-it Youth offers young people the opportunity to plan for their future careers and find a positive pathway into employment. A mentor can highlight alternative pathways and open doors for new opportunities.

Plan-it Youth offers a structured program consisting of four stages, over twelve months:

- 1 Mentor recruitment and TAFE course
- 2 Selection of students, introductions and matching with mentors
- 3 Pathways planning and investigation project
- 4 Ongoing mentor support

BECOME A MENTOR

All it takes to be a Plan-it Youth mentor, is a commitment to spend approximately two hours a week with your 'mentee' for the next twelve months.

WHAT CAN MENTORS DO?

- Listen
- Assist with goal setting
- Help students recognise their strengths
- Be a sounding board for ideas and problems
- Make contact with employers
- Suggest possible courses of action.

team

"My mentor is different from my mum or my friends. She's not a teacher and not family. She's like a friend." Michael, Student

work

To support you as a mentor, Plan-it Youth has formed a partnership with TAFE, offering a short course in mentoring. The course is free and the skills you gain will be invaluable to you as a mentor and may even prove useful in other areas of your life.

Topics covered in the TAFE mentoring course include:

- conflict resolution
- effective listening
- mentor roles, rights and responsibilities
- employment and training opportunities
- confidentiality
- child protection legislation

CHAPTER NINE

SCHOOL SUPPORT

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SCHOOL SUPPORT

The support of the school is vital to this program. The school should allocate a teacher to liaise with the program co-ordinator and be responsible for the various Duty of Care responsibilities within the school context. The support teacher is also required to conduct the student surveys and ensure that the students meet their responsibilities to the mentors. For example, all students are required to contact their mentor (or the school if the mentor has not provided the student with contact details) if they will not be attending school on the day the mentor is expected. There is nothing more demoralising than a mentor arriving at the school only to be told their student is absent on that day.

The school is responsible for the “hospitality” of the mentors. This means the mentors get lots of friendly smiles from teachers and admin staff as well as tea; coffee and sandwiches (provided at a small cost by the school canteen) for the mentors after the students have left. This allows the mentors to have a debrief session with each other and the co-ordinator and provides the mentors with an opportunity to share their problems and solutions.

SAMPLE 9.1 – SCHOOL CO-ORDINATOR RESPONSIBILITIES

<u>PRE PROGRAM</u>
Organise student survey to be completed by all Year 10 students
Assist with recruitment of students
Assist with Information Sessions
Assist with matching
<u>THROUGHOUT PROGRAM</u>
Ensure Name Tags and sign-on book is at front office each week
Check Student attendance first thing on each Mentoring Day. Advise mentor if student is absent
Reminder in school bulletin each week (the day before)
Record all authorised excursions
Check all excursion permission notes – mentors, students & parents
Organise or cancel lunch each week
Attend debrief session
Settle students at the beginning of each session.
Ensure all mentors and students are in attendance
Authorise and notify staff of any alternate arrangements made between mentor and student
<u>PRESENTATION</u>
Book venue and catering for presentation
Create invitation list for presentation
Send invitations – two weeks prior to presentation
Co-ordinate RSVP – telephone those who do not respond
Assist with presentation evening

SAMPLE 9.2 – MEMORANDUM OF UNDERSTANDING

between
(insert name of program)
and
(insert name of school) High School/ Secondary College

Introduction

This Memorandum of Understanding (MoU) is intended to provide (insert name of program) and (insert name of school) School/College with a clear understanding of roles, responsibilities and expectations and guide all parties in working together to support young people in their transition from school to work.

Summary

(insert name of program) is a mentoring program for young people who are considering leaving school before completion of Year 12. It is a model for linking the community with a young person (student) who may need extra support.

The following agencies support the School-Based Mentoring Program and work together for its success:

➤

The program encompasses the following elements:

- Targeting of students at risk of leaving school early
- Building on strengths, skills, abilities and interests of young people
- Recruitment and training of volunteer community mentors
- A co-ordinated district approach to mentoring
- Partnerships with business, schools, community and government agencies.

The intended outcomes of the School-Based Mentoring Program include:

- Increased retention of young people at school
- Increased post-school destinations in further education and training
- Increased apprenticeship/employment opportunities for school leavers

The Collaborating Parties-

(insert name of program)

The (insert name of program) Committee is a community partnership comprising representatives from the following agencies-

➤

The role of the (insert name of program) Committee is to oversee the management of the School-Based Mentoring Program ensuring it meets its stated objectives.

To this end, a Co-ordinator is employed by to co-ordinate and provide support to the (insert name of region/district) School-Based Mentoring Program. This involves working closely with several high schools in the District.

(insert name of school) High School or Secondary College

(insert name of school) school/college plays a major role in supporting young people in the transition from school to work through the School-Based Mentoring Program.

The role of the school is to organise and manage the school delivery of the School-Based Mentoring Program. It is essential that each school appoint a school co-ordinator and that this person is available for each session.

Agreed expectations

This MoU represents an agreement between (insert name of program) Committee and (insert name of school) school/college to work together to effectively and efficiently manage and deliver the School-Based Mentoring Program to selected students attending (insert name of school) school/college.

The Co-ordinator will:

- organise the recruitment, screening, training and placement of mentors
- plan the programs in consultation with the school co-ordinator
- ensure mentors are supported at each mentoring and debriefing session
- assist the school co-ordinator with student selection and matching
- provide professional development opportunities for mentors
- promote the program
- conduct an evaluation of the program in conjunction with the school, mentors and students
- promote to potential students through assemblies and other forums
- work with the school co-ordinator to inform parents
- assist with organisation of the presentation evenings

(insert name of school) School/ Principal will with reference to Department Policy –

- appoint a school co-ordinator to organise and manage the school delivery operation of the School-Based Mentoring Program
- allocate release time to enable the school co-ordinator/s to be available during the program
- allocate an adequate budget to provide photocopying of student workbooks, catering for weekly sessions, presentation evenings and other celebration activities.

the School Facilitator will: (in conjunction with the Co-ordinator)

- organise for program co-ordinator to present to assemblies
- survey/select students for the program
- ensure parents are informed about the program and that application forms are completed
- ensure administrative procedures are established at the school for community visitors and excursions

- ensure a room is booked for weekly mentoring sessions
- remind students via the daily notices/ assemblies and ensure absent students are followed up at the beginning of each session
- photocopy and distribute a workbook to each student
- attend the matching session “Jitters” and assist with matching of student and mentors.
- attend debriefing sessions and help support the activities of the mentors
- assist in the preparation and running of presentation evening.
- ensure morning tea/lunch is provided for mentors at the debriefing sessions
- promote the program within the school

Duration of agreement

This MoU will operate for a twelve-month period and will be subject to a review at the completion of the school year. All parties will be consulted and advised of any changes to the MoU.

Signed thisday of.....

.....
 Chairperson, (insert name of program)

.....
 Principal, (insert name of school)

CHAPTER TEN

INVOLVING LOCAL BUSINESSES AND ORGANISATIONS

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RAW DATA OF EMPLOYER FEEDBACK (SAMPLE 10.4)	7
INDIVIDUAL SKILLS LISTED IN ORDER OF ENDORSEMENT (SAMPLE 10.5)	8
BUSINESS AGREEMENT TO SUPPORT SCHOOL-BASED MENTORING (SAMPLE 10.6)	10

BUSINESS INVOLVEMENT

If you intend to recruit some of your mentors from the business/government sector the following information may be helpful.

The first stage can be to engage prospective organisations by involving them in a survey of “Workplace Relevance of Mentoring Skills”. Direct your telephone call to the General Manager or Human Resources Manager to seek their participation in the survey. Explain that the skills gained in the training and practice of mentoring appear to be similar to many skills valued in the workplace. You are seeking feedback from local employers regarding the relevance of these skills to their business when employing new staff or developing existing staff.

This is followed up with a survey letter and when the surveys are returned you can analyse the responses in a similar way to the results sheet (following). You should mail out the results – stressing they are indicative of local employer values.....then make an appointment to discuss the organisation’s participation in the program.

You may choose not to do the survey but make an appointment with the appropriate person and use the results of the enclosed survey to highlight the relevance of mentoring skills in the workplace.

Either way the results are a powerful means of recruiting businesses – there are benefits for both parties involved in mentoring.

SAMPLE 10.1 – MENTOR SKILLS SURVEY LETTER

Dear

As discussed in our telephone conversation today, I have enclosed a mentoring skills survey for you to complete. We are seeking your feedback on the attached list of skills people gain from being trained as mentors and then acting as mentors for young people in a range of local programs. The list has been developed through consultation with TAFE, mentors and program participants. We would like to know how much importance is placed on these skills when you are recruiting new staff or developing existing staff within your organisation.

The skills are generic and you need to consider them in a general employment capacity. Please allocate a ranking of 1 through to 4 per **each skill** listed.

Your feedback will assist in improving the quality of the mentoring programs and also in the training and development of new mentors. Many thanks for your input and for the time you've made available to complete the survey.

Could you please return the survey, as soon as possible, by fax to

Yours sincerely

Program Co-ordinator

SAMPLE 10.2 – MENTORING SKILLS SURVEY

Please select, on a scale of 1 through 4, the rating that mostly describes the skill's importance in recruiting new staff and developing current staff:

1 – essential characteristic 2 – highly desired 3 – useful 4 – not important

Please tick <input type="checkbox"/> the appropriate rating for each skill.	1	2	3	4
Ability to show active, accurate and empathetic listening skills				
Ability to carry out instructions seeking feedback and clarification				
Ability to mediate sensitive issues and resolve them effectively				
Willingness to help others				
 				
Ability to identify and respond to the needs of other people				
Demonstrated ability to recognise and develop others				
Ability to assess strengths and weaknesses of others				
Ability to network to promote self and others				
Ability to work one to one to achieve specified outcomes				
Ability to write documents to business standards and pass on this knowledge				
Ability communicate effectively via telephone and pass on this knowledge				
 				
Ability to maintain working relationships				
Ability to work as part of a team				
Demonstrated understanding and tolerance of different types of people				
Ability to motivate and inspire vision in others				
Ability to give genuine praise				
Ability to give and receive feedback				
 				
Ability and willingness to facilitate and participate in review sessions				
Ability to identify potential risk situations and undertake appropriate action				
Ability to problem solve				
Ability to be inventive and resourceful				
 				
Demonstrated negotiation skills				
Demonstrated awareness of career planning skills				
Ability to access community resources and services				
 				
Ability to lead				
Willingness to take responsibility				
Demonstrated confidence and positive self attitude				
Demonstrated understanding of own strengths and weaknesses				
Ability to set goals and priorities				
Ability to organise time to achieve objectives				
Demonstrated motivation for the task at hand				
Willingness to seek out and learn new skills and knowledge				
Demonstrated commitment to life long learning				
Others, Please List:				

SAMPLE 10.3 - WORKPLACE RELEVANCE OF MENTORING SKILLS

Mentoring Programs

The School-Based Mentoring Program addresses the needs of young people who are considering leaving school before completing Year 12 or are in the transition between school and work.

Purpose of Seeking Employer Feedback

As a result of the success of the School-Based Mentoring Program, it is clear that more mentors are needed. Some mentors gained employment from the skills gained in the program, so it was decided to explore the workforce as another potential source of mentors.

Input was sought from employers to gain feedback about the workplace relevance of the skills people gain from being mentors. Employers were asked to rank the skills on a sliding scale from *essential characteristic* through to *not important*.

The feedback from employers was used to identify the importance of the 'skill set' within the workplace. Within that 'set' the most important employment skills gained from being a mentor were identified.

Survey

The target group of employers were requested to rank a list of 33 key skills derived from a breakdown of core competencies within the TAFE Mentor Training program and from detailed conversations with mentors.

The employers were asked to consider the skills in the context of recruiting or developing staff, although it should be noted many looked at the survey in terms of recruiting for customer service staff. The sliding scale provided was;

1 – essential characteristic 2 – highly desired 3 – useful 4 – not important

About the Employers

Twenty businesses responded to the survey. They comprised a mixture of small local businesses, medium and large state based and national businesses and covered the following industry areas: utilities, retail, manufacturing, hospitality, service providers, higher education and local councils.

Results:

The full data set is attached as Attachment A. This shows the percentage of the total employer response to each question given for each point on the scale. Attachment B shows the percentage of the total employer response to each individual skill ranked from the most essential and highly desired to the least essential and highly desired.

Looking at the overall skill set presented to employers, averaged across all skills, just over **80%** of employers regarded the skills as either **essential characteristics** or **highly desired**. In contrast, **16%** of employers, on average, thought the skill set **useful** and only **4%** of employers, on average, responded that the skill set was **not important**. Attachment C displays the employer response to the skill set graphically.

Each of the individual skills were grouped into the following sub groups: communication skills, people management skills, team skills, time management & organisational skills, career development skills and leadership skills. Overwhelmingly most of the sub groups were considered as **either essential characteristics or highly desired**. Attachment D shows this information graphically.

Conclusion:

The list of skills was derived from participants in the mentoring program. It is encouraging that the employers surveyed resoundingly regarded the skills that were gained by people participating as mentors in mentoring programs as either essential characteristics or highly desired when considering the skills' relevance in a workplace context. However it is important to note that some skills, on an individual level, were considered to be less desirable.

Overall, it is clear that those participating as mentors in the mentoring program will gain skills that will serve them well in a workplace context and employers whose employees participate in mentoring programs will also gain by their employees' participation.

SAMPLE 10. 4 - RAW DATA OF EMPLOYER FEEDBACK

1 – essential characteristic

2 – highly desired

3 – useful

4 – not important

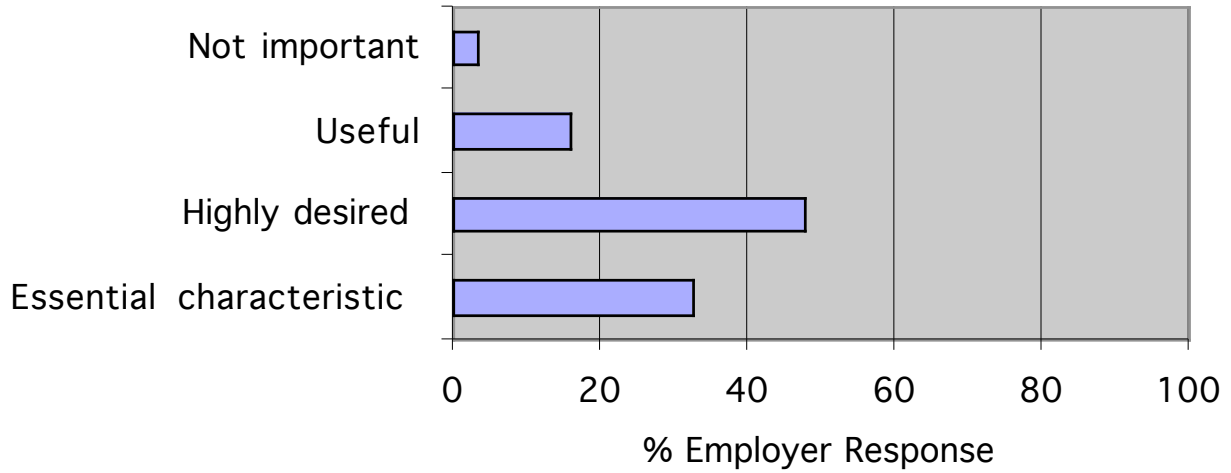
<i>Skills Surveyed</i>	% Response			
	1	2	3	4
Communication Skills				
1. Ability to show active, accurate and empathetic listening skills	55%	40%	5%	0%
2. Ability to carry out instructions seeking feedback and clarification	40%	60%	0%	0%
3. Ability to write documents to business standards and pass on this knowledge	10%	35%	50%	5%
4. Ability to communicate effectively via telephone and pass on this knowledge	40%	55%	5%	0%
5. Demonstrated negotiation skills	25%	50%	20%	5%
6. Demonstrated confidence and positive self attitude	55%	45%	0%	0%
People Management Skills				
7. Ability to mediate sensitive issues and resolve them effectively	45%	35%	15%	5%
8. Willingness to help others	55%	40%	5%	0%
9. Ability to identify and respond to the needs of other people	50%	45%	5%	0%
10. Demonstrated ability to recognise and develop others	0%	50%	40%	10%
11. Ability to assess strengths and weaknesses of others	5%	40%	45%	10%
12. Demonstrated understanding and tolerance of different types of people	70%	30%	0%	0%
13. Ability to give genuine praise	20%	50%	25%	5%
14. Ability to give and receive feedback	45%	45%	10%	0%
Team Skills				
15. Ability to maintain working relationships	70%	30%	0%	0%
16. Ability to work as part of a team	90%	10%	0%	0%
Time Management & Organisational Skills				
17. Ability to work one to one to achieve specified outcomes	35%	60%	5%	0%
18. Ability to problem solve	35%	65%	0%	0%
19. Ability to be inventive and resourceful	15%	75%	10%	0%
20. Ability to set goals and priorities	40%	50%	10%	0%
21. Ability to organise time to achieve objectives	30%	65%	5%	0%
22. Demonstrated motivation for the task at hand	40%	60%	0%	0%
Career Development Skills				
23. Ability to network to promote self and others	10%	45%	35%	10%
24. Demonstrated awareness of career planning skills	0%	40%	35%	25%
25. Ability to access community resources and services	0%	15%	65%	20%
26. Demonstrated understanding of own strengths and weaknesses	35%	55%	10%	0%
27. Willingness to seek out and learn new skills and knowledge	35%	60%	5%	0%
28. Demonstrated commitment to life long learning	30%	35%	30%	5%
Leadership Skills				
29. Ability to motivate and inspire vision in others	10%	70%	15%	5%
30. Ability and willingness to facilitate and participate in review sessions	15%	50%	30%	5%
31. Ability to identify potential risk situations and undertake appropriate action	25%	50%	25%	0%
32. Ability to lead	5%	65%	25%	5%
33. Willingness to take responsibility	40%	55%	5%	0%

SAMPLE 10.5 - INDIVIDUAL SKILLS LISTED IN ORDER OF ENDORSEMENT BY EMPLOYERS

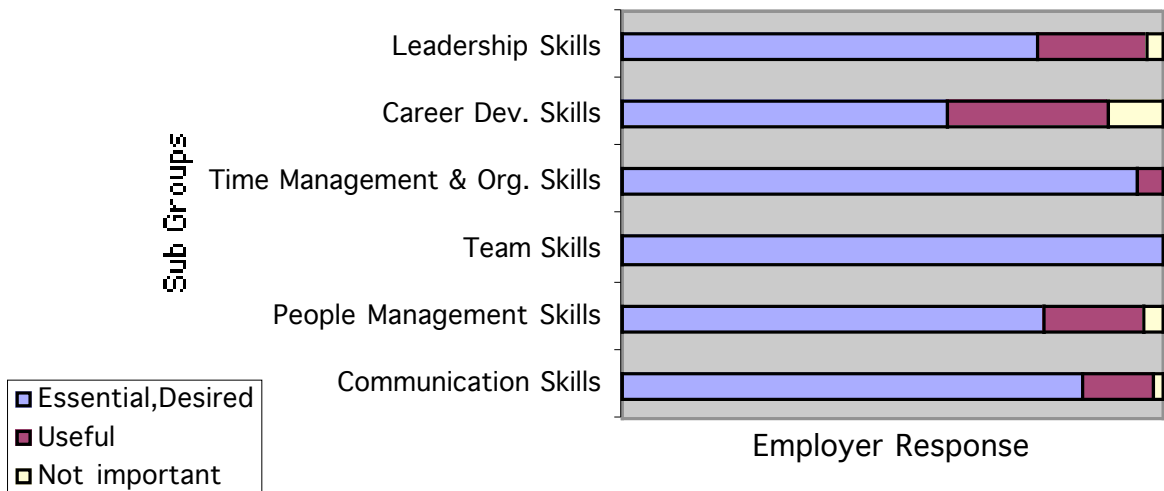
(% essential + % highly desired)

100% of employers endorsed these skills as either essential or highly desired
2. Ability to carry out instructions seeking feedback and clarification
15. Ability to maintain working relationships
16. Ability to work as part of a team
12. Demonstrated understanding and tolerance of different types of people
18. Ability to problem solve
6. Demonstrated confidence and positive self attitude
22. Demonstrated motivation for the task at hand
95% of employers endorsed these skills as either essential or highly desired
1. Ability to show active, accurate and empathetic listening skills
8. Willingness to help others
9. Ability to identify and respond to the needs of other people
17. Ability to work one to one to achieve specified outcomes
4. Ability to communicate effectively via telephone and pass on this knowledge
33. Willingness to take responsibility
21. Ability to organise time to achieve objectives
27. Willingness to seek out and learn new skills and knowledge
90% of employers endorsed these skills as either essential or highly desired
14. Ability to give and receive feedback
19. Ability to be inventive and resourceful
26. Demonstrated understanding of own strengths and weaknesses
20. Ability to set goals and priorities
Between 65% and 80% of employers endorsed these skills as either essential or highly desired
7. Ability to mediate sensitive issues and resolve them effectively
29. Ability to motivate and inspire vision in others
31. Ability to identify potential risk situations and undertake appropriate action
5. Demonstrated negotiation skills
13. Ability to give genuine praise
32. Ability to lead
30. Ability and willingness to facilitate and participate in review sessions
28. Demonstrated commitment to life long learning
<i>Skills which received 55% or less endorsement by employers as either essential or highly desired</i>
23. Ability to network to promote self and others
10. Demonstrated ability to recognise and develop others
3. Ability to write documents to business standards and pass on this knowledge
11. Ability to assess strengths and weaknesses of others
24. Demonstrated awareness of career planning skills
25. Ability to access community resources and services

Attachment C Employer Response to Skill Set



Attachment D Average % of Employer Response - Sub Groups



SAMPLE 10.6 – BUSINESS AGREEMENT TO SUPPORT SCHOOL-BASED MENTORING PROGRAM

The (insert program name) School-Based Mentoring Program is currently recruiting employees in local businesses who are prepared to work with a young person for approximately 2 hours per week over a 12-month period. The work involves assisting a potential early school leaver to make a successful transition from school to work or further training. Past experience has shown that this voluntary time should be during normal working hours and should form part of the employee’s normal workload.

BUSINESS AGREEMENT TO SUPPORT SCHOOL-BASED MENTORING PROGRAM

..... agrees to allow the following members of

(insert name of business/organisation)

staff to act as volunteer mentors for the School-Based Mentoring Program for 2 hours per week for a period of 12 months. List employees’ names here:

.....
.....
.....
.....

I understand this period includes approximately 24 hours of training delivered by TAFE NSW and approximately 15 hours of supported mentoring in a school. I understand the employees will be working with students from local high schools. I agree that this contribution will be part of the employee’s normal workload and employees will be selected on a voluntary basis.

Name of Business/Organisation

Address of Business/Organisation:.....

.....P/Code.....

Telephone:.....Fax:.....

Your Name:.....

Mobile:..... Email:

Position in the Business/Organisation:

Signed:..... Date:

CHAPTER ELEVEN

PRESENTATIONS AND CELEBRATIONS

THE CELEBRATION	2
INVITATION (SAMPLE 11.1)	3
AGENDA FOR CELEBRATION (SAMPLE 11.2)	4
STUDENT CERTIFICATE (SAMPLE 11.3)	5
MENTOR CERTIFICATE (SAMPLE 11.4)	6
TEACHER CERTIFICATE (SAMPLE 11.5)	7
EMPLOYER CERTIFICATE (SAMPLE 11.6)	8

THE CELEBRATION

One of the highlights of the program is when the students get the opportunity to share their learning. The “Celebration of Learning” gives both the students and the mentors something to work towards as well as an opportunity to demonstrate what they have gained through participation in the program. Students can present their work in a variety of ways – these are highlighted in the student handbook. The Celebration of Learning can be held at any time – some programs bring all participating schools together at the end of the year, while others do it on a school-by-school basis.

The evening should include presentations by all students and some or all of the mentors. Certificates of Achievement and Appreciation should be presented to all participants. Some of these are included as samples in this section but each program will want to recognise different participants in different ways.

Invitees to the celebration usually include the student’s parents, the mentors and their partners, participating employers, the School Executive and interested teachers as well as key local personnel.

SAMPLE 11.1 - INVITATION

INSERT LOGO HERE

Invitation

(insert name of program)
invites you to share in the learning of the
(insert name of school) High School students and mentors
involved in the School-Based Mentoring Program.

Date:
Time:
Venue :

Light refreshments will be served at the conclusion of the presentations

*RSVP: To (Program Co-ordinator) on telephone
by .../.../.....*

SAMPLE 11.2 - AGENDA FOR CELEBRATION OF LEARNING

- 7:00 Principal welcomes students and guests
- 7:10 School-Based Mentoring Chairperson addresses the group
- 7:15 Students present their findings
Mentors comment on the program
- 8:30 Presentation of Certificates to students
Presentation of Certificates of Appreciation to mentors
Presentation of TAFE Certificates to mentors
Presentation of Certificates of Appreciation to participating employers
- 9:00 The mentors' perspective
- 9:10 Supper and guests free to look at student presentation and ask questions
- 10:00 Close

Certificate of Achievement

INSERT LOGO HERE

Student x

**has participated in the School-Based Mentoring Program
at School**

Students participating in this program have investigated individual career options and have demonstrated the following skills:

- Organisation and co-ordination of research activities including work site visits
- Ability to interview employers
- Working with community mentors
- Working collaboratively with other students
- Collating and presenting relevant career information
- Development of time management skills

.....
Chairperson

.....
Principal

Certificate of Appreciation

INSERT LOGO HERE

Mentor X

has participated as a mentor in the School-Based Mentoring Program at High School

Mentors participating in this program have assisted individual students to investigate career options and have demonstrated the following skills:

- Active listening and guidance
- Ability to support and encourage young people
- Research of career information
- Assistance with student presentation
- Organisation and co-ordination of activities
- Commitment to the development of local youth

Berkeley Vale Community High School greatly appreciates the time and effort you have given to this program.

.....
Program Co-ordinator

.....
Principal

Certificate of Appreciation

INSERT LOGO HERE

Teacher X

**has facilitated the School-Based Mentoring Program
at High School.**

.....
greatly appreciates the time and effort you have given
to this program.

.....
Program Co-ordinator

.....
Chairperson

.....
Date

Certificate of Appreciation

awarded to

Employer X
of
Company Y

.....
gratefully acknowledges the time and effort you have
given to the School-Based Mentoring Program.
Your contribution to the development of young people in
our community is greatly appreciated.

INSERT LOGO HERE

.....
Program Co-ordinator

.....
Chairperson

CHAPTER TWELVE

ASSESSMENT AND REVIEW

WHY ASSESSMENT?	2
STUDENT PRE-PROGRAM QUESTIONNAIRE (SAMPLE 12.1)	3
MENTOR/MENTEE PROGRESS REPORT WEEK ONE (SAMPLE 12.2)	5
MENTOR/MENTEE PROGRESS REPORT WEEK SEVEN (SAMPLE 12.3)	6
MENTOR/MENTEE PROGRESS REPORT WEEK TWELVE (SAMPLE 12.4)	7
MENTOR/MENTEE PROGRESS REPORT END OF YEAR (SAMPLE 12.5)	8
STUDENT POST-PROGRAM QUESTIONNAIRE (SAMPLE 12.7)	9
PROGRAM REVIEW SUMMARY (SAMPLE 12.7)	11
PROGRAM REVIEW SURVEY – STUDENT TRACKING PROFORMA (SAMPLE 12.8)	13

WHY ASSESSMENT?

Assessment and review is an important aspect of any mentoring program to ensure the program is achieving its goals and those managing the program understand what is working. This information is also important if the program is to seeking funds from schools and community groups.

This information also forms the basis for marketing material eg 80% of all the students in the School-Based Mentoring program have decided to return to school to complete Year 11/12 despite previously identifying that they would leave school at the end of Year 10.

The evaluation needs to identify the points of difference that have occurred as a result of the program. The data needs to be both qualitative and quantitative. The following pages show the type of information that can be obtained from the students and mentors before, during and after participation in the program. Each program should decide how much information they want to collect and when they will collect it. It is important that the information gathered is taken at consistent time points from participation in the program eg Students may be surveyed to see if they are still at school or have gone to TAFE or gained an apprenticeship twelve months after commencing School-Based Mentoring.

- Work out where I'm going next year
- Nothing
- I don't know
- Find a job so I can leave school
- Get a casual job
- Get a better report

6. When do you intend to leave school?

.....

7. Do you know what you want to do when you leave school?

- Yes- please state.....
- No

8. What do you know about this job/career?

Educational requirements (HSC? Yr 10)

Post school training (TAFE, Uni etc) Name course

Other requirements for this job?

What experience do you have in this area?

Have you done any work experience in this type of work?

Do you know someone who works in this area?

How did you find out about this job?

What is the starting pay for this job?

What is the thing you would like most about this job?

Where would/could you work if you had this job?

Is there plenty of work available in this industry area?

SAMPLE 12.2 - MENTOR/MENTEE PROGRESS REPORT WEEK ONE

* Completed by the Mentor at the end of Week One

Mentor's Name: _____ Date: _____

Mentee's Name: _____

My Mentee wants to leave school because:

.....
.....

My mentee is interested in finding out about:

.....
.....

Ways I think I can assist my mentee:

.....
.....

Contacts who might help:

.....
.....

Comments:

.....
.....
.....

**SAMPLE 12.3- MENTOR/MENTEE PROGRESS REPORT WEEK SEVEN
(OPTIONAL)**

* Completed by the Mentor at the end of Week Seven

Mentor's Name: _____ Date: _____

Mentee's Name: _____

Excursions taken or planned:

.....
.....

Ways I have been assisting my mentee:

.....
.....

New things I think my mentee has learnt

.....
.....

New things I think I have learnt

.....
.....

I /We need help with:

.....
.....

Comments:

.....
.....

SAMPLE 12. 4 - MENTOR/MENTEE PROGRESS REPORT WEEK TWELVE

* Completed by the Mentor at the end of the last week in the program

Mentor's Name: _____ Date: _____

Mentee's Name: _____

Comment on Mentee's Presentation of Report

.....
.....

What do you think your mentee has gained by doing this program?:

.....
.....

What have you gained by doing this program with your mentee?

.....
.....

What is your mentee's post school destination (after the program)?

.....
.....

Will you continue to support your mentee for the next 6-9months?
(Weekly or fortnightly contact)

.....
.....

Have you noticed any changes in your Mentee since the beginning of the program?
Please describe

.....
.....

Recommendations / Suggestions for Improvement

.....
.....

SAMPLE 12. 5

* Completed by the Mentor at the end of the Year

Mentor/Mentee Progress Report

End of Year

*A separate evaluation form should be completed for each student mentored during the year

Mentor's Name: _____ Date: _____

Mentee's Name: _____

What is your Mentee 's current situation (school, TAFE, job etc)?
.....

What do you think your mentee has gained by doing this program?:
.....
.....

What have you gained by doing this program with your mentee?
.....
.....

Will you continue to support/remain in contact with your mentee?
.....
.....

Have you noticed any changes in your Mentee since the beginning of the program?
Please describe
.....
.....
.....
.....

Recommendations / Suggestions for Improvement
.....
.....

- Improve my results at school/TAFE
- Work out where I'm going next year
- Nothing
- I don't know
- Find a job so I can leave school/TAFE
- Get a casual job
- Get a better report

6. When do you intend to leave school?

7. Do you know what you want to do when you leave school/TAFE?

Yes - Please state.....

No

8. What do you know about this job/career?

Educational requirements (HSC? Yr 10)

Post school training (TAFE, Uni etc). Name of course

Other requirements for this job?

What experience do you have in this area?

Have you done any work experience in this type of work?

Do you know someone who works in this area?

How did you find out about this job?

What is the starting pay for this job?

What is the thing you would like most about this job?

Where would/could you work if you had this job?

Is there plenty of work available in this industry area?

SAMPLE 12.7- PROGRAM REVIEW SURVEY

To ensure the standard of support and quality of the mentoring is maintained it is recommended that a review be conducted annually.

The following is an example of a survey that can be used in the School-Based Mentoring model. The survey should be conducted via telephone by or on behalf of the Program Co-ordinator.

Date:.....

Mentor's Name.....

Telephone Number:..... Interviewer.....

Introduction School-Based Mentoring Program. We're conducting a review of the program. Could you spare ten minutes to answer a few questions?

- Current Mentor Status

- Active Temporarily Inactive Awaiting Program
 Program Complete Withdrawn/Left.....Why?

.....

- Which TAFE did you attend?.....

- How useful did you find the training?

- Very Useful Just OK Not useful

- Which school are/were you assigned to?

- How many students have you mentored?

- Have you remained in contact with your student? Yes No

- Do you feel you get enough support as a mentor? Yes No

- Did you feel valued by the school? Yes No

- Have you enjoyed being a mentor? Yes Just OK No
Why?

- Have you experienced any problems or difficulties? Yes No

.....

- How would you rate your assistance to your mentee?
- Made a very positive difference
- Made small positive difference
- Made no difference

8. Do you have any suggestions for improving the program? Yes No

.....

Recommendation: Follow-up required by co-ordinator? Yes No

Sample 12.8 - Program Review Survey - Student Tracking Proforma

Student's Name:.....

Date Commencement in (insert program name)

Name of Interviewer:.....

Date of Interview:.....

If no contact made, state reason eg never home,

Hi I'm calling from the (insert name of program). I'm following up students who participated in the (insert name of program) during (insert year). Would you mind sparing 2 or 3 mins to answer a couple of quick questions?

1. What are you doing now? (You can only tick one box)

- Still at school in Year
- At TAFE (fulltime) (Course.....)
- At TAFE (part time) (Not including apprenticeship or traineeship)
(Course.....)
- Apprenticeship (what industry
- Traineeship (what industry.....)
- University (fulltime) (Course.....)
- University (part time) (Course.....)
- Private Training Institute (Course.....)
- Full Time Work (What industry.....)
(Employer.....)
- Part Time Work (What industry.....)
(Employer.....)
- Casual Work (What industry.....)
(Employer.....)
- Self-Employed
- Parenting
- Caring for family
- Looking for work
- Unemployed
- Other eg Combination of TAFE and casual employment

2. Who was your mentor?

3. Are you still in contact with your mentor?

- Yes No

4. Do you believe your mentor assisted you to get where you are today?

Yes

No

Possibly

5. Follow-up required by co-ordinator? Yes No