The Way Ahead for Aboriginal People Mentoring Program
Strengthening Aboriginal Communities in NSW

PROGRAM GUIDELINES
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1 Background

The Way Ahead for Aboriginal* People mentoring program began in August 2004 to improve the retention and successful completion of Aboriginal people undertaking apprenticeships and traineeships in NSW.

The NSW Department of Education and Communities, Office of Education, State Training Services, Aboriginal Services continues ongoing funding for the program. The program provides a unique service supporting retention and completion outcomes for Aboriginal people undertaking vocational education through an apprenticeship or traineeship pathway in NSW.

The Way Ahead for Aboriginal People mentoring program is a FREE service that can be voluntarily requested by an Aboriginal learner to assist them in their apprenticeship or traineeship, or by an employer of an Aboriginal learner.

* Aboriginal includes Torres Strait Islanders

2 The Way Ahead for Aboriginal People Mentoring Program

The Way Ahead for Aboriginal People mentoring program assists Aboriginal learners throughout the term of their apprenticeship or traineeship with the objective of the Aboriginal learner completing their workplace training and gaining a Nationally Recognised Qualification. Other benefits for the Aboriginal learner can be developing life skills which they can use throughout their working career.

State Training Services, Aboriginal Services allocates an Aboriginal Mentor who advises and guides the Aboriginal learner through to completion of their training in the workplace with their employer. The mentoring assists the Aboriginal learner to help cope with the personal, social and cultural pressures that could occur during their apprenticeship or traineeship.

The Way Ahead for Aboriginal People mentoring program has a co-ordinating committee that has been formed to support and provide advice on the progress and performance of The Way Ahead for Aboriginal People mentoring program.

The committee will meet regularly to ensure:

- The objective and purpose of the program remain current and relevant
- The outcomes are being achieved
- Review guidelines and operational procedures
- Review program financial reports

State Training Services, Aboriginal Services will appoint a program coordinator, who is responsible for:

- Coordinating the program on a state-wide basis
- Ensuring state-wide coverage by mentors
- Matching the Aboriginal learner with a suitable mentor
- Reporting on mentor feedback data and reports
- Mentor supervision
- Overseeing mentor invoicing and payments, operational processes and procedures
3 Mentoring Approach

The mentoring approach can be defined as an enhanced mentoring service. It facilitates mentoring support for those who need it with Aboriginal learners strongly encouraged to take full control and responsibility for their mentoring over time.

The approach recognises that many Aboriginal people live and work between cross cultural or multicultural lifestyles and that they may need to be assisted by culturally sensitive mentors. The program provides Aboriginal learners with a mentor who is Aboriginal and recognised by the Aboriginal community.

4 Mentoring Purpose

The purpose of The Way Ahead for Aboriginal People mentoring program is to achieve the best possible retention and completion outcomes for Aboriginal people undertaking an apprenticeship or traineeship.

The goal is to keep Aboriginal learners on their vocational pathway to the completion stage of their formal accredited training. The mentoring will assist to encourage an environment where Aboriginal learners can achieve their personal best and develop to their full potential.

The Way Ahead for Aboriginal People mentoring program will encourage Aboriginal learners to expand their skills in dealing with different situations. By being exposed to this process, Aboriginal learners are likely to adopt more flexible and innovative ways of working, therefore improving their organisation and performance skills.

5 Mentoring Aims

Mentoring will provide a service that:

- Ensures Aboriginal learners are involved in a process that identifies, in advance, issues or problems that could have an impact on retention in their training and ensure that solutions are identified and that help is available when required to overcome these issues/problems
- Provide Aboriginal learners with a role model who can help them to achieve their employment goals
- Foster organisational learning and strengthen the desired Aboriginal learner’s behaviours
- Support existing Aboriginal learners to be role models for new apprentices and trainees
- Assist Aboriginal learners to increase self-awareness of their strengths and weaknesses
- Enable Aboriginal learners to identify options for development and career progression
- Assist Aboriginal learners to develop new skills and insights
- Increase the Aboriginal learner’s confidence, happiness, self-esteem, enthusiasm and commitment
- Facilitate team work and mutual support, and
- Assist in breaking down the barriers between Aboriginal learner/s, their employer and their workplace
6 Key to Success

Mentoring works best when a great deal of effort goes into the process. The Aboriginal learner should eventually take the lead and assume responsibility, however the mentor must initially drive it. Both parties must take the mentoring role seriously and be prepared to give the time commitment and involvement for success.

From the Aboriginal learner’s viewpoint, The Way Ahead for Aboriginal People mentoring program is a strongly supported voluntary program. State Training Services, Aboriginal Services is responsible for all mentor contacts with Aboriginal learners. Mentors will either be State Training Services, Aboriginal Services full time staff or casual staff who will report to the State Training Services, Aboriginal Services nominated program co-ordinator or delegated officer.

Mentors will provide the program coordinator with written feedback reports on each mentor visit conducted. The mentor or program coordinator will liaise with the Aboriginal learner's supervisor, if any issue arises (or relevant State Training Service regional office staff). Information will be dealt with confidentially between the mentor and the Aboriginal learner, however if there is a situation that requires mandatory reporting, the information will be notified to the program coordinator for further action.

The Way Ahead for Aboriginal People mentor will need to build an understanding of the Aboriginal learner’s environment and factors that could have positive and negative influences on the training arrangement. The mentor will provide the Aboriginal learner with contact details so they can be the first point of contact if problems arise or workplace support is required. The Aboriginal learner or mentor can also contact other State Training Services, Aboriginal Services or State Training Services staff for assistance at any time.

7 The Benefits of Workplace Mentoring

It is expected that Aboriginal learners participating in The Way Ahead for Aboriginal People mentoring program will obtain some or all of the following benefits:

- The help needed to retain and complete their training
- Increased self-confidence
- Greater job satisfaction
- Development of professional direction
- Increased networking opportunities
- Increased awareness of possible future career opportunities in leadership and management roles
- Improved interpersonal and communication skills, and
- Encouragement to identify and participate in training opportunities and development programs or relevant work experience

Employers and host employers will benefit by having enthusiastic staff that remain in their jobs and with their businesses longer. Mentoring will improve State Training Services, Aboriginal Services delivery to employers and Aboriginal clients.
8 Recruitment and Selection of Mentors

State Training Services, Aboriginal Services uses a number of different employment strategies including full-time, part-time and casual mentors under *The Way Ahead for Aboriginal People* mentoring program. Most Aboriginal Mentors are employed on a casual basis.

8.1 Eligibility

To be eligible for employment as a casual mentor with *The Way Ahead for Aboriginal People* mentoring program, the applicant needs to meet the following selection criteria:

- Aboriginality (*proof of Aboriginality required*)
- Current Drivers Licence and willingness to travel
- Reliable Registered Vehicle
- Computer, internet access, and record keeping skills
- Good communication and liaison skills
- Mentoring experience
- Willingness to undertake further training
- Community Involvement (*having a good rapport within Aboriginal communities the mentor wishes to mentor in*)

Further to this, the applicant would need to have an understanding of the Departments Code of Conduct, be able to represent State Training Services, Aboriginal Services at the workplace level and undergo the mandatory working with children and criminal checks.

8.2 Application

For an applicant to apply to be a mentor, they can access an application form online through the State Training Services, Aboriginal Services website at:

www.training.nsw.gov.au/aboriginal_services

The applicant will then need to navigate to *The Way Ahead for Aboriginal People* web link.

It is a condition of *The Way Ahead for Aboriginal People* mentoring program that mentors are an Aboriginal Person. Aboriginality is a genuine occupational qualification and is, authorised by section 14 of the Anti-Discrimination Act, 1977.

It is an offence for a person convicted of a serious sex offence to apply for this position.

8.3 Application Process

State Training Services, Aboriginal Services will have a committee assessing all mentor applications for *The Way Ahead for Aboriginal People* mentoring program.
8.4 Employment as a Mentor

Once an applicant has been successfully recruited they will be advised in writing by the program coordinator.

Under the casual mentor’s employment they will need to adhere to the role statement as follows;

1. Maintain regular contact with Aboriginal learners (apprentices or trainees) that are allocated (including phone, face to face meetings) as per The Way Ahead for Aboriginal People mentoring program guidelines

2. Complete all mentor paperwork and ensure all details are accurate, including;
   - All mentoring forms and reports
   - Administrative paperwork (Such as payroll claims & travel claims)

3. Assisting State Training Services, Aboriginal Services to identify Aboriginal learner’s goals and objectives and to work with the Aboriginal learner to develop a plan of action to address these

4. Assisting State Training Services, Aboriginal Services to review the Aboriginal learner performance and progress

5. Notifying State Training Services, Aboriginal Services of any issues throughout the Aboriginal learner’s apprenticeship or traineeship that may impact on their successful completion

6. Ensuring appropriate confidential requirements of matters discussed and information provided by the Aboriginal learner and employers in the mentoring process. However if there is a situation that requires mandatory reporting the information will be notified to the program coordinator for further assessment and action.

7. Participating in the mentoring program evaluation

8. Promptly respond to requests for information and data from the program coordinator on their mentoring arrangements

9. Informing the program coordinator of any changes of personal details, vehicle details and professional details

10. Attending any orientation workshops/meetings, if possible

11. Attending any mentoring program reviews, if possible

12. Be a positive ambassador for The Way Ahead for Aboriginal People mentoring program

13. Advise the program coordinator if they are no longer unable to undertake the mentoring duties
## 9 Mentor Performance Areas

### 9.1 Mentor Expectations

State Training Services, Aboriginal Services mentors will be expected to:

| Manage the partnership | 1. Use effective communication styles to develop trust, confidence and rapport.  
2. Make agreements on how the mentoring relationship will be conducted, including the amount of time involved by both parties confidentiality of information, and scope of issues to be covered.  
3. Provide advice and guidance on issues encountered by the Aboriginal learner, especially those that could impact on their employment and training arrangement. |
|---|---|
| Encourage and empower | 1. Encourage the Aboriginal learner to make decisions, and take responsibility for courses of action or solutions under consideration.  
2. Act as a suitable role model  
3. Provide clear, objective and constructive feedback to the Aboriginal learner, in a timely and appropriate manner. |
| Nurture | 1. Promote personal growth and development.  
2. Assist the Aboriginal learner in their self-reliance while providing an appropriate level of support.  
3. Share personal experience and knowledge with the Aboriginal learner to assist in progress towards goals. |
| Coach | 1. Help the Aboriginal learner assess their current level of competence and set targets to improve their performance  
2. Create scenarios which will challenge the Aboriginal learner providing them with a knowledge to deal with situations that may encounter in their career and personal life |
| Mutual trust and respect | 1. Accept differences in culture, values, interests, goals and priorities  
2. Deal with each situation professionally  
3. Respect the rights of others |
| Responsive | 1. Address the needs of the Aboriginal learner within a timely and responsive manner, in accordance with the mentoring agreement  
2. Advise the program coordinator if they are unable to perform the allocated duties |
9.2 Goal Strategies

The key challenge for the mentor is to establish a clear focus and be an objective facilitator when dealing with the Aboriginal learner. This involves mutually setting goals and finding strategies for the Aboriginal learner on how they can achieve them. Importantly offering help to the Aboriginal learner in selecting their own best options.

A useful approach or tool to adopt in each discussion with the Aboriginal learner, is to use the GROW acronym. In its application the GROW model assumes that the mentor will usually have some expert knowledge to offer. It’s the job of the mentor to guide the selection of options which are best for the Aboriginal learner.

**Goal, Reality, Options, Will (GROW) Table:**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Establish the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First, the Aboriginal learner, mentors must define and agree on the goal or outcome to be achieved. Mentors should help the Aboriginal learner define a goal that is specific, measurable and realistic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reality</th>
<th>Examine Current Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask the Aboriginal learner to describe their Current Reality. This is a very important step: Too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information they need to solve the problem effectively. As the Aboriginal learner tells the mentor about their Current Reality, the solution may start to emerge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>Explore the Options:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once the mentor and the Aboriginal learner have explored the Current Reality, it’s time to explore what is possible. Seeking to find possible options for solving the problem. Help the Aboriginal learner generate as many good options as possible, and discuss these. By all means, mentors should offer their own suggestions. But let the Aboriginal learner offer theirs first, and let them do most of the talking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will</th>
<th>Establish the Will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By examining Current Reality and exploring the Options, the Aboriginal learner should develop an idea of how they can achieve their Goal. That's great – but in itself, this may not be enough! So the final step as a mentor is to get the Aboriginal learner to commit to specific action. In so doing, this will help the Aboriginal learner establish his or her will and motivation.</td>
</tr>
</tbody>
</table>
Tips in Using GROW when mentoring a Aboriginal Learner

Mentors can practice by using GROW strategies on themselves

Mentors should try practicing GROW on with their own challenges and issues, which will help them learn how to ask the most helpful questions.

Write down some questions as prompts for future mentoring sessions.

Ask relevant questions and listen

The two most important skills for a mentor are the ability to ask relevant questions and be an effective listener.

Don't ask closed questions:

- “Did that cause a problem?”
- “Do you have any issues?”
- “Have you done your training?”
- “Have you faced any outside influences?”

Ask open questions:

- “What affect did that have?”
- “What issues have you faced in the workplace?”
- “How are you progressing in your training?”
- “Can you list any outside influences that are affecting you?”

The mentor should be prepared with a list of questions for each stage of the G-R-O-W process. They should listen and let the Aboriginal learner do most of the talking. Remembering that silence is valuable thinking time:

Don't always have to fill silence with the next question
10 Aboriginal Learner Dependence

The mentor should not try to make the Aboriginal learner dependent upon them or prevent them from undertaking their own problem-solving.

The mentor should not overprotect the Aboriginal learner. But encourage them to learn from their own mistake/s. If the Aboriginal learner has reached a stage with the mentor that they have develop their independence, the mentor should start to minimise the mentoring visits with the Aboriginal learner.

Good mentoring is about the Aboriginal learner building self-independence throughout their apprenticeship or traineeship, however when an issue arises they can still contact a mentor for support.

The State Training Services, Aboriginal Services will liaise with mentors on a case by case basis to ensure that mentoring being delivered is effective and beneficial to the Aboriginal learner.

11 Culturally Sensitive

An Aboriginal mentor needs to have an understanding of the following issues and their relevance. These issues may arise throughout the mentoring process and it would be expected that the mentor would be culturally sensitive when dealing with these issues to be able to assist the Aboriginal learner:

- Aboriginal deaths in custody
- Survival
- Aboriginal history/reconciliation
- Location
- Stolen generations
- Cultural identity/cultural responsibilities/family structure
- Racism
- Languages

Not all of these issues are relevant to every Aboriginal learner but many relate to these issues through family ties or other associations.
12 Process of Mentoring Aboriginal Learner’s – Guide

12.1 Preparation/Pre-planning – Checklist
Before undertaking a mentor visit with an Aboriginal learner, it would be advised that some form of preparation or pre-planning would be organised by the mentor. Provided below is an example checklist:

| Review the Aboriginal learner's details, have any issues been provided by the program coordinator that will need to be discussed | YES | NO |
| Contact the Aboriginal learner and employer by phone, to arrange an appointment. (Ensure it is at an appropriate location and convenient time for both parties) | YES | NO |
| Confirm on the proposed meeting date by phone, that the Aboriginal learner or their employer are still available to meet as arranged | YES | NO |
| Have Aboriginal learner Induction Form (Form A) ready for visit (this is provided by the program coordinator) | YES | NO |

12.2 Initial Meeting – Introduction of Mentoring
The purpose of this first meeting will be introducing The Way Ahead for Aboriginal People mentoring program, building rapport with both the Aboriginal learner and employer by clarifying roles and expectations of the mentor.

Having an open discussion of expectations and roles at the beginning of the mentoring can prevent problems occurring later on. Establishing a simple list of do’s and don’ts or basic rules can clarify the parameters of the mentor relationship.

Start with both parties setting out what expectations they would like out of the mentoring process and how they expect to proceed. It is an ideal time for the Aboriginal learner to understand their work roles and responsibilities. It is an opportunity to form a mutual agreement between the Aboriginal learner and mentor about setting goals. Goals will encompass the needs of the Aboriginal learner and the nature of the workplace, plus the extent of support the mentor can provide.

Set up a plan when the goal/s would be reviewed by the Aboriginal learner and mentor, if applicable with the employer as well. How will this be recognised between the Aboriginal learner and mentor? Once the goal/s have been attained, new ones should be developed.

Aboriginal learners and mentors need to agree on the mode of contact, frequency, duration, location of meetings and expectations about contact between meetings. When negotiating timeframes, it is important to keep in mind that mentoring is there to assist the Aboriginal learner’s capacity to build their independence. Please note that mentoring is a voluntary service, respect should be given to each other’s capacity to commit. This will be reviewed regularly by State Training Services, Aboriginal Services.

Confidentiality is an essential part of the mentoring process and it is a good idea to discuss this early in the mentoring relationship. It is also important that the Aboriginal learner and mentor agree on what can comfortably be discussed. However, the mentor should communicate to the Aboriginal learner that if there is an issue that arises, there could be a mandatory requirement that it is reported back to the program coordinator.
12.3 Initial Meeting Checklist
The following can be used as a guide when a mentor meets with the Aboriginal learner for the first visit:

<table>
<thead>
<tr>
<th>Discussion topic</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss why they wanted to be a mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor provides brief details about themselves to build rapport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often will the mentor meet, where and when. How to contact each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How mentoring can help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role clarification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Aboriginal learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- State Training Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other stakeholders involved in the training arrangement (Registered Training Organisations, Group Training Organisations, Australian Apprenticeship Centres)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss how the mentor can help the Aboriginal learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss what the Aboriginal learner wants to achieve from mentoring</td>
<td></td>
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</table>

At the end of this initial meeting, the mentor will be required to complete the Form A - Learner Induction Form (see Attachment A)

12.4 Progressive Mentoring Meeting Checklist
From the initial mentor visit, this should reveal the requirements for future mentoring visits. The following should be considered before the meeting again with the Aboriginal learner.

<table>
<thead>
<tr>
<th>Review topic</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the previous mentor visit notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What goals has the Aboriginal learner set</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What issues or barriers had been previously discussed</td>
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<td></td>
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Future progressive mentoring meetings are to assist the Aboriginal learner to resolve these issues and to be working towards achieving their personal and career goals. At the end of the second meeting the mentor should be able to detail issues identified, the challenges and strategies to successfully address these issues, identify personal and career goals and a process of how the mentor will be able to know whether or not these actions have been successful. A record of these actions will be required to be completed on Form B- Mentor Progress Report. (See Attachment B)

The Aboriginal learner and mentor should allow themselves to be innovative and creative about possible strategies, developing a range of options from which the Aboriginal learner eventually decides which to take away for further reflection. The mentor may help the Aboriginal learner to set deadlines and consider how they will know when the Aboriginal learner has achieved what he or she is now set out to do.

The mentor should encourage the Aboriginal learner to review what they are currently planning to undertake and why, and what the Aboriginal learner has learned about the situation and about themselves. This provides a check on the level of mutual understanding and places the responsibility for what happens next firmly with the Aboriginal learner.
As a guide, the mentor may choose to meet every four to six weeks setting short-term goals from meeting to meeting, or alternatively the mentor can make contact via other communication such as phone or email.

The ongoing meetings are designed to ensure that the mentor maintain a close relationship with the Aboriginal learner and to build trust to ensure that if an issue or problem arises the Aboriginal learner will contact the mentor rather than just walk away from the training and employment arrangement.

### 12.5 Frequently Asked Question Strategies Mentors Can Use With Aboriginal Learners

- What gives you the greatest sense of satisfaction in your job?
- What is the one action you have taken that has accounted for most of your success?
- Describe the area of your job that you find most challenging or frustrating?
- Are you happy in the job you are doing? Why? Why not?
- How do you get along with you supervisor and work colleagues?
- Where do you see yourself in 12 months time?
- What are your career aspirations?
- What do you see as your next steps in your career development?
- What do you consider to be your major strengths?
- What areas would you like to focus on for improvement?
- What additional skills and knowledge would assist you to do your job better?
- What helps you most in your work? What hinders you from achieving your goals?
- How do you handle challenges, issues or problems you encounter in the workplace?
- What action have you taken since we last met?
- What do you want to achieve from this meeting?
- What have you done so far to address this issue?
- Where do we go from here?
- How useful has this meeting been? Has it met your needs?
- Would it be helpful to talk about this issue again at our next meeting?

### 12.6 Record of Meetings

The mentor will be required to keep a record of meetings to:

- accurately identify issues and to record against agreed actions
- ensure follow up takes place regarding meeting outcomes
- measure the objectives of the program, and
- assist with the completion of 6 month and 12 month evaluations
13 Conclusion of the Mentor Relationship

It is acknowledged by State Training Services, Aboriginal Services that the final phase of the mentoring relationship needs to be managed effectively. The duration of the mentoring relationship is in relation to the term of the training arrangement. Once an Aboriginal learner is no longer under an apprenticeship or traineeship contract, the mentoring service is to conclude. Mentors are encouraged to liaise with the program coordinator for more information that may assist their Aboriginal learner.

State Training Services, Aboriginal Services fund other programs that offer further assistance to Aboriginal learners needs as follows:

**New Careers for Aboriginal People (NCAP)**

The NCAP program aims to increase the participation of Aboriginal people in the labour market by identifying, creating and supporting opportunities for sustainable education, training and employment.

[https://www.training.nsw.gov.au/programs_services/funded_other/acp/ncap.html](https://www.training.nsw.gov.au/programs_services/funded_other/acp/ncap.html)

**Aboriginal Enterprise Development Officer (AEDO)**

The AEDO program aims to increase the confidence and expertise of Aboriginal people to become self-employed and to encourage an entrepreneurial culture within Aboriginal communities.


Realistically, both the Aboriginal learner and mentor need to be open to the possibility that the mentoring relationship isn’t achieving its desired objectives. Aboriginal learner’s and mentor’s need to articulate and address any issues, which the mentor would be required to inform the program coordinator.
14 Quality Assurance

The following provides information of *The Way Ahead for Aboriginal People* mentoring program. The purpose is to outline parameters of how State Training Services, Aboriginal Services will administer and fund the program.

14.1 Record Keeping Requirements

The importance of record keeping and providing program data including quality information is essential for *The Way Ahead for Aboriginal People* mentoring program.

It is a requirement for mentors to complete all paperwork accurately that is assigned by State Training Services, Aboriginal Services. Failure to complete all paperwork to a satisfactory level could result in possible delay or rejection of payment.

The program coordinator will liaise with mentors to clarify information on a regular basis. To help assist and guide the mentors to complete their paperwork to a satisfactory level.

14.2 Evaluation

State Training Services, Aboriginal Services is committed to a continual improvement process to ensure *The Way Ahead for Aboriginal People* mentoring program meets the needs of Aboriginal learners. Evaluation will be an important tool of the mentoring services provided to ensure that all Aboriginal learners are retained and successfully complete their apprenticeship or traineeship.

The following evaluation will be conducted as follows:

**Six monthly evaluation of mentoring**

The program coordinator will send the Aboriginal learner and employer a FORM C – Six Month Evaluation Form (Attachment C). To be completed voluntarily by either party.

**Completion of mentoring**

The program coordinator will send the Aboriginal learner and employer a FORM D – Six Month Evaluation Form (Attachment D). To be completed voluntarily by either party.

Evaluation will assist State Training Services, Aboriginal Services to improve our service through *The Way Ahead for Aboriginal People* mentoring program. To ensure the program is delivering a quality and beneficial service, by meeting the needs of Aboriginal learners, employers and assisting other stakeholders in the apprenticeship or traineeship process.
14.2 Payment of Service

It is important for a mentor that is providing services to The Way Ahead for Aboriginal mentoring program, that they are aware of the following policies and procedures for accountability purposes. Failure to comply with these requirements could result in the cessation of the mentor in the program.

Wages

Mentors will be employed by State Training Services, Aboriginal Services under the casual payroll system. The mentors will be employed under a part-time casual arrangement, at an equivalent casual TAFE teacher hourly wage rate based on the Crown Employees (Teacher in TAFE and related Employees, Bradfield College and teachers in TAFE Children's Centres) Salaries and Conditions Award 2009.

The hourly rate will apply to time spent:

- directly providing mentoring support for the Aboriginal learner in their workplace, home or suitable location/s;
- in travelling from their residence to provide the mentor service
- Reasonable time contacting or following up enquiries via phone/email with the Aboriginal learner or employer in relation to the mentor service
- Payment is claimable at fifteen (15) minute intervals

State Training Services, Aboriginal Services will consider additional time for completing required paperwork. These payments would be at the discretion of the program coordinator. This will be based on the quality and relevance of the reports produced by the mentor.

Travel

The Department of Education & Communities requires all casual staff that are employed, to supply copies of the following documents on annual basis:

- Current Drivers Licence
- Valid Registration of Motor Vehicle
- Insurance Policy Details

Motor vehicle allowance will be based on the Department of Education & Communities casual rate per kilometre based on the engine capacity. The program coordinator will assess all travel claims, and payments will be based on round trip from the place of mentor’s residence to the location/s of the mentoring service.

Documentation will need to be provided such as receipts or statements if any Toll road charges are incurred, to the program coordinator before payment of travel claim can be processed.

State Training Services, Aboriginal Services will validate the travel claims using the vocational travel assistance scheme functionality in IVETS database. This scheme is used to calculate travel claims for all apprentices and trainees required to travel to attend training in NSW.
14.3 Other Funding Sources

The Way Ahead for Aboriginal People mentoring program is designed to compliment other initiatives that may already exist to support the Aboriginal learner.

State Training Services, Aboriginal Services will not make a payment to an individual that is known to receive additional funding for mentoring from any Commonwealth, NSW or Local Government programs for an Aboriginal Learner/s.

Mentors will need to advise the program coordinator as soon as possible, if they are receiving payment that duplicates The Way Ahead for Aboriginal People mentoring program.

This will include the programs funded under State Training Services, Aboriginal Services such as;

- New Careers for Aboriginal People (NCAP)
- Aboriginal Enterprise Development Officer (AEDO)

If an NCAP or AEDO officer is assigned as a mentor, they will need to ensure that they are undertaking the mentoring in their own time. The sponsor organisation manager should be notified by the NCAP or AEDO officer of any such mentoring arrangements. The Program Coordinator may need to contact the sponsor organisation from time to time to validate.

The NCAP or AEDO Officer will not be paid for clients registered under their program and mentored as part of the program requirements.
**ATTACHMENT A**

**Form A - Learner Induction Form**

### SECTION 1 - LEARNER DETAILS

| **FULL NAME:** |  |
| **DATE OF BIRTH:** | **TCID:** |
| **CONTACT PHONE:** | **GENDER:** |
| **QUALIFICATION LEVEL & TITLE:** |  |
| **RTO:** |  |

### SECTION 2 – WORKPLACE DETAILS

| **CURRENT EMPLOYER:** |  |
| **SUPERVISORS NAME** |  |
| **DATE COMMENCED:** |  |
| **COMPLETION DATE:** |  |
| **WORKPLACE ADDRESS:** |  |
| **SUBURB/TOWN:** | **STATE:** | **POSTCODE:** |
| **CONTACT PHONE:** | **EMAIL:** |

### SECTION 3 – FIRST MEETING DETAILS

| **DATE:** | **START TIME:** | **FINISH TIME:** |
| **LOCATION:** |  |
| □ Workplace Address | □ Onsite | □ Home | □ Other: ____________________________ |
| **WITH LEARNER:** | □ Yes | □ No | **WITH SUPERVISOR:** | □ Yes | □ No |

### SECTION 4 – MENTORING CHECKLIST

| Learner | Employer |
| Copy of the mentoring brochure and mentor contact details provided |  |
| Discussed how mentoring can help |  |
| Confidentiality of information |  |
| Roles and expectations |  |

### SECTION 5 – MENTORING PLAN

**LEARNER PERSONAL AND CAREER GOALS/OBJECTIVES**

| GOAL | BY WHEN |
| **LEARNER ISSUES/BARRIERS** |
| ISSUES | HOW TO RESOLVE | BY WHEN |

**PROPOSED FUTURE MEETINGS TYPE:**

| □ Phone | □ Workplace | □ Other: ____________________________ |

**FREQUENCY MENTORING REQUIRED:**

| □ Weekly | □ Fortnightly | □ Monthly | □ Quarterly | □ Not Required |

**OTHER MATTERS**

Are there any issues that State Training Services should further investigate?

We have discussed the basic guidelines and the mentoring experience as a further support and possible development opportunity and its relationship to retention within my employment and training arrangement. We agree that this mentoring agreement can be ended by both party and that no-fault will be apportioned to either party. We agree that the information discussed is confidential to the State Training Services – Aboriginal Services and us.

| **LEARNER SIGNATURE:** | **EMPLOYER SIGNATURE:** |
| **DATE:** | **DATE:** |
| **MENTOR NAME:** | **MENTOR SIGNATURE:** |
## ATTACHMENT B

### Form B - Learner Progress Report

#### SECTION 1 - LEARNER DETAILS

<table>
<thead>
<tr>
<th>FULL NAME:</th>
<th>TCID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE OF BIRTH:</td>
<td>CONTACT PHONE:</td>
</tr>
<tr>
<td>QUALIFICATION TITLE:</td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION 2 – WORKPLACE DETAILS

<table>
<thead>
<tr>
<th>CURRENT EMPLOYER:</th>
<th>SUPERVISORS NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETION DATE DUE:</td>
<td></td>
</tr>
<tr>
<td>WORKPLACE ADDRESS:</td>
<td></td>
</tr>
<tr>
<td>SUBURB/TOWN:</td>
<td>STATE:</td>
</tr>
<tr>
<td>CONTACT PHONE:</td>
<td>POSTCODE:</td>
</tr>
<tr>
<td>EMAIL:</td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION 3 – MEETING DETAILS

<table>
<thead>
<tr>
<th>MEETING NUMBER:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME:</td>
<td>FINISH TIME:</td>
</tr>
<tr>
<td>LOCATION:</td>
<td></td>
</tr>
<tr>
<td>Workplace Address</td>
<td>Onsite</td>
</tr>
<tr>
<td>WITH LEARNER:</td>
<td>Yes</td>
</tr>
<tr>
<td>WITH SUPERVISOR:</td>
<td>Yes</td>
</tr>
<tr>
<td>REASON FOR MEETING</td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION 4 – ISSUE DISCUSSED IDENTIFIED (please tick the box that the mentor support needed)

- [ ] Personal issues
- [ ] Attendance
- [ ] Training
- [ ] Cultural Issues
- [ ] Performance
- [ ] Outside Influences
- [ ] Motivation
- [ ] Workplace/Colleagues
- [ ] No immediate issues
- [ ] Other: ____________________________________________________________________________

#### SECTION 5 – MENTORING PLAN

<table>
<thead>
<tr>
<th>LEARNER PERSONAL AND CAREER GOALS/OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOALS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNER ISSUES/BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISSUES</td>
</tr>
</tbody>
</table>

**MENTOR COMMENTS ON THE MEETING:**

Are there any issues that State Training Services should further investigate?

---

We have discussed the basic guidelines and the mentoring experience as a further support and possible development opportunity and its relationship to retention within my employment and training arrangement. We agree that this mentoring agreement can be ended by both party and that no-fault will be apportioned to either party. We agree that the information discussed is confidential to the State Training Services – Aboriginal Services and us.

**LEARNER SIGNATURE:** ____________________________  
**DATE:** ____________________________

**EMPLOYER SIGNATURE:** ____________________________  
**DATE:** ____________________________

**MENTOR NAME:** ____________________________  
**MENTOR SIGNATURE:** ____________________________
# ATTACHMENT C

## The Way Ahead for Aboriginal people
Employer – 6 Month Evaluation Form

### EMPLOYER AND LEARNER DETAILS

Employer Name:
Employer Contact:
Learner Name
Qualification:
TCID:
Contact No:

### MENTOR CONTACT FREQUENCY

How you been contacted by The Way Ahead for Aboriginal People Mentor?
How regularly do you have contact with the mentor?
- Visit: [ ]
- Phone: [ ]

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Visit</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Fortnightly</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Monthly</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### EVALUATION OF MENTORING

On a scale of 1 to 5 indicating 5 with “Strongly Agree” and 1 “Strongly Disagree,”
Please indicate your satisfaction with the following aspects of your mentoring relationship:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating 1-5</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring partnership is working well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor has discussed learner’s progress with you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust and confidentiality have been established?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor listens well and is responsive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress has been observed over the past six months?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers encountered during mentoring have been resolved?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are you satisfied with the service delivery of the mentoring program?  
YES [ ] No [ ]

If No, Are there any improvements that can be made for the Mentoring Program?
____________________________________________________________________________  
____________________________________________________________________________

Has the Mentoring Program assisted your business/organisation so far?
____________________________________________________________________________  
____________________________________________________________________________

Employer Contact Name: ____________________________________________________
Employer Signature: ________________________________________________
Date: ____ / ____ / 20_____

When you have completed the evaluation form you can send it can be sent to

Mail: Program Coordinator
State Training Services, Aboriginal Services
PO BOX 1064
Dubbo NSW 2830

Fax: 02 6881 6179

Email: sts-as@det.nsw.edu.au

Thank you for taking the time to complete the following evaluation form, your feedback is critical for State Training Services, Aboriginal Services to continuously improve the mentoring program
# The Way Ahead for Aboriginal people Learner – 6 Month Evaluation Form

## LEARNER DETAILS
- Full Name: 
- Qualification: 
- TCID: 
- Contact No:

## MENTOR CONTACT FREQUENCY
- How you been contacted by The Way Ahead for Aboriginal People Mentor? Visit: ☐ Phone: ☐
- How regularly do you have contact with your mentor?
  - Weekly
    - Visit: ☐
    - Phone: ☐
  - Fortnightly
    - Visit: ☐
    - Phone: ☐
  - Monthly
    - Visit: ☐
    - Phone: ☐

## EVALUATION OF MENTORING

On a scale of 1 to 5 indicating 5 with “Strongly Agree” and 1 “Strongly Disagree,”
Please indicate your satisfaction with the following aspects of your mentoring relationship:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating 1-5</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring partnership is working well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate amount of time has been devoted to your mentor visit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and professional development issues have been discussed and established?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear goals and objectives have been set?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust and confidentiality have been established?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor listens well and is responsive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress has been observed over the past six months in areas chosen for development?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers encountered during mentoring have been resolved?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are you satisfied with the service delivery of the mentoring program? Yes ☐ No ☐
If No, are there any improvements that can be made for the Mentoring Program?

____________________________________________________________________________
____________________________________________________________________________

Have you accomplished or felt more successful in using the Mentoring Program so far?
____________________________________________________________________________
____________________________________________________________________________

Learner Name: ________________________________  Date: ___ / ___ / 20___

When you have completed the evaluation form you can send it can be sent to

**Mail:**
- Program Coordinator
- State Training Services, Aboriginal Services
- PO BOX 1064
- Dubbo NSW 2830

Fax: 02 6881 6179
Email: sts-as@det.nsw.edu.au

Thank you for taking the time to complete the following evaluation form, your feedback is critical for State Training Services, Aboriginal Services to continuously improve the mentoring program.
The Way Ahead for Aboriginal people
Employer – Completion Survey Form

EMPLOYER AND LEARNER DETAILS

Employer Name: 
Employer Contact: 
Learner Name 
Qualification: 
TCID: 
Contact No: 

MENTOR CONTACT FREQUENCY

How have you been contacted by The Way Ahead for Aboriginal People Mentor? 
Visit:   Phone:  

How regularly do you have contact with the mentor? 
Weekly Visit:   Phone:   Fortnightly Visit:   Phone:   Monthly Visit:   Phone:  

EVALUATION OF MENTORING

On a scale of 1 to 5 indicating 5 with “Strongly Agree” and 1 “Strongly Disagree,” 
Please indicate your satisfaction with the following aspects of your mentoring relationship:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the mentoring partnership work well?</td>
<td></td>
</tr>
<tr>
<td>Mentor has discussed learner’s progress with you throughout the mentoring period?</td>
<td></td>
</tr>
<tr>
<td>Trust and confidentiality was maintained over the duration of mentoring?</td>
<td></td>
</tr>
<tr>
<td>Mentor listens well and is responsive?</td>
<td></td>
</tr>
<tr>
<td>Progress has been observed over the duration of mentoring in areas chosen for development?</td>
<td></td>
</tr>
<tr>
<td>Barriers encountered during mentoring have been resolved?</td>
<td></td>
</tr>
</tbody>
</table>

Are you satisfied with the service delivery of the mentoring program? 
YES   No  

If No, Are there any improvements that can be made for the Mentoring Program? 
____________________________________________________________________________ 
____________________________________________________________________________ 
____________________________________________________________________________ 

Has the Mentoring Program assisted your business/organisation so far? 
____________________________________________________________________________ 
____________________________________________________________________________ 
____________________________________________________________________________ 

Employer Contact Name: ___________________________________________________ Date: ___ / ___ / 20____
Employers Signature: ______________________________________________________ 

When you have completed the evaluation form you can send it can be sent to

Mail:
Program Coordinator 
State Training Services, Aboriginal Services
PO BOX 1064
Dubbo NSW 2830

Fax: 02 6881 6179
Email: sts-as@det.nsw.edu.au

Thank you for taking the time to complete the following survey form, your feedback is critical for State Training Services, Aboriginal Services to continuously improve the mentoring program.
LEARNER DETAILS
Full Name: ____________________________ Qualification: ____________________________ TCID: ____________________________ Contact No: ____________________________

MENTOR CONTACT FREQUENCY
How you been contacted by The Way Ahead for Aboriginal People Mentor? Visit: ☐ Phone: ☐
How regularly do you have contact with your mentor?
- Weekly Visit: ☐ Phone: ☐
- Fortnightly Visit: ☐ Phone: ☐
- Monthly Visit: ☐ Phone: ☐

EVALUATION OF MENTORING
On a scale of 1 to 5 indicating 5 with “Strongly Agree” and 1 “Strongly Disagree,”
Please indicate your satisfaction with the following aspects of your mentoring relationship:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating 1-5</th>
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<tr>
<td>Did the mentoring partnership work well?</td>
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<td>Appropriate amount of time has been devoted to your mentor visits?</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Goals and objectives have been met?</td>
<td></td>
</tr>
<tr>
<td>Trust and confidentiality was maintained over the duration of mentoring?</td>
<td></td>
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<tr>
<td>Mentor listens well and is responsive?</td>
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</tr>
<tr>
<td>Progress has been observed over the duration of mentoring in areas chosen for development?</td>
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<tr>
<td>Barriers encountered during mentoring have been resolved?</td>
<td></td>
</tr>
</tbody>
</table>

Are you satisfied with the service delivery of the mentoring program? Yes ☐ No ☐
If No, are there any improvements that can be made for the Mentoring Program?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Have you accomplished or felt more successful in using the Mentoring Program so far?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Learners Name: ___________________________________________ Date: ___ / ___ / 20_____
Learners Signature: ______________________________________

When you have completed the evaluation form you can send it can be sent to

Mail: Program Coordinator
State Training Services, Aboriginal Services
PO BOX 1064
Dubbo NSW 2830

Fax: 02 6881 6179
Email: sts-as@det.nsw.edu.au

Thank you for taking the time to complete the following survey form, your feedback is critical for
State Training Services, Aboriginal Services to continuously improve the mentoring program

Completion Survey Form 23/12/2011