

TAFE NSW

Mentoring in the Community

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The background of the slide is a solid blue color. At the bottom, there are several faint, concentric circular ripples, resembling water droplets or raindrops, in a lighter shade of blue.

Plan-it Youth Mentoring – What is it?

- Volunteer mentors go into High Schools to mentor year 10 students to assist with the transition from school to work or further education.
- **Goal** – to help students make an informed choice about their future.
- **How** – by the mentor forming 1 on 1 relationship with a student – building the students self –awareness / respect /empowerment / directedness
- Moving from Hero to Zero

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Module – Learning Outcomes

1. Define the roles, tasks and responsibilities of a mentor and develop a job description for the mentor role
2. Identify legal, welfare, health and educational needs/issues of the client group and develop strategies for client access or referral to relevant agencies
3. Identify and demonstrate effective interpersonal, conflict resolution and negotiation skills required for the mentor role
4. Define the boundaries and limitations of the Mentor Role within the specific community /workplace context
5. Understand and demonstrate appropriate Values and Ethics by formulating a code of ethics for the Mentor role, with an emphasis on strategies for ensuring clients' confidentiality
6. Understand the rules, regulations, procedures and operations of the organisation(s) which have an impact on the mentor/client relationship

The module also adds a 7th purpose

- ‘Where appropriate, establish a Mentor Committee or Mentor support group.’
 - PiY and ARM already established
- Focus on the needs of young people as the client group.
 - This module could be adapted to accommodate a great variety of organisations.


Adaptation of module for PiY focuses on:

- Communication skills and how to build the relationship
- A strong 'Youth' awareness component.

Mentoring in the Community Syllabus

- Who is a mentor? - What is mentoring?
- Personal Experience of mentor
- Motives for mentoring? – Goal of mentoring
- General Learning Styles – Types of learners
- Learning styles of to-day - Mind Maps
- Developing understanding of Mentoring
- Roles/responsibilities/attributes
- Mentoring Phases – Valid Outcomes

Mentoring in the Community Syllabus cont.

- Child Protection -Boundaries & Confidentiality
 - Influence of Attitude
 - Perspectives – How we see things
 - Then & Now Exercise – Understanding generational differences
 - Values & Ethics -Developing a Mission Statement
 - Communication Process - Effective Empathic Listening
 - Open responses - Appropriate questioning
 - Descriptive Feedback vs. constructive criticism
 - Appropriate Assertiveness - Negotiation Skills
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Mentoring in the Community Syllabus cont.

- About advice!
- School excursion – Youth Issues
- Needs for healthy development- media influence
- Goal Setting – Telephone/Interview skills & Resumes
- Skills Audit & Transfer of generic skills /marketable language
- Motivation - Valid outcomes
- Mentoring Strategies Exercise –
- Mentor's Tool Box – Job description
- Plan-it Youth & School Orientation - Det. Careers Advisor

This course is by design:

- interactive program
- encourages input from the volunteers
- encourages usefulness of shared experiences and wisdom
- highlights the necessity of self awareness
- emphasizes the use of the embedded style of interpersonal communication.
- and a very important part of the course is having 'fun' – feeling safe and exploring issues within the group – this interaction also assists with assessing suitability

Mentoring Training Course Assessment Checklist

To successfully complete this course the following criteria must be fulfilled:

- At least 80% attendance and participate in the Child Protection Policy session
- Fulfil listening contract
- Complete effective listening exercise 'Exploring Views on Listening'
- Participate in School visit exploring Youth Issues
- Participate in Mentoring Strategies exercise
- Complete Job Description
- Compile and present personal mentoring Mission Statement/Credo
- Compile and present personal journal/resource folder

Assessing suitability:

- Most of the items on the checklist are embedded in the course
- Volunteers are assessed throughout the course and recommendations are made to the PiY coordinator before the interviews
- Very rarely are volunteers completely unsuitable – usually recommend more shadow mentoring.
- Passing the TAFE course does not automatically mean the volunteer is accepted into PiY mentoring program
- Not passing however means you will not be accepted – this is made clear at the outset
- Most volunteers are not looking for a TAFE certificate – most are genuinely interested in helping young people
- Some are not able to shift their preconceived ideas on how to do that and self-asses out of the training course.

PiY is looking for mentors who can be:

- A guide
- A friend
- A listener
- A coach
- And above all a responsive adult
- When this is made clear most people with different agendas usually excuse themselves either during the course or simply disappear at the end.

Thank You

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