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OF QUEENSLAND  
AUSTRALIA

# Centre for Social Responsibility in Mining

## Good Practice in Mentoring of Indigenous Employees July 2010

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## CENTRE FOR SOCIAL RESPONSIBILITY IN MINING

CSRSM is a member of the Sustainable Minerals Institute

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## LIST OF ABBREVIATIONS

|                              |  |
|------------------------------|--|
| <b>CSRSM</b>                 | Centre for Social Responsibility in Mining                                       |
| <b>DEEDI</b>                 | Department of Employment, Economic Development and Innovation (Qld)              |
| <b>DEEWR</b>                 | Department of Education, Employment and Workplace Relations (Cth)                |
| <b>*DEIR</b>                 | Department of Employment and Industrial Relations (Qld) (*now part of DEEDI)     |
| <b>DET</b>                   | Department of Education, Training and the Arts (Qld)                             |
| <b>FaHCSIA</b>               | Department of Families, Housing, Community Services and Indigenous Affairs (Cth) |
| <b>IBA</b>                   | Indigenous Business Australia  |
| <b>MCA</b>                   | Minerals Council of Australia  |
| <b>MISC</b>                  | Mining Industry Skills Centre  |
| <b>MoU</b>                   | Memorandum of Understanding  |
| <b>NWQ</b>                   | North West Queensland  |
| <b>NWQIRII</b>               | North West Queensland Indigenous Resource Industry Initiative                    |
| <b>QRC</b>                   | Queensland Resources Council   |
| <b>RISE Pathways Project</b> | Resources and Infrastructure Employment Pathways Project                         |
| <b>RPA</b>                   | Regional Partnership Agreement   |
| <b>Skills DMC</b>            | National Industry Skills Council for the resources and infrastructure sectors    |
| <b>TOs</b>                   | Traditional Owners   |
| <b>HRD</b>                   | Human Resources Department   |

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## Executive Summary

This report provides a brief overview of Indigenous Mentoring Programs across Australia, highlighting key learnings which can provide a good foundation for a mentor training program and mentoring programs to encourage employment recruitment and retention amongst Indigenous people in the minerals extraction industry. Twelve programs which address some aspects of Indigenous mentoring or mentor training on a formal and informal basis have been considered and the key learning points have been summarised below.

## Key Findings

- There are considerable efforts underway or in planning across Australia which seek to provide comprehensive mentoring to Indigenous employees/ trainees. Each of these programs has highlighted features which are seen by proponents as 'good' mentoring practice. One of the main elements that the programs consistently identify is the broader need to work not only with mentees themselves but also with the mentee's family for effective mentoring.
- Indigenous mentoring can be broken into three main components, each of which can influence the effectiveness of the mentoring process:
  - Workplace requirements that need to be in place to augment the mentoring process – facilitating planning, structures and mechanisms.
  - Key elements required to effectively train and accredit mentors.
  - The practical Indigenous mentoring process – key considerations that a mentor needs to address in their mentoring processes with the mentees.
- The scoping study found only one Indigenous mentoring training program which has evaluated its effectiveness after the first program delivery and has made adjustments to the program based on this.
- A SkillsDMC /DEEWR/MCA project is currently commencing (2010). The project's objectives include:
  - Provide a comprehensive understanding of Indigenous mentoring training programs across Australia.
  - Develop an accredited and comprehensive training package for Indigenous mentoring within the mining industry across Australia to provide recognition to the level of mentoring skills required.

## Introduction

This report reviews workplace Indigenous mentoring practices currently implemented across Australia, with a particular focus on the mining industry. It provides examples of mentor training schemes that are already in place and summarises key learnings from conversations with those implementing Indigenous mentoring programs and representatives of mining companies which have prominent Indigenous mentoring programs and practices. A range of existing programs operating in various locations across Australia have been considered and their main learning points summarised in Table 2 (below).

The report has been prepared for the North West Queensland Indigenous Resource Industry Initiative (NWQIRII). This is a partnership between the Queensland Resources Council (QRC) - through its member companies - and the State and Federal Governments. This partnership aims to improve and sustain Indigenous wealth and prosperity from the North West Queensland resources sector by targeting and supporting increased participation and improved outcomes in education, employment and business development. The University of Queensland's Centre for Social Responsibility in Mining (CSRMI) has been funded by the QRC to provide research and monitoring and evaluation support to the initiative. This scoping report is part of this ongoing work.

Specific objectives of this scoping report are to:

- provide a more detailed understanding of what comprises a good mentoring training program
- provide examples of how it may have been implemented elsewhere - good practices
- provide 'on the ground' practical examples of elements of mentoring programs that may have proved successful in other cases including benefits and ramifications of these actions that may not have been mentioned in reviews.

A comprehensive strategy for effective Indigenous mentoring needs to address three main components:

- Workplace requirements that need to be in place to augment the mentoring process by facilitating planning, structures and mechanisms.
- Key elements required to effectively train and accredit mentors.
- The mentoring process – key considerations that a mentor needs to address in their mentoring processes with the mentees.

The remainder of the report will explore each of these aspects.

Skills DMC (National Industry Skills Council for the resources and infrastructure sectors) is commencing two projects concurrently which will complement the findings of this report and feed directly into the Indigenous mentor training and accreditation aspect:

- A DEEWR funded project which focuses on the supervisory elements of mentoring, developing a relevant and comprehensive training package for mentoring across Australia and also providing accreditation to the program to provide recognition to the level of mentoring skills required.
- An MCA funded project which provides a comprehensive consideration of mentoring training programs across Australia, good practices and key learning points.

## Methodology

The desktop research for this report comprised a review of:

- documentation provided by the NWQIRII partnership facilitator, including in relation to the establishment of the initiative
- academic and practitioner literature on practical mentoring applications
- telephone discussions with people involved in mentor training and support programs across Australia to identify the main learnings from their course or program implementation. These mainly comprised state and federally funded agencies such as TAFE, Skills DMC, as well as Indigenous corporations and mining companies.

A total of 10 phone discussions were held with mining company personnel and Indigenous mentoring training program providers Australia wide, comprising:

- Indigenous mentoring training programs across Australia (5)
- mining company and industry representatives (3)
- government departments with Indigenous mentoring programs, specifically DEEDI and DET (2).

Although this document was originally developed to provide guidance to the NCQIRII partnership in NW Queensland, the information herein has been pulled together from a range of sources Australia wide. Hence the information can provide a useful guide to Indigenous mentoring programs and practice across Australia.

## Background

### 1. The NW Queensland Case

The northwest region of Queensland is home to approximately 31,000 people, with the majority (61%) residing in the urban centre of Mount Isa. According to the 2006 census, Indigenous people represent 22.7 percent (7037) of the total population, compared with 3.3 percent representation across Queensland. However, this ratio varies considerably throughout local communities in the region (table 1). The highest concentration of Indigenous people in the region is in Mt Isa, followed by the Gulf communities of Doomadgee, Mornington Island and Normanton.

**Table 1 Indigenous population by community 2006**

| <i>Urban Centre/Locality</i> | <i>Indigenous</i> | <i>Total population</i> | <i>Indigenous as % of total population</i> |
|------------------------------|-------------------|-------------------------|--|
| Doomadgee                    | 979               | 1052                    | 93   |
| Mornington Island            | 915               | 990                     | 92   |
| Normanton                    | 661               | 1100                    | 60   |
| Camooweal                    | 122               | 199                     | 61   |
| Cloncurry                    | 521               | 2384                    | 22   |
| Mount Isa                    | 3089              | 18857                   | 16   |

ABS 2006 Census

Indigenous people living in regional and remote areas of Queensland experience an unacceptable level of disadvantage with high levels of unemployment (Tiplady and Barclay, 2007; MOU QRC and Qld Government, 2007). Queensland's Indigenous unemployment rate of 13.2 percent in 2006 was more than double that for the rest of the population (4.5%). In NW Queensland the unemployment rate among Indigenous people, although slightly below the state average, remains high at 11.6 percent (ABS 2006).

Although there is considerable goodwill on behalf of government, communities and industry this has not adequately translated into growth in employment and economic participation within the Indigenous Australian population. Hence it is important to assess how workplace training and support systems can be most effectively used to complement efforts to attract and retain Indigenous people in the workforce. The Indigenous Australian population is as diverse as any other group in Australia. The level of skills, capabilities, cultural nuances and associated opportunities can thus vary considerably over this population.

Many Indigenous people who seek jobs must cope with greater personal, social and cultural pressures than most of their peers whether other Indigenous people or other employees. These pressures place the Indigenous employee at risk of failing to complete accredited training programs or remain in a workforce role. Early intervention through a structured mentoring relationship may give Indigenous people the tools and support they need to deal effectively with these often conflicting pressures while training or working. A key challenge is to achieve a balance between the often competing pressures surrounding Indigenous cultural obligations and obligations to employers and work colleagues.

This also extends to Indigenous operated businesses. Although there are some thriving Indigenous businesses in the NW region, these are limited in number. Aboriginal entrepreneurs generally do not have ready access to Indigenous mentors who can offer advice, give support and provide short cuts to setting up and running businesses, hence, these potential entrepreneurs begin from a challenging base, lack capital and networks and invariably rely on the government to capitalise their ventures often through seed funding. Some mining companies have also supported the development of Indigenous businesses and supported their growth through the life of their mine. The mentoring of Indigenous businesses can raise a different set of challenges than those faced in mentoring Indigenous workers for employment in existing roles in the minerals extractive industry. Therefore this report will confine the discussion to issues related to mentoring of Indigenous employees.

Some of the literature points to the exasperation experienced as a result of training for training's sake (Fordham & Schwab, 2007). Young, Guenther and Boyle (2007) note that the relatively high participation rates of desert Aboriginal people involved in vocational education and training has not resulted in jobs, with labour force participation rates having declined substantially across remote areas of Australia since 2002. Industry has also been critical of government programs that focus on generic training and offer insufficient industry-specific training (Vidler, 2007). Targeted and integrated training is designed to meet skills gaps in local and regional industry and can include on-the-job training (Henry et al., 1999). Some evaluations have found that job retention was higher when off-the-job training was provided; however, what is clear is that training must be linked with employment opportunities to ensure effectiveness (Department of Employment and Workplace Relations, 2003).

Besides improved vocational training, Tiplady and Barclay (2007) suggested strategies to increase Indigenous employee retention, including the provision of ongoing mentoring and support. Mentoring can offer a human resource development tool that, if well planned and implemented, can be used widely across a range of industries to support employees. Mentoring is implemented across many working environments in a variety of forms; however the following characteristics are common in mentoring programs:

- largely informally run and on a voluntary basis
- often provided by people who are not trained nor formally qualified for these roles
- often implemented without supporting company resources to enable sound outputs.

These forms of mentoring can offer some short term support, but may only have limited effectiveness in terms of the objectives of retaining and integrating Indigenous employees.

Furthermore, the diversity of the Indigenous population clearly suggests that mentoring is not a homogenous process and different levels and forms of mentoring are required for different people in different roles and with different background challenges. What may be required by one community may vary from another; hence a level of flexibility needs to be built into mentoring programs.

## 2. Mentoring - a definition

*Mentoring is many things ... but at its heart lies an affirmation of human relationships and the capacity for good relationships to enable those involved (the young people and their mentors) to learn and to grow. At the same time mentoring is no soft option. Quality programs require hard work and tough decisions. They require firm undertakings from all involved. They operate with purpose and deliver real outcomes from rising self esteem, healthier behaviours, and improved school attendance through to better informed career choices and a more secure place in education or the workforce. (Hartley, 2004, p.2).*

The terminology surrounding mentors and mentoring has recently gained considerable momentum and can be used in varying contexts for a variety of purposes. Consequently the terms are subject to conflicting interpretations and expectations from various stakeholders. Some expectations can be unrealistic. For example, mentors cannot be expected to “offer a ‘quick fix’ for complex employment, training and learning problems as well as more deep-seated cultural negotiations” where other methodologies may have failed (GTNT, 2008). In particular, from an Indigenous trainee’s or employee’s perspective, these concepts often appear to not quite deliver the level of successful mainstream engagement initially promised (Tanyah Nasir, Group Training Northern Territory).

A broad definition identifies ‘mentoring’ as a **‘mutually beneficial relationship which involves a more experienced person helping a less experienced person to achieve their goals’** (Australian Government, 2010; NSW Department of Premier and Cabinet, 2010; Department of Premier and Cabinet, Tasmania, 2009, BGA, 2008). The terminology surrounding “helping” can be quite ambiguous, however, and can involve a range of services, from limited unstructured support through to considerable support with highly developed programs and systems of implementation. Usually undertaken on a one-to-one basis, sound mentoring can foster growth and support the development of a person towards their fullest potential. Sound Indigenous mentoring can hence offer a human resource development tool to engage and integrate employees in the workplace whilst also providing support to enable the employee to better manage some challenging non-work commitments and issues.

Mentoring relationships can be formal (structured) or informal (ad-hoc), a peer relationship or a manager/subordinate relationship. Mentoring can offer benefits to both parties:

- The workplace mentee learns from the mentor who has already experienced a similar working path, who knows the company and is known in the company, and is able to be a champion for the less experienced person. Effective mentors can have a significant and long-lasting impact on those they mentor.
- The mentee is enabled to identify workplace and family challenges and pressures they may experience from the job position, and provided with an opportunity to develop strategies to address these in advance and to support their longer term employment in the role.
- The mentor benefits from developing as a leader, by their involvement in the development of another person, and by having the opportunity to reflect on their own skills and practices and to grow from the experience.



- Mentors can also have a role in the transmission of cultural values and norms of the Indigenous employees to newer site managers which can encourage better recruitment and retention of employees beyond the individual mentee.

Mentors hence seek to: provide useful advice drawing on experience and knowledge; generate respect and trust in their relationships; communicate openly and honestly about personal, often difficult, issues; understand and not overstep role boundaries. Mentors can be either Indigenous or non-Indigenous, the latter can be useful in addressing issues which Indigenous people may not find sit well with their Aboriginal value systems. This places mentors as more than a coach, providing a service that transfers wisdom targeting the personal and professional development and/or career and educational development of a person. Coaching on the other hand relates more to the vocationally-specific technical and skills-related learning in the workplace.

### 3. What constitutes 'Good' Mentoring Practice?

*The concept of mentoring remains [ill-defined]... evaluation has tended to be programmatic and anecdotal ... However, gaps in our knowledge about the theoretical base for such work, and questions about the aims, methods and effectiveness of the concept, have become evident. ...Overall many programmes start with a 'deficit' model, implying that young people and their families fail to meet some undefined 'norm' (Tanyah Nasir, 2008).*

When non-Indigenous people discuss mentors and mentoring, there is often an assumption that only Indigenous people need a mentor to develop the knowledge, skills and attitude to conform, comply and succeed in the mainstream workplace. However, many non-Indigenous employees also require support to achieve in the workplace and indeed to acknowledge the benefits from working in a diverse social and cultural environment. A meaningful and trusted mentoring relationship should encourage a foundation of mutual respect, shared responsibility, critical reflection and a passion and commitment to seek to understand what the mentee does not know regarding the workplace role, acknowledging the diversity that exists.

One mentor program participant highlighted how the level of mutual respect and trust established in the mentoring relationships can enable the mentee to: *'discuss conflict from both angles... I might not always come up with a solution but sometimes just talking about how I am feeling with my Mentors is enough'* (APSC, 2010). Effective mentors focus on creating an environment where mentees can develop at their own pace, rather than being directive and controlling.

In 2000, Mentoring Australia, the (then) national association for mentors and mentoring programs, developed 'benchmarks' to enhance the rigour of mentoring programs by setting standards for responsible mentoring. These benchmarks include:

- a well-defined mission statement and established operating principles, policies and procedures
- regular, consistent contact between mentor and mentee
- establishment under the auspices of a recognised organisation
- paid or volunteer staff with appropriate skills
- written role statements for all staff and volunteer positions
- adherence to Equal Employment Opportunity (EEO) requirements
- inclusiveness in relation to ethnicity, culture, socio-economic background, gender and sexuality as appropriate to the program
- adequate ongoing financial and in-kind resources
- written administrative and program procedures
- documented criteria which define eligibility for participation in the program

- program evaluation and ongoing assessment
- a program plan that has input from stakeholders
- risk management and confidentiality policies
- use of generally accepted accounting practices
- a rationale for staffing arrangements based on the needs of all parties
- clear procedures to exit the program.


In addition to these elements, other key positive characteristics of effective Indigenous mentoring can include:


- mentors with positive characteristics including: a sense of humour, respectful, empathetic and flexible (MacCallum et al, 2005)
- involvement of families in the program - time spent building relationships, encouraging Indigenous families to become involved
- sufficient resources available to address a full range of cultural and social issues, and the tensions between cultural processes and professional development (Partington, 1998)
- talented and energetic students /employees who want to work
- mining companies and other stakeholders who have a clear vision and commitment to contributing to Indigenous employment and economic participation
- leadership and commitment of workplace staff, especially the program coordinator, with experience and knowledge of local conditions
- a focus of the Indigenous coordinator on processes and methods to get things done rather than being constrained by policy, procedures and risk management regimes. Those programs that tended to succeed have people who were keen to find ways to resolve challenges rather than see them as constraints to mentoring (MacCallum et al, 2005).



## Key Findings


A review of the literature and discussion of programs either being implemented or developed highlights a range of considerations and dimensions. The table below covers operation, outcomes and learnings of each of a number of examples of mentoring. Where these areas address specific components or stages associated with Indigenous mentoring (workplace requirements, training of mentors, or mentoring practice) this is highlighted by an appropriately shaped key - ☆, ● or ▲ (see explanation below the table).


**Table 2: Summary of several key mentoring programs across Australia**

| Program Details  | Stage   | Background   | Delivery of the Program  | Key learning points<br>Success factors and /or<br>challenges  | Expected<br>outcomes  | Engagement   |
|--|---|--|--|---|---|--|
| <b>Newmont Mining Company</b>  |   |  |  |   |   |  |
| <p>A formal mentoring program</p> <p>3-pronged approach to mentoring:</p> <p>a) learning and development dept</p> <p>b) Aboriginal organisation linkages – to deliver cultural training</p> <p>c) hire an outside consulting company to deliver counselling through Indigenous counsellors and psychologists to deal with such issues as intergenerational trauma.</p> |  | <p>Program more a focus on assisting communities (through the employees and their families) to deliver sustainable development elements - especially strengthening cultural resilience - rather than merely a skills development focus.</p> <p>Will utilise program offered by Skills DMC to train and accredit mentors.</p> | <p>Mentoring a very fluid process –not always highly structured – a continuous improvement program, integrated into work force planning.</p> <p>Mentoring for both Indigenous and non-Indigenous employees at all levels.</p> <p>Includes suitable technical support “buddies” in respective work areas on the mine site.</p> <p>Flexibility built into work hours for Indigenous workers from town on Labour hire program i.e. short shifts, shorter hours.</p> <p>Ongoing throughout employment.</p> | <ul style="list-style-type: none"> <li>- All Indigenous apprentices and trainees linked to mentors from as soon as employed.</li> <li>- introduce selves at induction.</li> <li>- dedicated coordinator one on one face to face mentoring in a safe and secure office space away from the mentee’s work area with support from senior manager.</li> <li>- Employee profiles linked to work roles – close links to HRD processes – need realistic expectations of employees e.g. some mentees heavily involved in customary obligations are better suited to roles in the company that enable them to manage both work and customary roles than those upon which operational outputs heavily rely.</li> </ul> <p>Mentors require:</p> <ul style="list-style-type: none"> <li>- pathway to accreditation of mentoring roles</li> <li>- support to manage their roles or can lead to burn out roles</li> </ul> | <p>Assist employees to adapt to life on a mine site → higher retention rate (up to 91% for permanent work force).</p> | <ul style="list-style-type: none"> <li>- Close working relationship with TOs and communities</li> <li>- Recognises that the company is not best placed to provide specialist mentoring – thus outsource key aspects of mentoring to community based organisation to deliver – keeps community linked and involves families.</li> <li>- Strong support base for the Indigenous labour hire program from nearest township (employed on casual basis through CDEP)</li> <li>- Support provided during the employment both through buddy system and specialised mentoring where needed.</li> <li>- An ongoing relationship between mentor and mentee offsite as well.</li> </ul> |



| Program Details   | Stage   | Background   | Delivery of the Program   | Key learning points<br>Success factors and /or<br>challenges   | Expected<br>outcomes   | Engagement  |
|---|---|--|---|--|--|---|
| <b>Rio Tinto Argyle Diamonds</b>  |   |  |   |  |  |   |
| <p>Formal process - trainees and apprentices only - 51 apprentices and trainees.</p> <p>Also provide support to direct employees - can come to mentors rather than to HR.</p> |  | <p>Has been carrying out this type of mentoring scheme for ~8 years.</p> | <p>Small team of mentors – 2 indigenous women and one non-Indigenous superintendent – Indigenous girls came in with no experience but have been skilled up.</p> <p>Formal recognition has not been an issue but may be good to accredit mentors.</p> <p>Case-manage each person one by one – sometimes it’s a minor thing which may throw the person. Mentors need to be across all issues.</p> <p>Suggested concept of <b>‘Moving mentors’</b> – not one mentor– everyone should be a mentor in company.</p> | <p>HRD tend to not deviate from the rules – need to take a risk to achieve or could fall behind.</p> <p>Cannot lock mentoring into rigid square as needs to be a flexible process.</p> <p>Too big a specific mentoring team can spoil the process – needs to have the right people as mentors.</p> <p>The company needs to be on board and mentoring should be driven from the top.</p> <p>Mentoring can also be detrimental to mentee – need to work very closely with person – mentees should not just latch onto one person – can form bond with one person - that is why everyone should be part of the process.</p> <p>Burn out can be an issue for mentors – no one to care for the carer.</p> | <p>Retention rates of apprentices are excellent– all getting jobs after training – also turning out to be good workers and social role models.</p> | <ul style="list-style-type: none"> <li>- Work closely with communities and families.</li> <li>- Engage directly with community on an ongoing basis.</li> <li>- Before recruiting people work with people in communities: – get to understand issues and the strengths – a detailed process for months → then 4 day workshop at Argyle to find out what they know or don’t know</li> <li>– Literacy not an issue – if people have a heart to work mentor will develop training program to get to next step.</li> </ul> |

| Program Details  | Stage  | Background | Delivery of the Program   | Key learning points<br>Success factors and /or<br>challenges  | Expected<br>outcomes   | Engagement |
|--|--|------------|---|---|--|------------|
| <b>Rio Tinto Aluminium Weipa</b>   |  |            |   |   |  |            |
| Indigenous employee programme,<br>“It is a programme that nurtures the employee from day one” (RTA). |   |            | Mentoring of Indigenous employees, usually undertaken by experienced Indigenous employees who provide advice and support during the critical first year of employment.        | Recognition given to the adjustments that Indigenous people need to make in the workforce.  | Assists in retaining employees.<br><br>There are eight Indigenous employees currently in the team who have been supported through the new mentoring programme. |            |
| <b>Rio Tinto Coal Australia</b>  |  |            |   |   |  |            |
| Informal mentoring system.   |  |            | Fits into the organisational culture - supporting and mentoring employees.<br><br>Specific aspects of this include:<br>- Buddy system<br>- Peer - mentoring in the workplace. | Mentors encourage the mentees to set up two banking systems:<br>– an <b>invisible bank</b> for part of pay not to be asked for by family members or utilised in time off<br>- <b>visible bank</b> – the daily usage bank. |  |            |

| Program Details   | Stage   | Background   | Delivery of the Program  | Key learning points<br>Success factors and /or<br>challenges | Expected<br>outcomes  | Engagement |
|---|---|--|--|--|---|------------|
| <b>Skills DMC Indigenous Mentoring Project - National Mentoring Project</b>   |   |  |  |  |   |            |
| <p>Developing a competency based national mentoring scheme and Resource materials.</p> <p>Objectives:</p> <p>'To develop a framework for the provision of mentor training and support for supervisors that includes cultural awareness support for indigenous employees to increase workforce participation, retention, progression and access to training and development opportunities' .</p> <p>'Identify and highlight best practice examples of employers in the mining, civil and resource sector working with and mentoring their Indigenous trainees/ employees'.</p> |  | <p>Commissioned by DEEWR and MCA to develop a mentor resource training package for supervisors of Indigenous employees and trainees.</p> | <p>A consultant to undertake the process has been recruited and is commencing the background research work across Australia.</p> <p>A consultative committee has been appointed – First consultative meeting to be held in Perth 19 July.</p> <p>It is expected that later this year a pilot project will be ready for implementation.</p> |  | <ul style="list-style-type: none"> <li>- Reduced Indigenous employee turnover.</li> <li>- Increase in the progression of Indigenous employees in the workplace.</li> <li>- Increased industry uptake of Indigenous employees.</li> <li>- Integration of mentoring and supervision programs by industry as an element of Indigenous employment retention strategies.</li> <li>- Increased awareness in the workplace of the transition requirements of Indigenous people.</li> </ul> |            |


| Program Details  | Stage   | Background                                 | Delivery of the Program   | Key learning points<br>Success factors and /or<br>challenges   | Expected<br>outcomes  | Engagement  |
|--|---|--|---|--|---|---|
| <b>Great Southern Institute of Technology (WA)<sup>1</sup></b>   |   |  |   |  |   |   |
| <p>Certificate III Indigenous Mentoring (Wirdanyiny).</p> <p>Offered for a variety of students including those working in public sector mentoring roles and teachers who work in remote locations.</p> |  | State Government – accredited TAFE course. | <p>Flexible offering – time frames are flexible yet it appears to date that the longer span of the course may be more effective.</p> <p><b>Program structure is pivotal</b> – whether things work with target group - how time is allocated to various aspects of program:</p> <ul style="list-style-type: none"> <li>- need considerable time on culture awareness</li> <li>- not just practices and values – also process of history and how past impacts affect the present</li> <li>- important for Indigenous and non-Indigenous mentors</li> <li>- the sequence of program delivery is important</li> <li>- field trips important to understanding local realities</li> <li>- Uses local people to deliver programs.</li> </ul> | <p>Access and participation of Indigenous students – institutional courses run over extended period of time – not always culturally appropriate or encouraging and then people do not finish courses –need to recognise that not only learning styles are different but also attendance styles – largely not acknowledged or catered for – flexible way of delivery is hence important or this can offer another form of institutional discrimination.</p> <p>If program outputs more modular – works better.</p> <p>Co-facilitation important – need for Indigenous person where available.</p> <p>- Need to recognise the diversity between different Indigenous groups.</p> | <ul style="list-style-type: none"> <li>- Positively acknowledged by students.</li> <li>- Increased awareness of more subtle elements of the culture.</li> <li>- An evaluation of the program was undertaken after the first training program and learning points from this program were integrated into the subsequent program (see appendix 1).</li> </ul> | <p>Successful engagement of local people important for program:</p> <ul style="list-style-type: none"> <li>- improves the accuracy of information</li> <li>- engages community more readily</li> <li>- provides sound solutions.</li> </ul> |


<sup>1</sup> See Appendix 1 for recommendations from the evaluation of the first program delivered

| Program Details  | Stage   | Background   | Delivery of the Program   | Key learning points<br>Success factors and /or<br>challenges | Expected<br>outcomes  | Engagement |
|--|---|--|---|--|---|------------|
| <b>Indigenous Success Australia (ISA) (IES)</b>  |   |  |   |  |   |            |
| ISA - small 100% Indigenous owned Canberra-based company, provides employment and mentoring support services to a range of public and private sector organisations. The mentoring services include:<br>- trained mentors to employers<br>- training of in-house staff to provide mentoring support capacity. |  | Since 2004 ISA provides culturally sensitive employment, education and enterprise development solutions to major Australian companies and State and Federal Government organisations.                  | Adapts program to clients' particular needs.  |  |   |            |
| <b>Building Indigenous Capability Pty Ltd (BIC)</b>  |   |  |   |  |   |            |
| Accredited program - nationally certified <sup>2</sup> - Registered Training Organisation (RTO National Code 88113).   |  | Developed the course to help Indigenous people continue in their work in employment roles – help to manage the socio-cultural and work roles effectively for both Indigenous & non-Indigenous mentors. | The course has been delivered to over 600 people across a range of industry sectors including:<br>- pastoral sector<br>- mining – BHP, Kakadu area<br>- employment services<br>- Indigenous community<br>- public sector<br>- community services<br>- education sector. |  | Equips participants with the practical skills to successfully guide an indigenous student or employee to success. |            |



<sup>2</sup> See Appendix 2 for units of competency within the BIC course



| Program Details   | Stage   | Background  | Delivery of the Program   | Key learning points<br>Success factors and /or<br>challenges                                | Expected<br>outcomes  | Engagement |
|---|---|---|---|---|---|------------|
| <b>Aboriginal Counselling Services (ACS)</b>  |   |   |   |   |   |            |
| Curriculum includes:<br>- The role of a mentor /buddy.<br><br>- Practical strategies to support others.<br><br>- Confidentiality.<br><br>- Problem-solving skills.<br><br>- Workplace conflict.<br><br>- Self care. |  | ACS is a professional counselling service accredited by the Australian Counselling Association.<br><br>ACS counsellors are Aboriginal and qualified.<br><br>Often Aboriginal Employment Strategies highly successful in recruiting Aboriginal staff but struggle to retain their Aboriginal staff.<br><br>Program offers:<br>A culturally sensitive and safe way to support each other to transition into a workplace and beyond. | <ul style="list-style-type: none"> <li>- Facilitators have professional qualifications, skills and experience in mentoring and training, and have worked as mentors for Juvenile Justice and government agencies.</li> <li>- The program is flexible and can be adapted to suit workplace requirements.</li> <li>-The program can work with the mentors and/or mentees either together, separately or in combination.</li> <li>- The length is flexible.</li> <li>- One-day training for mentors and mentees.</li> <li>- A half day or full day follow up may be added to maximise the outcomes.</li> </ul> | Positive impact on the attraction and retention of Aboriginal staff where it has been used. | Mentoring will assist to attract and retain Aboriginal staff. |            |


| Program Details  | Stage   | Background  | Delivery of the Program  | Key learning points<br>Success factors and /or<br>challenges | Expected<br>outcomes   | Engagement |
|--|---|---|--|--|--|------------|
| <b>Australian Indigenous Leadership Centre (AILC)<sup>3</sup></b>  |   |   |  |  |  |            |
| <p>Introduction to Diversity Mentoring (Indigenous) 2010.</p> <p>Cost \$1600</p> <p>As a Registered Training Organisation (RTO 88105), it offers accredited courses in Indigenous Leadership, as well as non-accredited short courses in specific leadership skills.</p> |  | <p>The AILC is an Indigenous, not-for-profit company, governed by a mainly Indigenous Board. It was set up in 2001 to foster Indigenous leadership.</p> <p>New South Wales Aboriginal Lands Council (NSWALC), National Australia Bank (NAB) and IBA formed a partnership with the AILC to deliver certificate level programs in 2009.</p> | <p>3 courses have been held so far with 25 people trained – Melbourne, Alice Springs Canberra.</p> |  | <p><i>“Our courses aim to empower Indigenous Australians to cope with a demanding and rapidly shifting social, political and economic landscape. Staying ahead of these shifts means the difference between merely surviving and thriving.”</i></p> <p>Professor Mick Dodson,<br/>Inaugural<br/>Chairman, AILC</p> |            |

<sup>3</sup> See Appendix 3 Indigenous Leadership Centre Information




| Program Details   | Stage   | Background  | Delivery of the Program   | Key learning points<br>Success factors and /or<br>challenges   | Expected<br>outcomes  | Engagement |
|---|---|---|---|--|---|------------|
| <b>Indigenous Small Business Mentoring Project Metropolitan South Institute of TAFE - Mt Gravatt Campus<sup>4</sup></b> |   |   |   |  |   |            |
| Smart State initiative.<br><br>Trains small business operators to mentor Indigenous entrepreneurs.                      |  | Mentoring Program set up 2009.  | Currently 3 mentors – looking to train and recruit more mentors.<br>Pre-requisites:<br>- ~5 year business background<br>- Certificate IV Training and Assessment<br>- Recognise prior learning.   | Small business operators often don't want to collaborate and work together – need to talk to each other. | Positive feedback from clients.   |            |
| <b>Department of Education and Training and Department of Communities<sup>5</sup></b>                                   |   |   |   |  |   |            |
| Government led Initiative<br>- 6 month program with facilitator led sessions.   |  | An initiative of the Community Services Skilling Plan – to contribute to a contemporary, capable and skilled workforce. | Curriculum:<br>- relevant face to face workshops<br>- 1-2 hours a month for mentor/mentee to share knowledge and experiences<br>- potential mentors supported by facilitator and project officer. |  | Feedback for this program has been positive.<br><br>- More trained and effective mentors of Indigenous students or employees.<br>- Higher retention of Indigenous employees (who have been mentored). |            |

<sup>4</sup> See Appendix 4 Small Business Solutions Mentoring Program

<sup>5</sup> See Appendix 5 Indigenous Mentoring Program DET

| Program Details   | Stage   | Background   | Delivery of the Program | Key learning points<br>Success factors and /or<br>challenges  | Expected<br>outcomes | Engagement   |
|---|---|--|-------------------------|---|----------------------|--|
| <b>Wal-Meta Moving into management</b>  |   |  |                         |   |                      |  |
| <b>DEEDI – not currently being implemented but has some relevant learning points</b>  |   |  |                         |   |                      |  |
| <p>Program developed in 2000 but not implemented.</p> <p>Mentoring program for Indigenous Career Pathways in the Public Sector.</p> |  | <p>Set up to encourage Indigenous people to enter and climb through the different levels of government.</p> <p>The program established Indigenous employment targets of 2.4% employment across the public sector by year 2002 and 2.4% for all classification levels by year 2010.</p> |                         | <p>Trust is a key element in a mentoring relationship.</p> <p>Mentors can become a potential source of information, knowledge, assistance and insight and can assist the participant to meet the requirements and expectations of the Department. There are benefits to be gained by everyone in a successful mentoring relationship.</p> |                      | <p>A mentor has:<br/>- qualities of experience and perspective - challenging the protégé, giving support and encouraging them without being a crutch.</p> <p>Mentoring requires openness and a willingness to share.</p> |

### Mentoring Stages

|                        |   |
|------------------------|---|
| Organisational changes |    |
| Mentor training        |  |
| Mentoring              |  |

## **Key considerations for developing and implementing Indigenous mentoring programs**

The above review indicates that there is a wide range of Indigenous mentoring programs, processes and styles implemented in the workplace across industry and through training programs. As highlighted throughout this report there are three major aspects which need to be considered when developing Indigenous mentoring training programs:

- Workplace requirements that need to be in place to augment the mentoring process.
- Key elements required to effectively train mentors.
- The mentoring process – key considerations that a mentor needs to address in their mentoring processes.

These will be addressed individually to capture the main inputs and feedback from stakeholders.

### ***1. Key workplace requirements to encourage successful mentoring***

The workplace needs to recognise and implement particular measures which can support the needs of the mentee in order to encourage their retention. Integrating the mentoring program into workplace planning and strategic development is important to ensure that these needs are acknowledged and resources are provided to address them. Some key measures which need to be considered when integrating mentoring into planning processes are:

- Clearly articulating company commitment at all levels and mainstreaming the mentoring process throughout the company.
- Providing a level of flexibility within the workplace to enable people to develop at their own pace. This recognises the heterogeneity of Indigenous people, their challenges and their mentoring needs. HRD departmental policies, particularly those which seek to ensure consistency across standards and practices, can often be too rigid to cater for the needs of some of these employees/trainees. Developing enabling mechanisms for specific situations - such as flexible work rostering times and leave requirements - can build in a level of flexibility required.
- Allocating resources to support both the mentor and mentee through such measures as additional recruitment requirements and training support.
- Providing support mechanisms for the mentor to facilitate their mentoring support – such as alternate support to ensure mentors do not burn out.
- Building realistic expectations of employees into HRD recruitment processes. For example, placing those with high levels of cultural obligations into jobs which enable them to manage the work and cultural obligations effectively.

### ***2. Mentoring training programs – key elements for effective training of mentors***

- The program structure has been identified as pivotal to the success of a mentoring training program. This includes such elements as:
  - Weighting of emphasis on different topics within the program. For example there needs to be a strong emphasis on cultural awareness training for both Indigenous and non-Indigenous trainees. Even when a mentor is Indigenous, it cannot be assumed that he/she understands the mentees norms and values. Differences in economic background/status, family background, education and other characteristics and experiences can mean their values may diverge considerably.
  - Providing adequate recognition to the historical experiences of the mentors and the proposed mentees; particularly of varying regional historical contexts. Mentors may have had different historical experiences than their mentees, such as: whether they are from a 'stolen generation'; from an area with high

racial discrimination; or from a background of resettlement and marginalisation of a community.

- Program delivery
  - Integrate experiential learning such as case studies/scenarios for mentors and mentees to address real issues in their various contexts.
  - Field trips to communities are important to understand local realities.
- Evaluation is important to make necessary adjustments and assess the level of effectiveness of the program
  - Formal evaluation from participants (mentor, trainers, supervisors, co-ordinator, and other work team members) following the program and again when the mentor is working with mentee(s) after 6 months to assess any specific foci that should have been included in the program.

### **3. Successful Mentoring – key elements of effective mentoring**

Mentoring Indigenous employees is not a standard process; whilst many may not have difficulties adjusting to the workplace, others may face significant challenges, especially involving cross-cultural sensitivities. In acknowledgement of this, mentoring cannot be an ad hoc activity and needs to be planned and tailored to the needs of the Indigenous employee, their work colleagues and the mining company or formal training provider. From both the literature and discussion with personnel from Indigenous mentoring programs across Australia, the following key aspects need to be recognised and included in mentoring programs:

- Two way mentoring – it is essential that we value Indigenous ways of knowing, doing and being, and embed these practices into the day to day operations when providing mentoring for Indigenous employees and trainees. One way mentoring involves ‘blaming’ that prompts resistance from those being mentored and ultimately acts to perpetuate the current status quo of Indigenous disadvantage (*Tanyah Nasir, 2008*).
- Mentoring can include the following elements:
  - training support – evaluation of career choices and links to support resources
  - role modelling –the mentor can identify their own responses and actions to specific challenges in the workplace including those that may have arisen from their home situation and may parallel mentee experiences
  - attention and concern – provision of appropriate levels of empathy and concern whilst not over sympathising to encourage efforts
  - accountability and reliability of both parties
  - listening skills.
- The importance of not only working with the mentee but also with their community and family is clearly highlighted by all programs.
- Evaluation is important to make necessary adjustments and assess the level of effectiveness of the program:
  - Informal evaluation (and monitoring) of the program is important throughout the program through feedback from mentees on an ongoing basis.
  - Formal evaluation by all participants (mentor, trainers, supervisors, co-ordinator, and other work team members) should occur approximately 6 monthly. This can ensure that the process is recognised as an effective human resource development tool and outcomes can be integrated in performance appraisals and career pathways for the mentee. It will also ensure any major challenges can be recognised and adjustments made.

The mentoring relationship can go through three main stages:

- Developing rapport and building trust – helping the employees achieve specific tasks assists in this process, yet it can take time to achieve, especially where communication

styles differ from those of the mentor or past experiences and disappointments result in a wariness to commit or trust. This can manifest in missed appointments, unreasonable requests or angry or sullen behaviour. Once the trust is gained the real work of the mentoring relationship can commence. Mentors need to maintain a consistency and accountability in their requests and efforts as predictability can encourage trust. Confidentiality is also a key element in the initial stages of mentoring ensuring that what is said to the mentor is not passed to employers, family or friends.

- Setting and reaching goals – assisting mentees identify specific goals, breaking these down into manageable steps and considering ways to achieve these. It is important that the mentor has access to resources to achieve a fit between what the trainee wants to learn/accomplish and what the mentor can teach.
- Bringing closure to the relationship - recognising the finite life of the mentoring relationship when the mentee has achieved a level of consolidation within their role and is effectively managing the different roles and responsibilities. The time for closure may be different for different people.

## Conclusion

As the scoping report has demonstrated, there are many different forms of mentoring training programs operating across Australia, some of which are formal and others less formal in structure. It must be noted that there are also a range of informal practices and methodologies which are utilised within many workplaces which can provide considerable support and technical assistance to mentees. Many of these practices are not recorded and may be based upon customary knowledge, experience and sound interpersonal skills. Some of these were mentioned in discussions with company mentors and mentoring training programs and have been documented in this report. From each of these programs several key learning points have been identified in discussions with the various stakeholders and specific aspects highlighted. It is apparent from this scoping report that there are considerable efforts underway or in planning across Australia which seek to provide comprehensive mentoring to Indigenous employees/ trainees in a range of workplaces, including mining enterprises.

Proponents of Indigenous mentoring consistently identified that a practice critical to 'good' mentoring practice was the need to work not only with mentees themselves but also with the mentee's family. Yet what was also highlighted was that few organisations formally evaluated either the Indigenous mentoring practice or training programs undertaken. One training organisation that did recognise and formally evaluate their program suggested the process was critical and that programs needed flexibility around length, purpose of the mentoring and weighting of the program content. Mining company discussions also recognised the importance of mentoring being a flexible process tailored to different circumstances and mentee requirements.

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## **Appendix 1: Summary of recommendations from Review of the Great Southern TAFE 51590 Certificate of Mentoring III**

–Resource Development Project – March 2010

### **Recommendations on program content and related processes in the practical delivery of the Certificate in Mentoring III:**

1. Support students to meet minimum legal and duty of care requirements as early as possible
2. Overlap delivery of Establish the Cultural Context 1 and 2 and Understand Human Development
3. Do not overwhelm students with content on cultural context
4. Revisit and review material previously covered regularly
5. Arrange field trips often to break up course content
6. Use the colour coding to distinguish resources for each of the units
7. Consider voice-overs for the PowerPoint presentations
8. Ensure that counselling staff are available to support the early sessions, and particularly the development of the student timeline
9. Allow up to 10 weeks for the practical mentoring field placement

## Appendix 2: Units Certified in BIC Indigenous Mentoring Training

### 80756ACT MENTORING INDIGENOUS TRAINEES (+/-)

#### Requirements

- Four (4) units of competence are required to complete this Qualification.

| Unit No.   | Unit Title  |
|------------|---|
|            | <b>The following units of competence are compulsory</b> |
| IES0001A   | Mentor Indigenous Trainees for job retention            |
|            | <b>Course Delivery Training components:</b>             |
| BSBWOR301A | Organise personal work priorities                       |
| BSBDIV301A | Work effectively with diversity                         |
| BSBPRO301A | Recommend products and services                         |
|            | Face to face delivery in a classroom                    |
|            | Completion of Assessment Workbook within 21 days        |

# Appendix 3: Indigenous Leadership Centre



Australian Indigenous Leadership Centre  
From little things big things grow

- HOME
- ABOUT US
- COURSES & PROGRAMS
- OUR SUPPORTERS
- NEWS & EVENTS
- NEW OPPORTUNITIES
- FORUM
- RESOURCES
- FAQS

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- Short Courses
- Tailored Courses
- Our Programs
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## Certificate Courses

Event

- Title:** Introduction to Diversity Mentoring (Indigenous) 2010
- When:** 27/07/2010 - 29/07/2010
- Where:** Sydney - TBC
- Category:** [Short Courses](#)

### Description

This comprehensive 3 day program is designed for Indigenous Australians who wish to further develop leadership knowledge, skills and networks; and non-Indigenous Australians who wish to work more effectively with Indigenous people within the workplace and/or Indigenous communities.

This unique program uses a practical approach to the complexities of mentoring in a cross-cultural context.

- What is diversity mentoring?
- How is cultural diversity included in the mentoring process?
- What are the ethical considerations?
- How do we develop successful diversity mentoring relationships?

*"Our courses aim to empower Indigenous Australians to cope with a demanding and rapidly shifting social, political and economic landscape. Staying ahead of these shifts means the difference between merely surviving and thriving."*

Professor Mick Dodson, Inaugural Chairman, AILC

### [Download Application Form](#)

#### Module 1: Increasing Our Understanding – Essential Knowledge

##### The mentoring experience

- What it is and what it is not
- Mentoring experiences
- Mentoring in context

##### Diversity – what do we mean?

- Cultural diversity

## Certificate Courses - Introduction to Diversity Mentoring (Indigenous) 2010 - Canberra

### Module 1: Increasing Our Understanding - Essential Knowledge

#### The mentoring experience

- What it is and what it is not
- Mentoring experiences
- Mentoring in context

#### Diversity - what do we mean?

- Cultural diversity
- Our multiple layers of diversity
- World views, values, beliefs, and attitudes

#### Mentoring, leadership and ethics

- Cross-cultural communication
- Influencing in a cross-cultural setting
- Ethical considerations

#### Understanding diversity mentoring relationships

- Defining diversity in the relationship
- Group membership – access to culture, power and knowledge
- Multiple and shared group membership
- Identification and role-modelling
- Stereotypes: the lens we use to view others
- Comfort zones

### Module 2: Practical Tools and Frameworks - Empathy, Communication, Reciprocity

#### Approaches to diversity

- Diversity ground rules.

#### Strategies for success

- Awareness-raising
- Understanding our world view
- Stretching the comfort zone
- Sharing values and deep diversity
- Effective communication
- Mentoring agreements and expectations
- Empathy and insight
- Meeting the needs of mentees
- Understanding the context.
- Reciprocity – two way learning

#### Addressing perceptions of others

- Perceptions of diversity mentoring relationships
- Perceptions of cross gender diversity relationships
- Inter-generational considerations

#### The future

- Diversity mentoring and new technologies
- Diversity mentoring in 2020

## Appendix 4: Small Business Solutions – Business Mentoring Program

Business challenges...  
profitability issues..how to  
grow your business and develop  
your personal skills?

Register now...  
and take advantage of the free  
Indigenous Small Business Mentoring  
Workshops Pilot Program.



**SOLUTION FOUND**  
BUSINESS SKILLS MENTOR: *Elizabeth Marnock*

Limited places available -  
**REGISTER NOW**

Phone 1300 40 60 80  
[www.smallbusinesssolutions.qld.gov.au](http://www.smallbusinesssolutions.qld.gov.au)  
[enquiries@smallbusinesssolutions.qld.gov.au](mailto:enquiries@smallbusinesssolutions.qld.gov.au)

Elizabeth Marnock - Project Coordinator  
Indigenous Small Business Mentoring Project

small business  
**[solutions]**



Free Indigenous Small Business  
Mentoring Workshops Pilot Program



**SOLUTION FOUND**  
BUSINESS SKILLS MENTOR: *Elizabeth Marnock*

small business  
**[solutions]**



Find out how you can enhance your business skills, profitability and growth and take your business to the next level... all for free.

The Department of Education, Employment and Workplace Relations and Metropolitan South Institute of TAFE are offering a series of free business mentoring workshops and mentoring support for eligible Indigenous businesses.

**If you own a small, home-based or micro-business, you should consider joining our Indigenous Small Business Mentoring Workshops Pilot Program.**

At our Business Mentoring Workshops, you will learn about:

- Planning for success
- Taxation and finance
- Business and legal requirements
- Managing your team
- Intellectual property and new exporter assistance

Plus you will receive complimentary **one-on-one mentoring support** for one month from our qualified Indigenous Business Skills Mentors.



### Mentor support in your workplace.

The mentoring process is designed to offer you and your business short, sharp, focused blocks of dedicated time and support from your mentor. Your Business Skills Mentor will provide a **Business Health Check**, which aims to give an objective diagnosis of your business's overall performance as well as identifying the specific skills which may need building upon. It will also give you an understanding of the future stability and growth potential of your industry.

Once your Business Health Check is complete, you'll work with your mentor who'll coach and help you to identify key issues requiring attention and assist in developing strategies and finding solutions.

Small Business Solutions has become a 'must' for many small business owners throughout the state.

It is a practical way to get expert advice and support from your mentor.

Through Small Business Solutions and TAFE Queensland, you may be provided with formal accreditation of your skills and knowledge, no matter how, when or where the learning occurred. Skills Recognition can be used to achieve full or part qualifications and can be used to identify any further training required to receive a qualification. Having skills recognised makes good business sense as you may:

- Improve your business's reputation
- Engage a greater variety of work
- Expand to new markets
- Retain an edge over competitors



## [ Indigenous Small Business Mentoring Program ]

The Department of Education, Employment and Workplace Relations and Metropolitan South Institute of TAFE are offering complimentary one-on-one mentoring support by qualified Indigenous Business Skills Mentors.

The Indigenous Small Business Mentoring Program is designed to provide your business with short, sharp, focused blocks of dedicated time and support from a business mentor. Your Indigenous Business Skills Mentor will provide a Business Health Check which aims to give an objective diagnosis of your business's overall performance as well as identifying the specific skills which may need building upon. It will also give you an understanding of the future stability and growth potential of your industry.

Once your Business Health Check is complete, you'll work with your mentor who'll coach and help you to identify key issues requiring attention and assist in developing strategies and finding solutions.

You may be provided with formal accreditation of your skills and knowledge. Skills recognition can be used to achieve full or part qualifications and can be used to identify any further training required to receive a qualification.

### REGISTER NOW

To register, simply fill out the Registration Form below and return via email, fax or post to:

#### Indigenous Small Business Mentoring Program

Small Business Solutions      FAX 3215 1515  
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For more information call 1300 40 60 80 or visit [www.smallbusinessolutions.qld.gov.au](http://www.smallbusinessolutions.qld.gov.au)

### REGISTRATION FORM Indigenous Business Mentoring Program 2010

|                |                  |
|----------------|------------------|
| Name           |                  |
| Business Name  | ABN              |
| Email          | Phone/Mobile No. |
| Postal Address |                  |
| State          | Postcode         |



## Appendix 5: Indigenous Mentoring Program - DET

DEPARTMENT OF EDUCATION AND TRAINING AND DEPARTMENT OF COMMUNITIES

# Fact sheet

clever • skilled • creative

## Indigenous Mentoring Program

### An initiative of the *Community Services Skilling Plan*

The Indigenous Mentoring Program (IMP) is one initiative of the *Community Services Skilling Plan*. It aims to contribute to a capable, contemporary and skilled workforce that supports the needs of the community services sector. This initiative focuses on the development and implementation of regional mentoring programs customised for Indigenous workers, volunteers and carers in community services. (Further information is at [www.deta.qld.gov.au](http://www.deta.qld.gov.au))

Using an Appreciative Mentoring Framework the IMP to date, has skilled participants through programs in Cairns, Rockhampton, Brisbane and Wide Bay/Sunshine Coast. The 2010 program is linked to two units of competency from the Community Services Training Package, and is being delivered to the following areas.

2010 delivery dates and locations are:

|                                      |                        |
|--------------------------------------|------------------------|
| North Qld (Townsville)               | February - August 2010 |
| Mount Isa/Gulf (Mount Isa)           | March - September 2010 |
| Cape/Torres Strait (Thursday Island) | May - November 2010    |
| South West Qld (Toowoomba)           | June - December 2010   |

### What are the benefits of participating in the program?

#### For the mentoree:

- enhance your skills and knowledge
- increase potential for career mobility and diversity
- gain insight into the broad community services sector and human services field
- acquire competencies and professional experience
- create potential for increased visibility and role in community services
- increase confidence and access skilling opportunities

**As a Mentor:** Volunteer mentors (Indigenous or non-Indigenous) from government or non-government human services agencies, committed to Indigenous participation and who will support mentorees, are invited to register. Participant mentors will share knowledge, skills and experience as well as have the opportunity to learn from working with an Indigenous mentoree.

## Indigenous Mentoring Program (IMP)

The IMP is a six (6) month program with facilitator-led sessions as outlined below. Both mentor and mentoree are required to commit at least 1-2 hours per month to support their designated outcomes. Participants need to attend relevant face to face workshops. Each participant is supported by the facilitator and project officer. Program related costs are met by the Community Services Skilling Plan.

| Day              | Time          | Workshop   |
|------------------|---------------|--|
| Session 1, Day 1 | 1:30pm-5:00pm | First <i>Mentoree</i> workshop – skills audit, professional and personal goal setting and planning   |
| Session 1, Day 2 | 9:00am-3:30pm | Joint <i>Mentor and Mentoree</i> workshop – relationship building, story telling, crafting and dream mentoring relationship, identification of professional and personal goals |
| Session 2        | 9:00am-3:30pm | Mid-point refresher workshop – maximising mentoring benefits, on-going pairs work to support goal achievement  |
| Session 3        | 9:00am-3:30pm | Final/celebration workshop – pairs transitioning beyond the program, sharing their mentoring journey stories, achievements and future plans                                    |

## How do I register?

To register as a mentor or mentoree, please complete the relevant registration form at [www.deta.ald.aov.au](http://www.deta.ald.aov.au) or contact below. All registrations to be forwarded to:

## Appendix 6: Contact List

| Agency  | Contacts  |
|---|---|
| Indigenous Small Business Mentoring Project<br>Metropolitan South Institute of TAFE - Mt Gravatt Campus           | <b>Address:</b> 1030 Cavendish Rd, Mt Gravatt, Qld, 4122 or<br>PO Box 2614, Mansfield, Qld, 4122<br><b>Phone:</b> (07) 3215 1392   <b>Fax:</b> (07) 3215 1515<br><b>Mobile:</b> 0434 607 290<br><b>Email:</b> elizabeth.marnock@deta.qld.gov.au<br><b>Web:</b> www.msit.tafe.qld.gov.au |
| Dorothy Rao<br>Executive Officer<br>Skills DMC  | <b>Phone:</b> (02) 92993014   <b>Fax:</b> (02) 92993015<br><b>Email:</b> <a href="mailto:drao@skillsdmc.com.au">drao@skillsdmc.com.au</a>   |
| Indigenous Leadership Centre<br>Tricia Williams   | <b>Email:</b> <a href="mailto:ailc@indigenousleadership.org.au">ailc@indigenousleadership.org.au</a><br><b>Web:</b> <a href="http://www.indigenousleadership.org.au/">http://www.indigenousleadership.org.au/</a>   |
| Simon London<br>Certificate III in Mentoring<br>Great Southern Institute of Technology                            | <b>Phone:</b> 1800 675 781<br><b>Email:</b> simon.london.wa.edu.au<br><b>Web:</b> <a href="http://www.gs institute.wa.edu.au">http://www.gs institute.wa.edu.au</a>   |
| Building Indigenous Capability  | <b>Phone:</b> (02) 80861586<br><b>Email:</b> <a href="mailto:info@bicgroup.com.au">info@bicgroup.com.au</a>   |
| Small Business Solutions<br>Philip Fung   State Manager,<br>Department of Education and Training - Qld Government | <b>Phone:</b> 1300 40 60 80<br><b>Email:</b> <a href="mailto:philip.fung@det.qld.gov.au">philip.fung@det.qld.gov.au</a><br><b>Web:</b> <a href="http://www.smallbusinesssolutions.qld.gov.au">www.smallbusinesssolutions.qld.gov.au</a>   |