

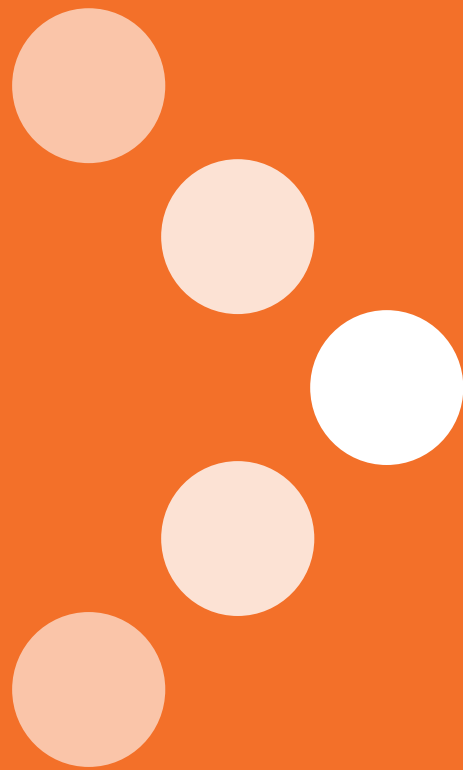


ABCN programs are a rewarding experience for students and mentors alike. You learn so much.

Mentor

Champion Toolkit

For Companies



ABCN
Business Partnering with Education

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1 **Champion Information:** The Role of the Champion and the OTF

Thank you for agreeing to be an ABCN Champion! You are one of the people who make our programs possible, and we couldn't run them without you.

This toolkit is designed to help you set up ABCN programs in your organisation. If there is anything you aren't sure of or need advice on, please reach out to the ABCN program manager looking after your programs.

The toolkit starts with an overview of the role of the Champion and focuses particularly on mentor recruitment. It then covers the different aspects of the Champion role and some important policies.

The Role of the Champion and the OTF representative

The ABCN Champion

The ABCN Champion is the first point of contact for ABCN for all program-specific queries. Champions are typically the principal coordinators of one or more ABCN program(s) within the member company and can also be mentors themselves.

An ideal Champion is someone who is passionate about making a difference to young people, is organised and has relationships across the organisation. Champions will be working with the ABCN program manager to make their program a success.

In some cases, there is more than one Champion per company, for example, in a company that runs programs in several states.

Key aspects of the role include:

1. Liaise with ABCN:

- > Work with the ABCN program managers to coordinate ABCN sessions based on school requirements
- > Ensure office space (where possible and if required) for ABCN sessions at the member company office
- > Provide timely and accurate mentor information to the ABCN program manager.

2. Liaise with organisation mentors:

- > Recruit new mentors and continually grow the mentor pool
- > Provide mentors with Working With Children Check information relevant to each state
- > Ensure calendar invites and relevant program information is shared with mentors.

3. Promotion and communication:

- > Create excitement and support for ABCN programs
- > Share the vision, values, and purpose of ABCN
- > Promote the benefits of participating in ABCN programs for individuals and the broader organisation.

1 **Champion Information:** The Role of the Champion and the OTF

The ABCN OTF representative

The Operational Taskforce (OTF) representative is nominated by our member companies as the primary ABCN contact.

They work closely with ABCN and have oversight of ABCN events and programs hosted by their company. This person is typically an employee responsible for staff/community engagement. In some companies, this person may also be the ABCN Champion.



2 Champion Information: Timeline and checklist

Task	Who	When
Agree on the type and number of programs, nominate ABCN Champion(s)	OTF/ Champion	Beginning of the year
Liaise with ABCN to identify hosting dates	OTF/ Champion	Beginning of the year
Optional: Run an information session	OTF/ Champion	Beginning of the year
Confirm dates with ABCN for the program(s)	Champion	At least six weeks before the program
Book rooms for face-to-face programs	Champion	Recommended in the beginning of the year
Book catering for face-to-face programs	Champion	At least two-three weeks before the program
Recruit mentors for the program	Champion	At least six weeks before the program
Send calendar invites/program dates to mentors	Champion	At least two-three weeks before the program
Liaise with ABCN for a 30-mins mentor briefing	Champion/ ABCN	One week before the program
Ensure mentors complete relevant WWCC documents	Champion	At least two-three weeks in advance of the program
Send a complete list of mentors with WWCC to ABCN	Champion	At least two weeks in advance of the program
Distribute ABCN communications to mentors	ABCN/ Champion	At least two days before each session
Remind mentors about upcoming sessions	ABCN/ Champion	At least two days before each session
Share program feedback and thank you emails with mentors	ABCN/ Champion	A week after the program
Advise ABCN of special building access instructions (for face-to-face programs)	Champion	One week prior to each session
Set up room with required equipment, furniture, and tech support (for face-to-face programs)	Champion	One week prior to each session
Ensure security and reception are informed and have an updated visitor list (for face-to-face programs)	Champion	Day of program

3 **Champion Information:** About our programs

About ABCN programs

- > Our high school mentoring programs can be delivered in multiple formats: face-to-face, digital or blended (a mix of face-to-face and digital sessions). The different modes of program reflect flexibility and convenience for both mentors and students and reflect the changing world of work.
- > As a result of COVID-19, ABCN accelerated its digital program delivery to enable mentors and students to build meaningful connections during the pandemic. Our digital programs develop the digital capabilities and confidence of students and enable access for students living in regional and remote areas.
- > While our digital programs deliver impact for students, where possible and practicable, we encourage mentoring sessions to take place in the physical workplace to build student familiarity and confidence with the working world. When our high school mentoring programs are held in the offices of our member companies, students are provided with exposure to the world of work which enables them to understand workplace culture and practices, and they benefit from in-person engagement with mentors.
- > Our primary school mentoring programs are delivered face-to-face and held at the schools (when possible), with corporate volunteers from our member companies visiting the students at our partner schools.

ABCN digital program format

- > The mentors and students connect on-line and share stories based on session themes (mentor manual will be provided)
- > An ABCN facilitator guides the session. Some conversations will take part in virtual breakout rooms.



4 **Champion Information:** Recruiting mentors

Recruiting mentors

One of the most critical roles of the Champion is recruiting mentors. This can be a rewarding part of the role, as you bring people together to share a really special experience. It is also an essential part of the role as mentors are the ones who make a difference to the students.

Who should I approach to be a mentor?

Anyone who works in our member companies can be a mentor in our programs, provided they are able to successfully get their Working With Children Check. Mentors do not need to be of a certain seniority or working in particular roles. They do not need to have had mentoring experience before. The only restriction we have is that in the Focus program, all mentors must be female as it is a female leadership program. There are many other programs that men can get involved in other than Focus.

Mentors don't need to do a lot of preparation as the program facilitator will take all mentors and students through each task. They will need to be ready to share experiences from their working careers and openly talk about their successes and failures so that the students can learn that everyone has ups and downs, and that the most important thing is to learn from them both. Mentors need to be committed to coming to all the program sessions once they sign up. If a mentor is unable to make a session, it is advisable that they let the Champion know in advance so that you can arrange for reserve mentors.

Attached at the end of this Toolkit is a two-page guide and resource for being a mentor, see page 17-18.

How to recruit mentors

Often Champions start recruiting mentors among people they know well in the business and close colleagues. It is valuable to engage wider groups of people from across the organisation. Here are some suggestions for mentor recruitment:

Spread the word and engage past mentors:

- > Information sessions: Hold an information session at the beginning of the year, with an expression of interest sign-up form. ABCN staff can present during this session or provide you with the materials to present yourself.
- > Past mentors: Ask past mentors to sign up again and bring a friend. Ask them to connect with their networks and spread the word about upcoming programs. If you don't have a list of past mentors, ABCN can provide it.
- > General advertisement: Send a general email and/or employ advertising channels within your company (such as an internal newsletter or employee's portal) promoting ABCN programs and requesting expressions of interest for mentor positions. You can also use these two ABCN videos: 'Why mentor in an ABCN program?' (<https://vimeo.com/255662434>) and 'Getting started as an ABCN mentor' (<https://vimeo.com/389377380>) to show employees what it is like being an ABCN mentor.

Tap into existing networks or opportunities:

- > Team building: Look for existing opportunities when teams are coming together and schedule a one-off program - it's a great team-building activity as part of a strategy day as it's a wonderful lesson in perspective and resilience.

4 **Champion Information:** Recruiting mentors

- > Employee interest groups: Connect with interest groups within your business and organise ABCN programs to support their strategy, e.g., diversity and inclusion, employee wellbeing, women in IT etc.
- > Special events: Organise ABCN programs in line with your organisation's planned special events calendar, e.g. International Women's Day, NAIDOC week, Volunteer week and so on.
- > Graduate programs and network: If there is a Graduate program in your workplace, offer the graduates to mentor in ABCN programs as an extra activity. Graduates are very keen to participate and support younger students.
- > Learning and development: Connect with your People & Culture colleagues to leverage ABCN programs as a way to support employee learning and development - for example, using mentoring as an 'in-action' component of the leadership development program. Encourage employees looking for further development opportunities to support you and become an ABCN Champion.

Work with influencers:

- > Influencers: Tap into influencers within your business and ask them to participate and advocate ABCN programs to increase sign-ups.
- > Senior Leaders: Ask senior leaders to commit to doing one program a year and bringing along one or two of their immediate team members to join them - hard to say no!

Here are some tips from some of our Member companies:

'What works for our people is promoting what mentors give and also what they get in return - give a small amount of your time to help students break the cycle of disadvantage and develop your own leadership, facilitation and relationship building skills.'

Kathryn Sarkies, PwC

'My top tips that have helped me retain my sanity is recruiting Program Leads for each of the programs, having a formal recognition pack around this which clearly outlines their roles and responsibilities as well as what they receive in return.'

Anthea Jackson, TAL

Once mentors are recruited you will need to:

- > Provide a complete list of all mentors to ABCN
- > Ensure all mentors have completed appropriate child protection documentation (as advised by your ABCN representative).

Please note that participation in the program sessions cannot be guaranteed for mentors who do not submit proper documentation by the deadlines.

4 **Champion Information:** Recruiting mentors

And practically:

- > Encourage employees to complete their Working With Children Check paperwork at the beginning of the year.

Reserve mentoring

Reserve mentors act as back-ups for other mentors participating in a program. This role is incredibly rewarding and may suit mentors with limited availability. You may wish to cover the following points when recruiting reserve mentors:

- > Reduced time commitment - on average, reserve mentors fill in for two or three occasions v throughout the program
- > Opportunity for past mentors - a good opportunity for previous mentors to remain engaged in the program.

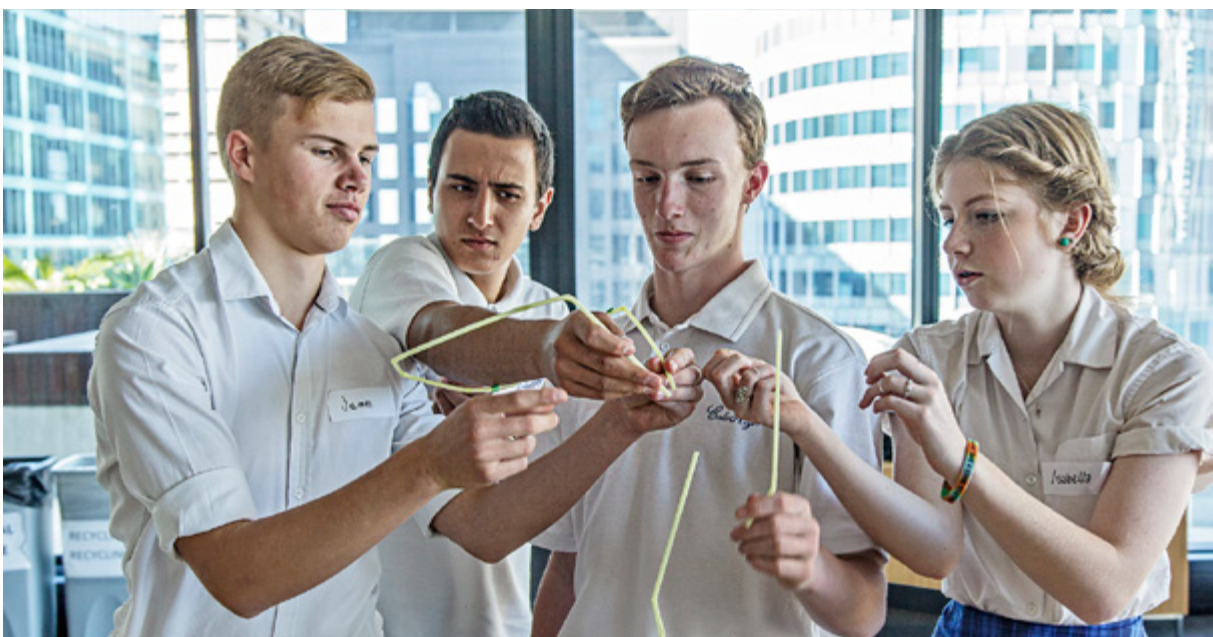
Buddy mentoring (primary school programs only)

Buddy mentors sign up together but attend on alternate weeks while the student attends weekly. This enables mentors to make a fortnightly commitment and swap sessions with their buddies if one cannot make a scheduled session.

Champions will need to advise ABCN about the pairings. The following tips are helpful when matching pairs:

- > Match a mentor who sometimes travels or has external meetings with someone who rarely travels and is usually available to step in
- > Match two people from the same work team so that only one is absent from the work area each session
- > If one mentor has a planned leave, then they may participate several weeks in a row before they leave. The other buddy takes over while they are away.

An email template for you to send out to potential mentors can be found at the end of this document, see page 13. Your ABCN program manager can also send you this template electronically.



Planning your information session

A preliminary information session is optional, but highly recommended, so that all potential participants are fully aware of the requirements of program participation. Following are a few tips to keep in mind while planning:

- > Inform ABCN when you plan to run the information session. ABCN will provide you with program information and, where possible, an ABCN representative will attend
- > Utilise internal communication tools (e.g. email, newsletter, social media) that you believe are most appropriate to invite potential mentors to the session
- > Get endorsement from the company CEO or executive sponsor; if possible, send the invite to the session on their behalf
- > Organise a mentor from a previous program to speak about their experiences and answer questions
- > Ensure that all interested attendees are aware that they must provide ABCN with the appropriate child protection documentation for their state
- > Book a room that has AV facilities so you can include the ABCN video in your session.

Mentor Briefings

A 30-minute Mentor Briefing session will be organised before each program. This is a mandatory information session for all mentors participating in the program and will provide an opportunity for mentors to hear from ABCN and ask any questions they may have.

Mentor briefing can be delivered digitally (on weekly basis) or face-to-face before the program commences. Refer to your local ABCN Program Manager for mentor briefing schedule in your state.

The ABCN Program Manager will facilitate the mentor briefing to cover the following:

- > Background of ABCN
- > Overview of the program format and content covered
- > Information about the participating school and students
- > Answering any mentors' questions.

Refer to Appendix 2, 'Briefing Mentors', for further information that may be of assistance when recruiting mentors and preparing them for program participation.



Get the year rolling with an informal information session with mentors and potential mentors to spark interest.

Talk to your ABCN program manager about how we can help.

Working with Non-binary/ Transgender Students

Students in ABCN programs who identify as transgender or non-binary should feel welcome and comfortable. Below are some explanations and guidelines.

The two most common and well-known gender identities are female and male. The idea that there are only two genders is called the 'gender binary'.

- > Transgender refers to individuals whose gender identity does not align with their gender assigned at birth. This includes non-binary people.
- > Non-binary refers to individuals who do not identify strictly as a female or male - they could identify as both, neither or another gender entirely.

A person's gender expression (how they present themselves) can be diverse and varied, and sometimes looks can be deceiving. If you are in doubt, consider the following:

- > Address all students by their name and choose gender neutral pronouns such as 'you' or 'they' (as opposed to he, she, him, her)
- > If you know you are working with a transgender student, show your respect by asking them how they would like to be addressed - examples include: 'May I ask what your pronouns are?' or 'Can you remind me what pronouns you use?'

Engage with transgender students the same way you would with any other student. Avoiding interaction on the grounds of nerves may unintentionally exclude the student leading to all parties having an uncomfortably strained experience.

If you have any concerns or questions during a mentoring session, please speak to the ABCN facilitator.

Please remember, if a transgender/ non-binary student asks for help or additional resources, please inform your ABCN contact who will communicate with the school. It is not the mentor's responsibility to offer counsel or take on a student's personal issues.



Program Preparation - Administration

If this is the first time you are supporting an ABCN program, please contact your ABCN program manager a few weeks before the session. They can help you with any queries and ensure that your preparation runs smoothly. Below are some points to note for your preparation.

Mentor absence protocol

Mentors have a significant impact on the students and are integral for ABCN programs. If a mentor is unable to make a session, it's essential to give as much notice as possible and that a suitable replacement is found to ensure that the program runs smoothly and students have a meaningful experience. Please follow the below procedure:

- > Mentors must advise ABCN Champions of dates that they cannot attend and a valid reason for their absence. Mentors need to commit to attending all sessions and treat these sessions as meetings with external clients
- > Champions to arrange a reserve/replacement mentor
- > Champions must advise ABCN of mentor absence and the reserve mentor's name along with their valid Working with Children Check details
- > ABCN will ensure students are notified of mentor absence.

Working with Children Check

All mentors are required to complete relevant Working with Children Check documentation. Legislation for this varies from state to state. Please speak with your ABCN contact who will direct you to the right resources and explain necessary requirements for each state. You can find all the relevant information here on our website.

Program preparation - Booking and hosting face-to-face programs

ABCN Champion is responsible for organising the following in advance of each face-to-face program:

- > Catering
- > Room set-up
- > Security

Catering

Below are some suggestions and tips for catering. Please keep in mind that some program sessions may take place during Ramadan. In this case, ABCN will advise the host company to reduce catering needs where appropriate. Mentors will be notified that some students may be fasting.

Suggested menu options:

- > Sandwiches or finger food
- > Small individual cakes, pastries, fruit platters
- > Water and juice
- > Tea and coffee.

Special instructions:

- > No pork, ham or related products
- > If chicken is served, please indicate if 'Halal'
- > Where possible include vegetarian options
- > Avoid nuts in case of allergy.



Mix things up.

For a fun and inexpensive option, order in pizza for the final session.

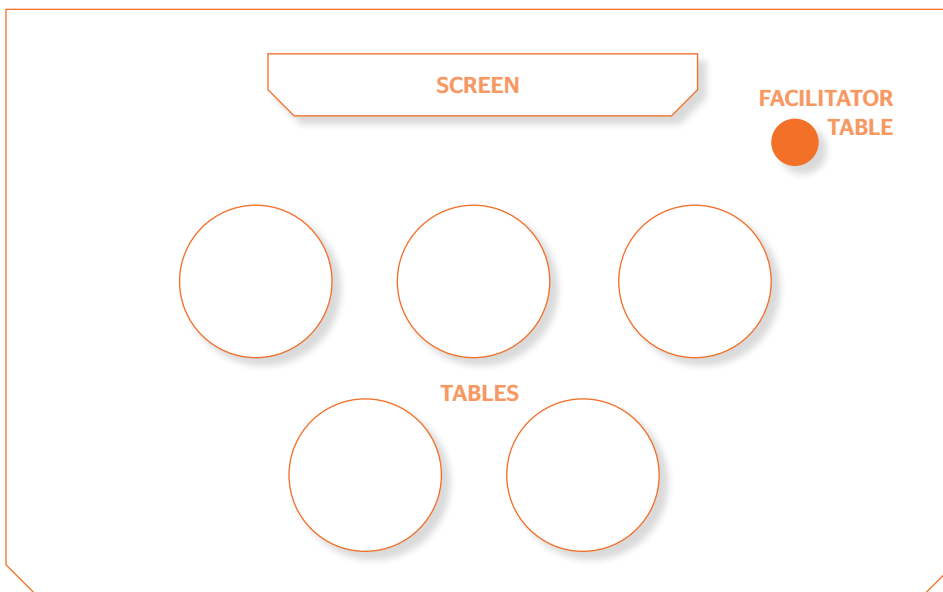
7 **Champion Information:** Program preparation and delivery

Room requirements

You must book the right room for each program. Please check that the room you are booking can accommodate the number of participants, the appropriate layout and that you have the required number of tables and chairs.

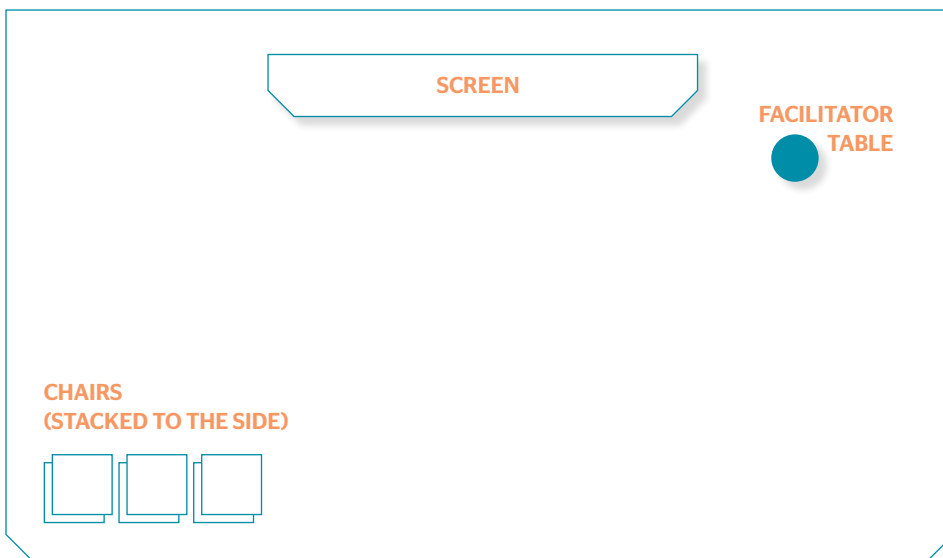
Room set-up and layout

The correct room layout is essential for a successful program delivery. Ensure you have set the room up in advance with the right equipment and furniture. To help with this, please refer to the layout diagrams below. Please note that Interview 2 Impress has a slightly different layout to the other programs.



Room Layout

Aspirations
Find Your Purpose
Focus
Focus2
Future Thinkers
GOALS
Innovate



Room Layout

Interview 2 Impress

7 **Champion Information:** Program preparation and delivery

Security

- > For face-to-face programs, send all visitor details to security in advance.
- > If your building has specific security requirements, please let ABCN know beforehand.
- > All ABCN visitors, students and teachers will adhere to the company COVID policy (check-in, proof of vaccination if required).

Post-program evaluations

All ABCN programs are evaluated at the end of every program.

Evaluations, in the form of surveys, must be completed by all participants (mentors, students and teachers) at the end of every program. This will be coordinated by the facilitator on the day of the program and then collated and reviewed by ABCN.

These evaluations are critical for ABCN to measure impact and outcomes. They are also used as a learning tool for program development.

Champion will be emailed the evaluation results at the completion of each program. A thank you email will also be attached for you to forward to mentors who participated in the program. The outcomes of these evaluations are collated and included in Member Company reports published by ABCN each year. ABCN Champions have a duty of care to immediately report direct to the ABCN Program Manager any instance where mentors advise that during a session/program students raised issues that impact on their safety.

Champion's duty of care

ABCN Champion has a duty of care to immediately report to the ABCN program manager of any instance when mentors advise about issues raised by students during the program that impacts student safety.

Posting on social media

Champions and mentors are welcome to post on social media about mentoring with ABCN. It's a great way to share your experience about ABCN programs and help others understand what ABCN does, both within your company and with your broader network. Posting on social media also helps champions with recruiting new mentors for programs.

Refer to Appendix 3 for the ABCN Photography and Videography Policy including rules and guidelines for posting on social media.

Appendix 1 / Invitation to information session

Below is an email that you can use to send to your mentors if you would like:

Hi everyone,

Mentoring with ABCN is a great way to give back to the community, represent our organisation, and meet other employees from different parts of the business. No qualifications or experience are needed – just a willingness to participate, listen and share your own experiences. For a sneak peek into mentoring and what it's all about, check out these two ABCN videos: 'Why mentor in an ABCN program?' (<https://vimeo.com/255662434>) and 'Getting started as an ABCN mentor' (<https://vimeo.com/389377380>)

To hear more, ABCN will be running an information session [INSERT time/date/venue]. This is a great opportunity to ask questions, find out more about the programs and the commitment involved and also hear from some of our mentors from last year.

Below is a summary of each program with information about program structure, time commitment and what it is like to participate:

[Delete following programs as necessary]

Accelerate

This three-year program targets exceptional students who face economic, family or social challenges that impacts their study or capacity to pursue their desired tertiary pathways. The program spans over Years 11, 12 and first year of tertiary education. Students and mentors typically meet six times during the first year in structured sessions, one-on-one meetings and at formal functions. In years two and three, communication typically includes two facilitated sessions and two one-on-one meetings with email correspondence in between.

40 hours over three years

Aspirations

Aspirations is designed to familiarise high school students with a modern workplace and equip them with the skills to get there. It focuses on Year 11 as this is a critical stage for students in determining what type of further education they will pursue, or whether they will continue with school at all. Mentors work in small teams in sessions that cover interview techniques, understanding strengths and developing essential employability skills such as communication and problem-solving.

2 hours x 4 sessions (face-to-face) / 1 hour 30 mins x 4 sessions (digital)

Focus

The Focus and Focus2 programs provide young women with the essential leadership skills they need to engage in a successful, meaningful career. Female role models mentor the students in small groups to develop their skills and build their confidence, encouraging them to aspire to senior roles in business and the community. Participants may already be holding leadership positions or are about to enter into leadership positions in their schools.

2 hours x 3 sessions (face-to-face) / 1 hour 30 mins x 3 sessions (digital)

Future Thinkers

Future Thinkers aims to build creative and innovative problem-solving skills through the process of design thinking. Mentors work together with small groups of Year 9 or Year 10 students in a structured session and guided by a facilitator. Activities include creativity and problem-solving icebreakers, and working in teams to design solutions to a problem using design thinking methodology.

3 hour x 1 session (face-to-face) / 1 hour 45 mins x 1 session (digital)

Appendix 1 / Invitation to information session

Find Your Purpose

In Find your Purpose program, students and mentors work together to better understand themselves, their values and their ambitions for life to gain a deeper understanding of what's really important to them, and how they can use their strengths to design a life that they will love.

3 hours x 1 session (face-to-face) / 1 hour 45 minutes x 1 session (digital)

Goals

Goals is designed to raise the aspirations of students in their middle year of high school. The aim is to broaden awareness of the personal, educational and vocational choices available, maintain student engagement at school and encourage the completion of Year 12 and further tertiary study. Students are matched with a corporate mentor in sessions that include setting goals, communication, values and personal strengths

2 hours x 4 sessions (face-to-face) / 1 hour 30 minutes x 4 sessions (digital)

Innovate

Innovate encourages students to develop links between STEM (science, technology, engineering and maths) subjects and careers. Students in Year 7 and 8 will use STEM skills to solve real world problems and explore real world application of STEM.

2 hours x 3 sessions (face-to-face)

Interview 2 Impress

The Interview 2 Impress program is a one-day workshop that equips students from high-needs schools with the essential interview skills needed to engage in employment options beyond school. The facilitated session builds students' understanding of job interview techniques and processes. It also allows students to experience realistic interview scenarios in a corporate environment by working with mentors who are able to provide feedback and advice based on their own job interview experiences.

3 hours x 1 session (face-to-face) / 1 hour 45 minutes x 1 session (digital)

My Career Rules

The program gives the students the opportunity to learn about careers and industries. This program can target specific subject areas or post school career interests.

2 hours x 1 session (face-to-face) 1 hour 30 minutes x 1 session (digital)

Here are some testimonials from previous students and mentors:

[Insert as applicable from company/program]

If you would like to hear about how you can experience a fulfilling and exciting program that benefits disadvantaged students, bring a friend along to our information session.

We hope to see you there.

Appendix 2 / Briefing mentors

Mentors who take part in ABCN programs consistently report having developed personally and professionally due to the program. Champions can pass on ABCN's Mentor Fact Sheet, see page 17, to interested employees, but here are a few points to consider when recruiting.

What to expect?

- > An ABCN facilitator guides the entire program and every activity.
- > Mentors can relax - they are not the focus and won't be in the spotlight. Their role is to be themselves, act as a guide and be a role model.
- > There are no surprises - mentors are sent a snapshot of what will be covered each week.
- > They may be asked to present alongside their mentees as part of the program, but this is rarely for more than five minutes as a group.

What preparation is required?

In a word - none! There is no need to prepare and no formal training or qualifications are required. The most important thing for mentors is a willingness to share their stories as this will help the students relate to them and break the ice. If mentors would like to prepare, they can think about the following:

- > Past experiences and stories - mistakes, learnings, failures and successes that can be shared with students
- > Any hints, tips, skills that have proved valuable - or any people who made a difference
- > Your goals on leaving school versus what your goals are now.

Attending the Mentor Briefings, facilitated by ABCN program manager, before each program will help mentors understand the program in depth and an opportunity to ask any questions. More detailed guidance and support is available in our ABCN mentor manuals.

Making a difference

The students we work with come from low socio-economic areas. Typical challenges include:

- > Minimal exposure to professional role models
- > Poverty and limited access to resources such laptop and internet connection at home - digital divide has been increased due COVID-19
- > Carer or financial responsibilities
- > Language or cultural barriers and trauma or loss.

Many obstacles students face will be hidden from mentors. The role of the mentor is not to try to uncover issues but to support students as positive role models.

Mentors may be the first positive professional role model for many of the students in our programs. Only 76% of Australian students from the lowest socio-economic backgrounds complete Year 12 - impacting their access to tertiary education and ultimately a sustainable career. However, **over 92% of students from ABCN's flagship programs consistently complete their school education.** These results are echoed by research from the UK that shows that students who are exposed to at least four positive employer contacts during school are five times less likely to be unemployed and/or not in education or training.

Mentors Rules of Engagement

ABCN asks that all mentors adhere to the following Rules of Engagement when participating in our programs:

- > No contact with students outside scheduled sessions
- > Do not give your business card, home address or phone, email address or social media information to students
- > Do not reveal confidential information about yourself or your employer
- > Do not give money or buy gifts for students
- > Do not take photographs, screenshots or videos of the students, see appendix 3 for more information.
- > Talk to the school or ABCN if you are concerned about something a student said to you in confidence (e.g. child abuse, neglect)
- > Be sensitive to the financial and environmental constraints of students and their religious/cultural background
- > Stay professional in conversation - refrain from comments about physical appearance or dress
- > Be respectful of the different values you and students may have
- > You are required to complete the relevant Working with Children Check documentation for your state. Please contact your company Champion for more information.

Very occasionally students may make a comment to a mentor that makes them concerned for their welfare or that of other young people. In this case, the mentor must tell the school teacher accompanying the students and also the ABCN program manager or facilitator.

Thinking about mentoring in an ABCN program? You're probably wondering what to expect. First, a few facts:

- > Research shows students who are exposed to at least four positive employer contacts during school are five times less likely to be unemployed and/or not in education or training. The same research shows countries with an education system that combines classroom learning with workplace exposure, tend to experience much lower youth unemployment.¹
- > In Australia, only 76% of young people from the lowest socio-economic backgrounds complete Year 12 - impacting their access to tertiary training, university and career opportunities. Students who complete Year 12 are far more likely to engage in further study. As a result they are more likely to have better prospects of good health, employment and earning a sustainable income.²

In 2019, 91% of students who completed ABCN's flagship mentoring programs while at school completed Year 12, and 63% accepted university offers.

- > Mentors who take part in ABCN programs consistently report having developed personally and professionally as a result of the program.

In 2019, 93% of mentors said the program has improved their intergenerational and cross-cultural awareness and 93% said it has improved how they mentor others.



ABOUT THE STUDENTS

The students we work with come from low socio-economic areas. Typical every day challenges for them might include poverty, overcrowding in the home with no access to a computer or resources - and even homelessness. They may have carer responsibilities and/or contribute to family finances through part-time jobs. Many have overcome language and cultural barriers or may have suffered trauma and loss as newly arrived



We were buddied up with an established professional and taken to corporate workplaces that we wouldn't normally be exposed to.

At an early age, it gave me a taste and something to think about for the future. Seeing what they did gave me further motivation for those career paths.

**GOALS student, 2005,
now working as a Senior
Recruitment Consultant**



I'm very selfish - this is self-fulfilling. It's not hard work, it's really self-satisfying and I feel really great at the end of the day.

**Mentor
J.P. Morgan**

immigrants or refugees. There may be no one in their family who has completed their own schooling. Limited social networks and a lack of professional role models can exacerbate these challenges. A workplace mentor who can be a trusted and experienced advisor to these students can make a real difference. For some of these students, you may be the first positive role model in their lives. Though these challenges are common, be sensitive to the fact that disadvantage can take many forms and can often be hidden, and that the young people we work with do not see themselves as 'disadvantaged', and do not wish to be labelled as such.

THE WORKSHOPS - WHAT TO EXPECT

- › An ABCN facilitator will be your guide for the program - mentors are never left out on a limb
- › You will be guided through the Rules of Engagement for the program at the launch - these can also be found on the program overview and in your mentor manual
- › Relax and have fun - you're not the focus and you won't be in the spotlight
- › On a typical program you'll be grouped with one or more colleagues and 4-5 students on a table - you will stay in these groups for the whole program
- › Every activity will be guided by a facilitator - the week before each session, your program champion will send you a snapshot of what will be covered
- › Your role is to act as a guide and be a role model - your input, thoughts, and experience will make the difference
- › You may be asked to present alongside your students - this is rarely for more than five minutes as a group.

DO I NEED TO PREPARE?

In a word - no! There is no need to prepare and no formal training or qualifications are required. However, if do want to prepare, you could consider the following:

- › Think back to your past and remember some experiences and stories of your first jobs - good, bad or ugly! Don't be afraid to be vulnerable and tell your student about mistakes you have made and what you learnt from them. Be prepared to talk about your failures more than your successes
- › Try to recall any hints, tips, skills that you learnt early on that have stood you in good stead. Was there anyone who reached out to you and made a difference?
- › Think about your timeline from leaving school to work - what your goals were when you first left school to what they are now - did they change? (and if so, how/why)
- › Remember some of the choices you've made in the past. Are there mistakes, regrets that you learnt from?
- › On the day, be willing to share your story - your experiences will help the students relate to you, break the ice and even help them consider that where you are now is more achievable than they thought.

All program activities are designed and structured to stimulate discussion and follow-up, but a simple and useful model of questioning to have up your sleeve is the 'What' model -

- What?** e.g. What resonated for you about the session/the activity/the program?
So what? e.g. What does this mean for you? What are the implications for your life?
Now what? e.g. What are you going to change or do differently? What are you going to do next? What action will you take?

More detailed guidance and support is available in the ABCN mentor manuals. Please ask your company champion for a copy.



I did this today thinking that I would be 'paying it forward'. Actually today was a great opportunity to reflect on skills and I also learnt some new ones!

Mentor
ABCN member company



Get involved, it's a win-win. I gained personally and really enjoyed learning with our great bunch of students.

Mentor
ABCN member company

- 1 Education and Employers Taskforce report *It's who you meet* (UK) 2012
- 2 Mitchell Institute report *Educational Opportunity in Australia* 2015

ABCN
Business Partnering with Education

ABCN Photography and Videography Policy

ABCN organises a professional photographer for some but not all ABCN programs. Due to our Child Safety responsibilities, we unfortunately cannot permit individual mentors to take photos of the students. However, if a company OTF/champion wishes to organise ONE professional photographer (or designate a keen amateur photographer at the company), this is permitted under special circumstances as described below. The photographer must hold a valid *Working With Children* number.

PRIOR NOTICE

ABCN requires prior notice if a company OTF/champion wishes to organise photos for internal and external publication. Please contact your ABCN Program Manager **at least one week** before the program commences.

PHOTO PERMISSION

The OTF/champion should ask the ABCN Program Manager if they have received photo/media release forms signed by the school/parents prior to the program. The Program Manager will advise of any students who cannot be photographed. On the day of the program, if the Program Manager is not present, the designated photographer should ask the facilitator or school teacher to identify the students who can't be photographed. **DO NOT photograph these students.** Respect someone's wishes if they do not wish to be photographed (this includes mentors as well as students).

VIDEOGRAPHY

The photo/media release form we collect from schools comprises permission for film/video footage as well as photographs. If you would like to conduct any filming, we recommend limiting this to completion ceremonies to ensure no unauthorised students are inadvertently included in the footage.

THINGS TO DO

- > Please take group or pair photos, not individual student ones
- > Don't get in the way of activities to get a shot
- > Take a group photo at the end of the program
- > Share your photos! They can be used for **both internal and external communications**, including by individual mentors on their personal social media accounts
- > Only post photos to social media **AFTER** the session concludes, not during the sessions
- > Tag ABCN on all posts: see below for our social media handles
- > Include the following hashtags: #ABCN #mentoring #futureofwork #volunteering

SOCIAL MEDIA HANDLES



SHARING WITH THE ABCN COMMS TEAM

We would appreciate receiving a selection of your images that we can share on social media or other outlet. Please send these images to marketing@abcn.com.au



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