THE CHALLENGE

Work in the 21st century has moved away from production based jobs. The ABS website reports that:

‘Over the past few decades the Australian labour force has changed substantially. The shift in labour demand arising from new technology, microeconomic and internationalisation of product markets have all contributed to this change. Another factor affecting the demand for labour has been the adoption of new management strategies that emphasise work force flexibility … computerisation, mechanisation and automation have been incorporated into the work place with the common result of reducing the need for labour and creating new types of jobs.’

The result has been a significant shift in the types of skills that employers expect from their employees. These skills are discussed as ‘Skills for the 21st Century’ and among them are:

- critical thinking and problem solving
- collaboration
- adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- accessing and analysing information
- provision of solutions
- learning.

Many students from high-needs schools do not necessarily have the networks that can provide them with a meaningful experience of the workplace and engage them in 21st century skills. The Scope program seeks to address this need by providing students from high-needs schools the opportunity to complete a realistic piece of work in a realistic business environment with input from experienced professionals.

THE RESULTS

- 100% of students improved their teamwork skills
- 100% of students increased their confidence
- 86% of students improved their project management skills.
### The Program

<table>
<thead>
<tr>
<th>Session</th>
<th>Where</th>
<th>Who</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Briefing</td>
<td>Company</td>
<td>Scope coordinators, mentors, facilitator, ABCN representative</td>
<td>1 hr</td>
</tr>
<tr>
<td>Program Launch</td>
<td>School</td>
<td>Principal, teacher, Scope coordinator, students, parents, mentors, facilitator, ABCN representative</td>
<td>1.5 hrs</td>
</tr>
<tr>
<td>Sessions 1, 2, 3 &amp; 4</td>
<td>Company</td>
<td>Teacher/s, students, mentors, facilitator, ABCN representative</td>
<td>3 hrs each</td>
</tr>
<tr>
<td>Completion Ceremony</td>
<td>Company</td>
<td>Teacher/s, students, mentors, facilitator, ABCN representative</td>
<td>1 hr</td>
</tr>
</tbody>
</table>

### The Mentor’s Role

A key requirement of mentors is to act as a constant role model in the students’ lives and to mentor them at each of the sessions. For some students participating in the program, their mentors may be the only positive and dependable role model in their lives.

By agreeing to participate it is critical that mentors attend all sessions they have committed to unless there are exceptional circumstances. If mentors experience an unexpected change to their work or personal schedule and they believe they may not be able to attend a session, they must inform their company champion as early as possible to enable a ‘shared mentor’ to step in.

For more information about your role as a mentor, please refer to your Scope Mentor Manual.

### Rules of Engagement

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

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After participating in the Scope program, I know what is expected of me in a business role. I can see myself in a business role in the future.

Student

As a principal, I see lots of presentations. But watching the students present at the end of the Scope program was one of the best times I’ve had watching presentations in my career.

Principal