



# 2023 Vocational Mentor Training PART 2 Mentoring Matters Program



Jobs,  
Precincts  
and Regions



# Welcome and House Keeping

- Presenter:** Rochelle Darby  
Manager School to Work Program / VME Manager
- Duration:** 2.5 hours
- Break:** Mid-way 5mins to refresh
- Phones:** Please ensure set to 'silent' or turned off
- ZOOM:** Please remain seated, ideally with camera on and remain on mute if there will be background noise.

# Acknowledgement of Country



Ochre River, Mandy Nicholson

# Introductions

## **Traditional Interview Question:**

Tell us a little  
bit about yourself

(2 mins)





# Reflection

What challenges do you think you will face as a mentor?

## PART 2 OVERVIEW

- **Recap on Training Part 1**
- Partner school settings
- **MM Program Framework & Goals**
- Mentor induction session
- **Communication**
- Getting to know your students
- **Building the skills, knowledge and confidence of your students**
- Supporting Resources
- **Support for Mentors**
- Evaluation
- **COVID-19 and contingencies**
- Questions

# Section 1

- **Recap on Part 1**
- VCAL v VME Vocational Major
- **Mentoring Matters Program**
- Partner Schools
- **Program Framework & Resources**
- Phases of mentoring
- **Initial meeting strategies**
- Challenging behaviour
- **Communication**

# Part 1 Training Recap

Role of the Mentor

Code of Conduct & Child  
Safe Standards

Confidentiality and  
Disclosure

Boundaries

Students – Gen Z

Handling challenging  
behaviour



## What is the VCAL?

- Victorian Certificate of Applied Learning is for **Year 11 and 12** students
- **Three levels** of Certificate – Foundation, Intermediate & Senior
- Designed to prepare students for further education, training or employment by providing them with **work related experience, literacy and numeracy skills**, and an opportunity to **develop personal skills**
- **Flexible** and **competency-based hands-on** curriculum
- 2020 Firth Review will see VCAL and VCE blended back into **one senior certificate for 2023**

# What is the Victorian Certificate of Education Vocational Major (VCE VM)?

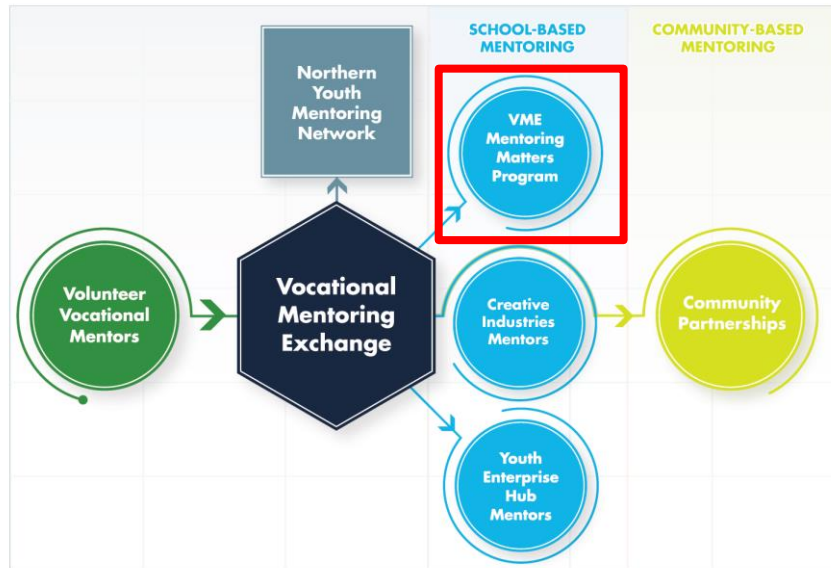
- The VCE VM **replaces the VCAL** and is also for Year 11 and 12 students
- A **2 year certificate** that is also designed to prepare students for further education, training or employment, including a pathway to University
- A bit **less flexible** than VCAL but still a **competency based hands-on** curriculum
- Also incorporates opportunities for school-based apprenticeships, traineeships and work placements
- **Transition year** in 2023 with **all Gov schools required to offer VCE VM** as part of the VCE
- Brought in to **level the playing field**

# VME and Mentoring Matters

VME recruits, trains and supports vocational mentors from all walks of life who volunteer to assist young people from the inner north of Melbourne in their career transition journey.

Mentoring Matters is a one term/10week face-to-face vocational mentoring program that brings volunteers into the VCAL/VCE Vocational Major classroom once a week for 1-2hours to work closely with a small group of up to 3 students.

Through a range of activities and an excursion into industry, mentors will **draw on their own life/work experience to support the students to complete their Career Action Plan, improve their transferable skills and work readiness.**



# Partner Schools



## Glenroy College

Co-ed Gov school in Glenroy, 65% boys, new Principal & staff and a new vision. Third year delivering MM to Year 11 & 12 students.



## Lynall Hall Community School

Co-ed Gov school in Richmond and Coburg. Small and supportive alternative setting for those who struggle in mainstream settings.



## WILLIAM RUTHVEN SECONDARY COLLEGE

## WRSC

Co-ed Gov school in Northern Reservoir, recent school rebuild. Highly diverse student group.



## Reservoir High School

Co-ed Gov school in Reservoir, new Principal, highly diverse student group and significant levels of disadvantage.



## Sydney Road Community School

Co-ed Gov alternative school setting in Brunswick. New site for 2023 just off Sydney Road. Highly supportive environment for a small group of students.

Week 1	Week 2	Week 3 (Check In)	Week 4	Week 5
Program overview Collection of student evaluation data Get to know your Mentees	Activities - Get to know your Mentees Introduction of career planning / goal setting Student career aspirations discussion	Individual Career Planning Transferable skills Group discussions Project planning for final week	Excursion planning Brainstorm questions for industry host/s Understanding OHS in the workplace	<b>Excursion</b> Whole day
Week 6 (Check in)	Week 7	Week 8	Week 9	Week 10
Excursion reflection Hidden Rules of Work Interpersonal skills Check in with Mentors and Mentee	Job searching Resume development	Preparing for job interviews Resume, cover letter and mock interviews	Job interviews (mentors on panel) Mentees work on career action plans	Student project reports Collection of student evaluation data

## One Term / 10week Program Framework



# Tool Box Activities



2023 VME Mentoring Matters Tool Box Activities

## Goal Setting

**What is a Goal?**

**Definition**  
A plan to achieve a specific result, achievement or purpose or something that you want to achieve.  
Source: Cambridge Dictionary UK

**What is a S.M.A.R.T. Goal?**

All goals should mean something to the person and be achievable.

2023 Mentoring Matters Tool Box Activities

## Occupational Health & Safety in the Workplace



**Why is it called Occupational Health and Safety?**  
Safety at work is called Occupational Health and Safety. The safety is about doing things to prevent injuries. It includes wearing a hard hat on a construction site or having first aid. Health includes thinking about the long-term effects of work on your well-being. This includes healthy ideas such as: working in a safe environment; having proper protection from the sun; or bullying.

### Why do you need to know about OH&S?

Young workers are more likely to be hurt at work than any other age group, and their injuries are most likely to result in going to hospital. It is the responsibility of the employer to make sure the workplace is a safe and healthy place to be.

### Occupational Health and Safety Act 2004

The Occupational Health and Safety Act 2004 (OHS Act) is the main workplace health and safety law in Victoria. It sets out key principles, duties and rights about OHS. The OHS Act seeks to protect the health, safety and welfare of employees and other people at work. It also aims to ensure that the health and safety of the public is not put at risk by work activities.

### Occupational Health and Safety Regulations 2017

The Occupational Health and Safety Regulations 2017 (OHS Regulations) build on the OHS Act. They set out how to fulfil duties and obligations, and particular processes that support the OHS Act. For example, they include requirements for:

- safe operation of major hazard facilities and mines
- training for high risk work
- managing and removing asbestos
- licences for specific activities

### Worksafe

WorkSafe has many functions under the OHS Act including monitoring and enforcing compliance with the OHS Act and regulations, making recommendations to the minister, promoting public awareness and publishing statistics.

## 2023 Mentoring Matters Tool Box Activities

### MANAGING STRESS IN AN INTERVIEW

Stress is something everyone experiences from time to time, it is a response to pressure when faced with a challenging or threatening situation. That pressure is not only about what's happening around us, but often also about the pressure we might put on ourselves. Job interviews are a common cause of stress for many people.

Keep in mind that stress can sometimes be a good thing! In the context of an interview, it shows that you care about getting the job, and performing well. It can actually help to sharpen your focus.

There are techniques you can use to avoid levels of stress becoming overwhelming and impacting your daily life.

### TECHNIQUES BEFORE AND DURING THE INTERVIEW

#### Before the interview

Being as prepared as possible will help to minimise feelings of stress. This includes:

- having your clothes ready
- bit of knowledge about the business/organisation
- journey planned
- thought about what you will say

#### Arriving ten minutes early

Arriving ten minutes early to get there.

**Visualisation** is a technique for preparing to handle an interview. Simply close your eyes and think about your questions with ease.

#### During the interview

- Breathe deeply
- Sit up straight
- Keep your feet on the floor

## 2023 Mentoring Matters Tool Box Activities

### Mind Mapping

Mind Mapping is a useful technique that supports learning, improves information recording, shows how different facts and ideas are related, and enhances creative problem solving. To build a Mind Map, follow these simple 5 steps:

1. Write the title of the subject or project that you're exploring in the centre of a page and draw a circle around it, as shown below.
2. Draw lines out from this circle as you think of subheadings of the topic or important facts or tasks that relate to your subject. Label these lines with your subheadings.
3. Dive deeper into the subject to uncover the next level of information (related sub-topics, tasks or facts, for example). Then, link these to the relevant subheadings.
4. Repeat the process for the next level of facts, tasks and ideas. Draw lines out from the appropriate headings and label them.
5. As you discover new information or think of additional tasks, add them to your Mind Map in the appropriate places.

A complete Mind Map may have main topic lines radiating in all directions from the centre, with sub-topics forking off these like branches and twigs from the trunk of a tree. You don't need to worry about the structure you produce – this will evolve of its own accord.



(Source: [https://www.mindtools.com/pages/article/newJSS\\_01.htm](https://www.mindtools.com/pages/article/newJSS_01.htm))



Links

Managing Stress – Brainsmart, BBC  
<https://www.youtube.com/watch?v=...>

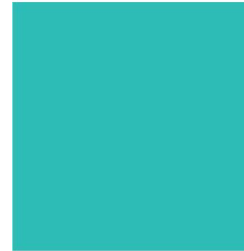


# Mentor Guide

- Overview of VME, MM and INLLEN
- Program Framework
- Mentoring 101 key points
- School and Program Contact information
- Key Dates
- Using Better Impact
- Mentor Role Description
- Code of Conduct – Mentor & Student
- Policies and Procedures



**MENTORING MATTERS**



# 2023 VME MENTOR GUIDE

## Phases of Mentoring

PHASE 1

Beginning of the Match

PHASE 2

Challenging and Testing

**PHASE 3**

**Real Mentoring**

PHASE 4

Ending / Closure



# Initial Meeting Strategies



- Make eye contact and address the young person directly
- Only hold eye contact if they are comfortable doing this
- COVID Safe greeting that the student is comfortable with
- Ask open-ended questions without quizzing them and tell a bit about yourself
- Don't try to be anything but yourself and only act in a way that is genuine
- Smile and be friendly but don't be too confident
- Model good behaviour

# Building Trust

**Be 100% in  
the moment  
not  
distracted**

**Be  
consistent**

**Ensure they  
are  
comfortable  
and feel  
safe**

**Be yourself**

**Be a good  
example  
Role Model**

**See them as  
a person  
not as a  
cause**

# Challenging Behaviour



- Remain calm
- Focus on the behaviour and not the person
- Don't take challenging behaviour as a personal attack
- Explain how the behaviour makes you feel but no 'guilt trips' – use the workplace context
- Discuss the issue if the mentee is willing
- Seek assistance from the teacher in the room if required
- Remember that you are not the disciplinarian

## Support In and Out of the Classroom



- During your school induction the teacher will give you some insight, understanding and strategies to better understand and engage with the students
- The Teacher will be in the classroom during each session and there to assist if you or a student is struggling
- If needed, additional support will be provided by the school / teacher
- Where possible, the Teacher will also make time immediately after the session for a short debrief with mentors
- INLLEN is also here to support mentors but a direct relationship with the teacher is encouraged

# Communication in the Sessions

- Verbal and non-verbal communication
- Challenging the program or the mentor
- Share some stories / experience
- Engagement – Managing expectations (celebrate the small wins)
- Check in with the Teacher

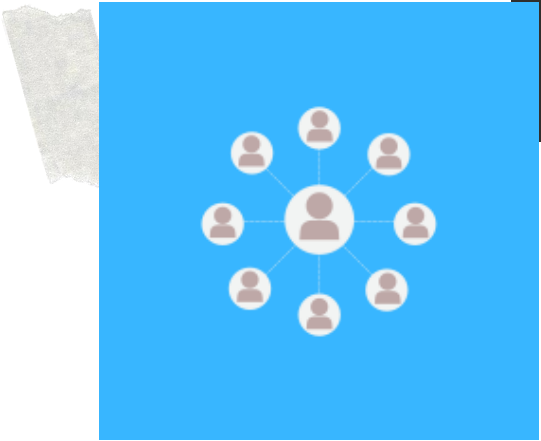




**Text**

v

In person contact



**Visual**

Watch rather than read  
Infographics

**TELL ME .....**

**HELP ME ....**

**WHO**

**WHAT**

**WHERE**

**WHEN**

**WHY**

**HOW**



## SECTION 2

- Matching
- Induction
- Evaluation
- Role as a mentor

# Mentor Induction

**Prior to the program start, Mentors will complete an induction at the school, with INLLEN in support.**

- Meet key staff
- School tour
- School policies / procedures
- Communication preference with the VCAL/VCE VM Teacher
- Signing in process for each session
- Meeting / session location
- Information about your group of students

## **What to bring:**

- Working With Children Check card
- Small notepad and pen
- A smile 😊





# Mentor-Mentee Matching

- Following the induction session Mentors will be matched with students, through a discussion between the school and INLLEN
- Matches may be made based on availability, career experience, life experience, interests / hobbies, culture, personalities
- Yui will advise mentors of match and provide some additional information from Student Application Forms
- All the policies, Code of Conduct, responsibilities, COVID Safe Plan and information will be provided to Mentors in the Mentor Guide and available via Better Impact/My Impact



# Evaluation

## **Funding Reporting and Program Strengthening**

### **Mentor Evaluations**

Informal check in each week via a quick survey  
ZOOM check-in mid-way

Formal post-program evaluation survey (10mins)  
ZOOM Focus group with Mentors 3wks after end

### **Student Evaluations**

Formal pre-program evaluation – Week 1  
Formal post-program evaluation – Final Session

### **School Evaluation**

Formal Post-evaluation survey  
Focus group through Schools Working Group



# Mentoring Role

## Do

- Punctual and committed
- **Lead by example**
- **Share your learnings in life**
- **Create and follow boundaries**
- **Actively listen**
- Show empathy
- Show positive body language
- Be in the moment
- **Focus on the positives and build the confidence of students**
- Seek help and support
- Utilise resources
- Complete evaluations
- Share networks (if possible)
- **Encourage and develop student skills**
- **Be a role model**
- Act as a sounding board
- **Have fun**

## Don't

- **Give solutions / solve problems**
- Make assumptions
- Be the student's friend
- **Connect via social media**
- **Be judgemental**
- Disciplinarian
- Parent, guardian, teacher
- **Complete work for them (resume etc)**
- Project political / Religious views
- **Meet outside the program**
- Provide financial support
- **Engage in physical contact**
- **Take photos**
- **Be a social worker / counsellor**

## SECTION 3

- **10 Week Program Overview**
- **Ice Breakers**
- **Career Action Plan**
- **Career Planning**
- **Personal Organisation & Planning**
- **Soft Skills**
- **Interview Skills**
- **Resilience**

Week 1	Week 2	Week 3 (Check In)	Week 4	Week 5
<p>Program overview</p> <p>Collection of student evaluation data</p> <p>Get to know your Mentees</p>	<p>Activities - Get to know your Mentees</p> <p>Introduction of career planning / goal setting</p> <p>Student career aspirations discussion</p>	<p>Individual Career Planning</p> <p>Transferable skills</p> <p>Group discussions</p> <p>Project planning for final week</p>	<p>Excursion planning</p> <p>Brainstorm questions for industry host/s</p> <p>Understanding OHS in the workplace</p>	<p><b>Excursion</b></p> <p>Whole day</p>
Week 6 (Check in)	Week 7	Week 8	Week 9	Week 10
<p>Excursion reflection</p> <p>Interpersonal skills</p> <p>Check in with Mentors and Mentee</p>	<p>Job searching</p> <p>Resume development</p>	<p>Preparing for job interviews</p> <p>Resume, cover letter and mock interviews</p>	<p>Job interviews (mentors on panel)</p> <p>Mentees work on career action plans</p>	<p>Student project reports</p> <p>Collection of student evaluation data</p>

# Program Framework

# Ice Breakers

- Two truths and a lie
- Like or dislike
- Soft Skills Bingo
- This or that (could tie in your hobbies / interests)
- Share a challenge and a win from the past week
- Just a minute – They name a topic they are interested in and in one minute name as many things as possible relating to a topic of interest.
- Sketch your Mentor / Student
- Swap places if ...(you like chocolate/have a sister/etc) – circle activity
- Any other ideas?



# Career Action Plans

- A dynamic document that students should have worked with since commencing secondary school in Year 7
- Students take ownership of their Career Action Plan and external feedback / commentary is encouraged
- Includes:
  - **My profile**
  - **My progress** (education, volunteering, activities, employment)
  - **My future**
  - **My plan**
  - **My review**
- Can be either hard copy or completed via the **My Career Portfolio** online platform



# My Career Action Plan

Lynall Hall Community – The Island

Name: \_\_\_\_\_

Date: \_11.02.2021\_\_\_\_\_

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you decide what you are going to do and how you will do it.

## My Profile

### Personal characteristics

My current skills and abilities (Things that I can do well, e.g. listening, team work, problem-solving)	Communication skills, team player
My values (Things that are important to me, e.g. honest, hard-working)	Loyalty, respect, loyalty
My interests	Music and games
My proudest achievement	Building the chicken farm at Coburg school, helping old people
Self-assessment instruments used and results (e.g. Career Voyage)	Wanted to be more hands on, mainstream was not working for me

### Educational background

Current subjects	Furniture ,literacy ,numeracy , WRS , advanced
Subjects studied last year	Pds, wrs literacy numeracy , furniture
Completed certificates/statements of attainment	
My preferred learning style (check the Job Guide 'Type of Work' chart)	I preferred learning style is hands on

## Employment/Volunteer achievements

Employer/Organisation name	Type of tasks undertaken

## Community involvement

Organisation name	Type of tasks undertaken/official positions held

## I have a career portfolio containing:

Up-to-date resume		VASS Student Number	
Sample cover letter		List of open days to attend	
Three referees		Art folio/audition preparation	
Reference letters		Employment support contacts	
Certificates/Awards		Educational support contacts	
Reports/Transcripts		Tax File Number	
Workplace Learning report		Careers counselling notes	



# My Future

\* How much do you know about different occupations? Visit the myfuture website ([www.myfuture.edu.au](http://www.myfuture.edu.au)) and try the 'Exploring Occupations' quiz which helps you to find out about important things to consider when deciding on an occupation.

## My career choices

	First Choice	Second Choice
Choice	Furniture	Zoo keeper
Qualities required * Check the "attributes" in: myfuture: <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> Job Guide: <a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a>	Working together Solving problems	Hard work Dedication fearless
Duties required * Check the "skills" in: myfuture: <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> Job Guide: <a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a>	Team work , being safe	Looking after animals, make sure animals are healthy
Potential employers	Building sites, furniture companies	Zoos
Employment outlook * Check out Job Outlook: <a href="http://www.joboutlook.gov.au">www.joboutlook.gov.au</a>	Furniture companies	Melbourne zoo
Education/training required (e.g. course name)	Cert 2 complete	Cert 3 in captive animals
Providers offering course	Tafe , rmit	Online training
Course requirements and prerequisites	, working alone safety , team work	
Pathways and other options (e.g. VET provider then university)	Carers coordinator ,university	Online

## My Plan

\* Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open. If you meet a goal throughout the year, set another new one for yourself – maybe a more challenging one.



- \* Think about goals that relate to education/training and employment. For example, an education/training goal might be to hand all school work in on time, and an employment goal might be to find a part-time job.
- \* Think about why the goals you have made are important. For example, handing all school work in on time means you are developing time management skills, and working part-time helps you to develop a school-work-life balance.
- \* Think about how long it will take you to achieve your goals. Some goals are short-term which means you can achieve them in a few weeks. Some goals are long-term which means it might take a year or more before you can achieve them.

### Which goals did I achieve last year?

Getting certificates, Completing my hospitality book, Completing foundation in WRS, PDS, Literacy, Numeracy. Getting a part time job.

### What have learnt about my goal setting skills?

### New Education and Training Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?
		[No Title]	

### New Employment Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?

## Resources I need to help me

### Sources of information

- \* List career resources that you find useful, such as:  
myfuture: [www.myfuture.edu.au](http://www.myfuture.edu.au)  
Job Guide: [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)

### Who can help me

(e.g. friends, family, careers practitioner, teachers, etc)

### Open days I will visit

(including date, location and time as identified on VTAC website)

## Areas I need to develop to achieve my career choice

		Achievement Date
<b>Attributes*</b> (e.g. personal characteristics such as personal presentation and motivation)		
<b>Skills*</b> (e.g. academic/employability skills such as organising, learning and team work)		

\* A list of attributes and skills can be found in The Employability Skills Framework, developed by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) in 2002. For more information please see: [http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/other\\_publications/](http://www.dest.gov.au/sectors/training_skills/publications_resources/other_publications/)

Date:

# My Review

\* Throughout the year it is important for you to spend some time thinking about the goals and plans you set for yourself, and what it was like deciding what you are going to do and how you will do it. Reflecting on what you wrote in your Career Action Plan throughout the year, you might need to include some new things in your next Career Action to help you to achieve your long-term goals.



## Which goals have I achieved at this stage?

My education/training goals	When I achieved them
My employment goals	When I achieved them

## Which goals need further work?

Goals	People/resources to help me

## What new goals do I want to achieve?

New education/training goals	When I want to achieve them
[No Title]	
New employment goals	When I want to achieve them

\* Look over what you wrote in "My Career Choices" in the "My Future" section of this Career Action Plan. Are you still interested in doing the same careers when you finish school? If not, write down one new career you are interested in, and the subjects you need to do next year to help you prepare for that career.

New career I am interested in	What I need to do next year to prepare for this career, including learning new skills and taking certain subjects

Comments from parents, family members, community members, carers, guardians or other trusted adults	Date: Comments:
Comments from teachers, careers practitioners or other school staff	Date: Comments:

# An Introduction to Career Planning

## Share your Career Journey

- Formal education
  - On the job training
  - Promotions / transfers / secondments
  - New / transferable skills
  - Catalysts for change / Pivots / New Directions
  - Passions / Interests
  - Challenges / less favourable aspects
  - Networks / Relationships
  - Lessons learnt – the hard way or wish you could go back and tell 16 year old you
- 
- **Pick your timing with what you share, to avoid overwhelming or possibly intimidating your students**



## Activity 1

- 1. Within your career, what aspects did you (do you) enjoy the most?**
- 2. What aspects were less enjoyable, but had to be done?  
How did you (do you) approach such tasks?**

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5 minute break



# An Introduction To Career Planning

## Mind Map

Vocational aspirations

Hard / Technical skills identified for the role

Soft Skills which would be needed

Explore the industry

Networks to explore



## Goal setting – SMART GOALS

SPECIFIC, MEASUREABLE, ACHIEVABLE, RELEVANT,

TIME CONSTRAINED

# Goal Setting

## My Plan

Date: \_\_\_\_\_

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### What have learnt about my goal setting skills?

### New Education and Training Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?
		[No Title]	

### New Employment Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?



## GOAL ELICITING

what is your dream job? Why?

What do you enjoy? Is there a job that could include that passion?

Do you have a goal at the moment? what is it?

What assistance could help you to reach your dream job?

If you could do something better than yesterday what would it be?

What do you find hard?



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## Activity 2

### Career Change

1. What were catalysts for change in your career / jobs?
2. How did you (do you) keep building your knowledge and skills?



## Activity 3

### Personal Organisation & Planning

#### SHARE YOUR EXPERIENCE:

1. How do you stay organised and plan?
2. Prioritise – how do you do that?
3. Engage with others



## Activity 4

### Work Life Balance

#### SHARE YOUR EXPERIENCE:

**How do you find balance between work and personal life?**

Whilst for students this may be phrased differently, it would be valuable to have a discussion regarding the balance of work and play and the impact it can have with school, friends, family and work.

inspire



# SOFT SKILLS

USEFUL ACROSS  
ALL INDUSTRIES

NATURAL ABILITIES  
BUT CAN BE  
LEARNED,  
DEVELOPED &  
ENHANCED

RELATED TO  
EMOTIONAL  
INTELLIGENCE

INDUSTRY SPECIFIC

LEARNED  
THROUGH  
TRAINING

BASED ON  
TECHNICAL  
KNOWLEDGE

HARD SKILLS



# Top 10 Soft Skills

1. **Communication**  
(writing, speaking, listening & non verbal)
2. **Teamwork**
3. **Adaptability** - resilience
4. **Problem solving** - conflict resolution
5. **Work ethic** – integrity
6. **Interpersonal skills** - emotional intelligence
7. **Time management**
8. **Leadership**
9. **Attention to detail**
10. **Creativity**



# Soft Skills

Mentor identifies soft skill strengths of students

Student self identifies soft skill strengths

Areas that they want to improve

Examples of students using soft skills that can be used in interviews

Encourage recognition / reflection of soft skills in others



## Activity 5

### Hard v Soft Skills

#### SHARE YOUR EXPERIENCE:

1. What are the most important soft skills in your industry?
2. In terms of skills, are there any misconceptions about your role or people employed in your industry?
3. Within different roles / careers what were consistent / transferable skills?



# Sample Cover Letter And Resume

12 Orchard Grove  
HIGHFIELD VIC 3023  
0400 111 222  
mary.richards@gmail.com

1 August 2016

Martin Burn  
Human Resources Manager  
Paws Unlimited  
256 Little Street  
HIGHFIELD VIC 3023

Dear Mr Burn,

**Re: Administrative Assistant for Paws Limited/Jobcode No. 6773**

I am very interested in the position of Administrative Assistant for Paws Unlimited, advertised in the Weekly Times on 20 July 2016.

I am very familiar with your product line, I have been using your flea shampoo on my dog for the past three years. I have a range of administrative skills and experience to match the position you describe, including:

- Hands-on experience with a range of office programs including Microsoft Word and Excel, and the ability to learn new applications with confidence and ease
- Attention to detail and the ability to complete tasks quickly and efficiently
- Experience in working in an office environment gained through my high school work experience programs (eg. reception, filing, mail management, typing)
- The ability to learn new tasks and adapt my skills to a range of work situations (I was organising my manager's busy diary after only five minutes instruction).

I am pleased to offer these skills and abilities to a business that provides products that I not only use regularly, but fully endorse. I am confident that I would be able to promote your products to new and current customers through every aspect of the work and tasks that I undertake.

Enclosed is my resume for your review. I believe I am an excellent candidate for this role and look forward to meeting with you to discuss this position further.

Yours sincerely,

Mary Richards

**Mary Richards**

12 Orchard Grove, Highfield, 3023

0412 566 310

mary.richards@gmail.com

## OBJECTIVE

I am seeking the opportunity to expand my skills, knowledge and experience in a junior role. I am eager to learn and open to tackling a range of tasks.

## ACHEIVEMENT & ABILITIES

- ▶ A team player and strong communicator
- ▶ Organised and great attention to detail
- ▶ Takes pride in work and always achieves tasks to high quality
- ▶ Computer skills: including word-processing, spreadsheets, research and social media
- ▶ Working with Children Check – volunteer
- ▶ Certificate - Introduction to First Aid

## EDUCATION

2016 Year 10, Highfield Secondary College  
Current student  
Subjects include English, Social Science, Mathematics, Biology, Geography

## PROFESSIONAL EXPERIENCE

March 2015 to Present **Highfield Primary School**  
*After School Care Assistant – Voluntary*

The Highfield Primary School after school care provides a safe and nurturing environment for up to 30 students.

**Responsibilities and achievements:** As after school assistant I support the Coordinator to organise fun recreational activities and healthy snacks for the students. I have become efficient at preparing and packing up activities and completing general administration in short time frames.

June 2015 **Practical Shoes**  
(2 weeks) *Reception and Administration – School work Experience*

Soul shoes are a local shoe manufacturer that produce shoes and boots for work environments.

**Responsibilities and achievements:** During my two week work experience I completed a range of duties including answering phone enquiries, uploading content to the online store (Shopify platform), filing and general office duties.

## INTERESTS

- ▶ School basketball team member - premiership team in 2015
- ▶ YMCA Computer Clubhouse member
- ▶ Australian Youth Climate Coalition member

## REFEREES

**Anna Bell**  
After School Care Manager, Highfield Primary School  
0400 111 222

**Cameron Davies**  
Teacher, Highfield Secondary School  
03 9300 1111

*Written reference enclosed*



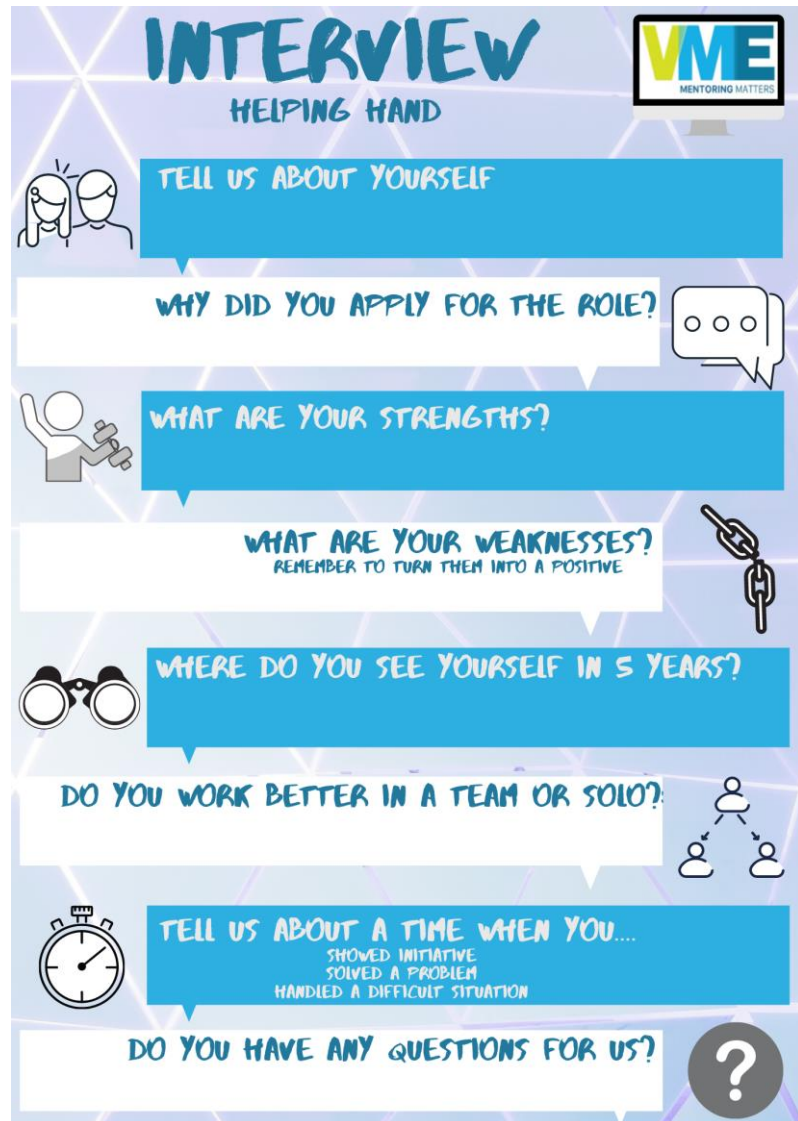
# Social Media

## Prospective employers will search for applicants on social media

- What will they find?
  - Open profile or private
  - A glimpse into your life or not much to show?
  - Friendship group boundaries
- It could be the difference between securing an interview or not
- LinkedIn



*The internet knows everything and forgets nothing!*



# INTERVIEW

HELPING HAND

**TELL US ABOUT YOURSELF**

**WHY DID YOU APPLY FOR THE ROLE?**

**WHAT ARE YOUR STRENGTHS?**

**WHAT ARE YOUR WEAKNESSES?**  
REMEMBER TO TURN THEM INTO A POSITIVE

**WHERE DO YOU SEE YOURSELF IN 5 YEARS?**

**DO YOU WORK BETTER IN A TEAM OR SOLO?**

**TELL US ABOUT A TIME WHEN YOU...**  
SHOWED INITIATIVE  
SOLVED A PROBLEM  
HANDLED A DIFFICULT SITUATION

**DO YOU HAVE ANY QUESTIONS FOR US?**

VME MENTORING MATTERS

## Job Interviews

Help students identify personal strengths

Help articulate their passion for the industry

Help workshop possible answers

Share your knowledge and experience to reinforce the do's and don'ts of interviews

Awareness of gaps / challenges but how they can be turned around

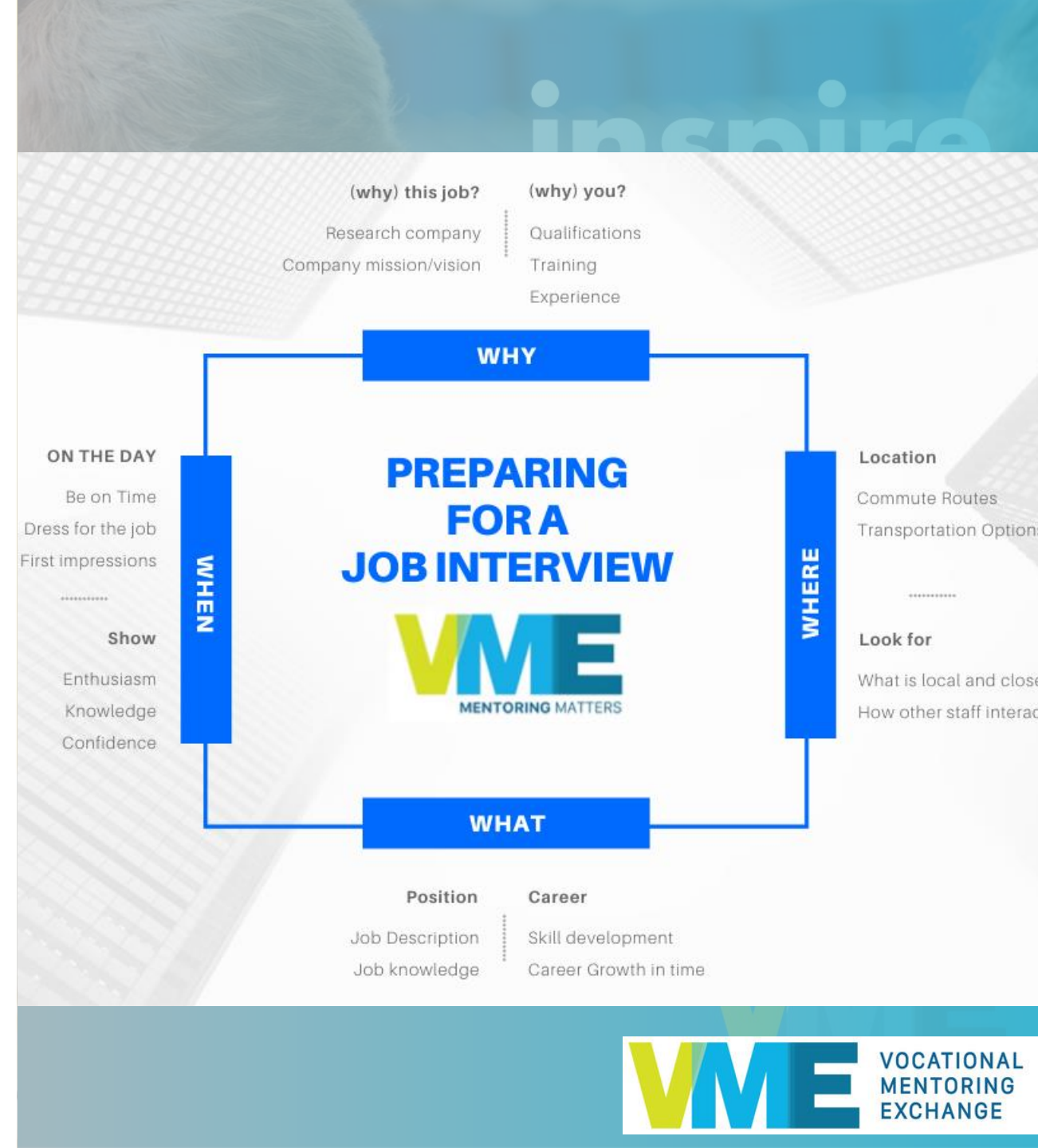
Building confidence in the students

# Activity 6

## Job Interviews

### SHARE YOUR EXPERIENCE:

1. What are some of the do's when being interviewed?
2. Share stories of when a job interview did AND didn't go to plan. What was different?



# Resilience

## What is resilience?

Resilience is the ability to 'bounce back from adversity' in order to lead a healthy and fulfilling life.

### *The **Five tools of resilience** are:*

*Helpful and positive thinking*

*Planning ahead*

*Reading emotions*

*Seeking help*

*Courage*

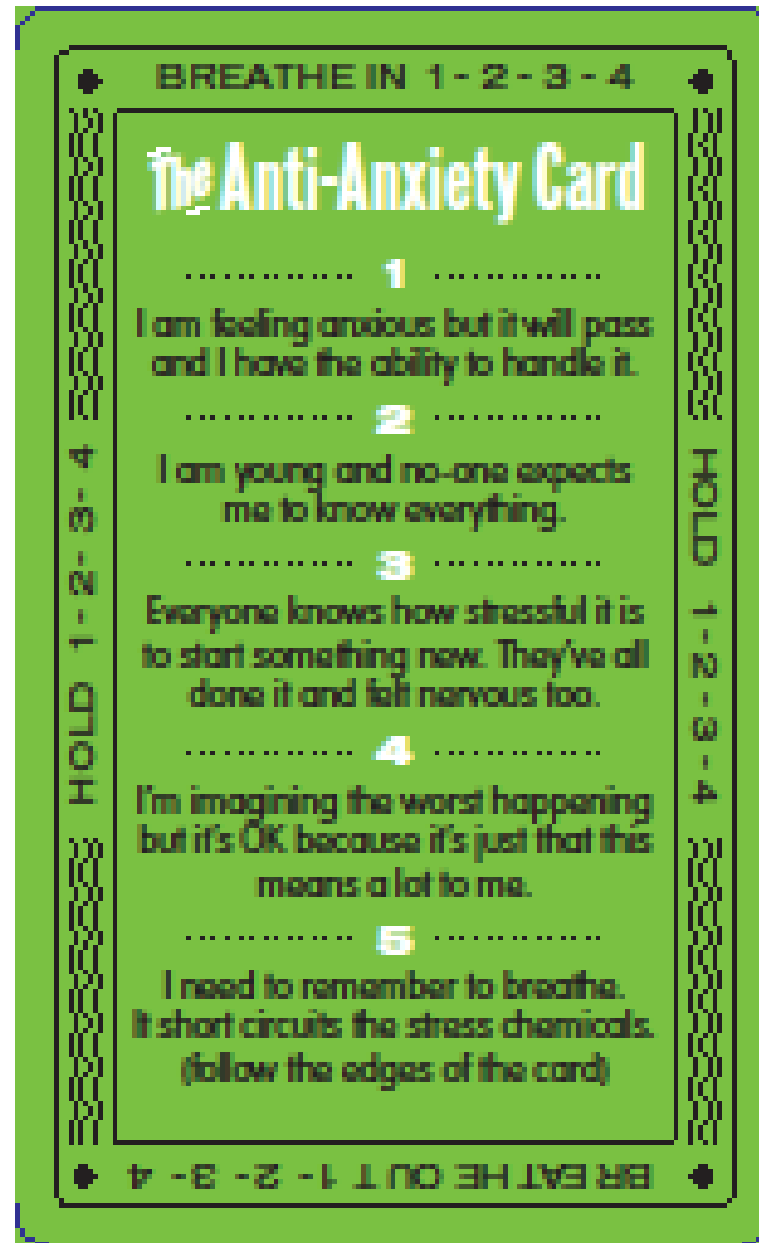


# Resilience

## Ways to help develop these skills:

- look at the **bright side** of things
- try **not to exaggerate** problems or jump to conclusions
- be **reassuring** and talk about alternative solutions to problems
- **offer praise** when your mentee is resourceful and solves problems in tricky situations
- **encourage** your mentee for trying even if they have not succeeded
- use a **strengths-based** approach

# Anti-Anxiety Support



## SECTION 4

- Resources
- Support During The Term
- Covid-19 Implications
- Questions



# Resources

## Better Impact/My Impact App

Mentoring Schedule

Resource Library

Contact details

Post session survey

## Mentor Guide

## Tool Kit Activities

## Training

## Additional reading

Trauma informed practice

Gen Z

YouTube Clips

The screenshot shows the top navigation bar of the VME website. It features logos for VME (Vocational Mentoring Exchange) and RIJI (Real Industry Job Interviews) on the left. The navigation menu includes links for HOME, OPPORTUNITIES, SCHEDULE, HOURS, CONTACT, and MY PROFILE. Below the navigation bar, there are links for Log Out and Help. The main content area is titled "Agreements" and lists two items: "VME E-Mentoring Agreement" and "VME Volunteer Mentor Code of Conduct". Below this is the "MM Mentor Guide" section, which lists four items: "Mentor Guide - Glenroy College", "Mentor Guide - Lynall Hall Community School Coburg", "Mentor Guide - Sydney Road Community School", and "Mentor Guide - William Ruthven Secondary College". The "Tools" section lists one item: "Tool Box Activities".

**Agreements**

- [VME E-Mentoring Agreement](#)
- [VME Volunteer Mentor Code of Conduct](#)

**MM Mentor Guide**

- [Mentor Guide - Glenroy College](#)
- [Mentor Guide - Lynall Hall Community School Coburg](#)
- [Mentor Guide - Sydney Road Community School](#)
- [Mentor Guide - William Ruthven Secondary College](#)

**Tools**

- [Tool Box Activities](#)



# Mentor Support



- VCAL Classroom teacher during the sessions
- Weekly survey – check in
- Mid-point formal check in
- INLLEN – Yui
- Fellow mentors
- Tool Box Activities & other Resources

# COVID-19

- VME COVID Safe Plan has been developed for volunteers
- The Program will always follow the direction of the school and the Department of Education (DE) for onsite visitors
- The DE does not currently require visitors to be vaccinated nor to wear face masks
- Face mask wearing is at your discretion
- The program will pivot to an online setting should VME Mentors not be able to visit on-site



## Next Steps

- **Mentor School Induction**
- Mentor-Mentee matching will be finalised post mentor induction session
- **VME Code of Conduct must be signed and returned/uploaded together with INLLEN Child Safe Code of Conduct**
- **Mentors will be advised of their mentee group via email**
- Mentor Tool Kit, Guide, information and other resources are available online via the Better Impact platform / My Impact App
- **Mentoring programs commence**
- Weekly feedback provided by My Impact App Surveys
- **Industry Excursion week 5**
- Program concludes week 10
- **Evaluation focus group for Mentors**

## Summary of Key Points

- **There is a process for matching mentors and mentees**
- Focus is on empowering and developing resilient young people ready for the workforce
- **Intertwine your knowledge and experience into the tasks**
- Maintain boundaries for the relationship
- **Disclose immediately to the Teacher, as required**
- Be consistent, reliable and committed
- **Communicate with school and INLLEN if absent or experiencing challenges**
- Follow the activities and program to guide the students
- **Meet the students where they are at**
- Focus on the small wins
- **Complete feedback surveys as requested (VITAL)**
- **Have fun and enjoy the journey!**



QUESTIONS

mentoring  
**Matters**



# Vocational Mentoring

