LUCY Mentoring Program

Participant Manual

MACQUARIE UNIVERSITY

University of Western Sydney
Bringing knowledge to life

THE UNIVERSITY OF SYDNEY

THE UNIVERSITY OF NEWCASTLE
AUSTRALIA

UNE
UNIVERSITY OF NEW ENGLAND

UNSW
THE UNIVERSITY OF NEW SOUTH WALES

University of Wollongong

UNIVERSITY OF TECHNOLOGY SYDNEY

Contents

1. Background

"Mentoring programs can facilitate women's career development as well as providing them with insight and information into organisational cultures at senior management levels. The lack of mentors and network relationships is continually identified as being one of the major barriers to women's promotion into senior managerial roles." [1]

There have been significant gains over the past decade in the numbers of women in senior positions in the public sector. Despite this, women continue to be in the minority in senior and executive positions, and on boards and committees of public sector agencies. As a result, the perspectives of women are under represented in public policy and decision-making processes. In the private sector women occupy an even smaller percentage of positions of power and influence at an executive level, on boards and committees and in other leadership positions.

The *2012 Australian Census of Women in Leadership* reports that of Australia's top 200 ASX listed companies, women hold 12.3% of Board Directorships. This represents an increase from 8.4% since 2010 and compares with 14.5% reported in the 2011 Canadian Census of FP500 companies and 15.7% in the most recent US (2010) Census of Fortune 500 companies (both conducted by US based research organisation, Catalyst).

Women's position in the public sector, while marginally better, also requires proactive strategies to work towards equal representation.

Factors which contribute to the under representation of women in leadership roles and positions of power are complex. They include the fact that women continue to bear the greater share of family responsibilities, and that many corporate cultures do not support women leaders. The absence of appropriate role models, networks and mentoring has also been identified as working against women's involvement.

The Office for Women developed the "Lucy" Program with assistance from the University of Western Sydney, University of Sydney and the Women Chiefs of Enterprises International. Following handover of the Program to university partners in 2006-2007, the universities will manage "Lucy" .

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[1] Affirmative Action Agency: 1999:16

2. Program Objective

"Lucy" is an innovative leadership program with a primary focus on women in University studying business, finance, economics, accounting and law. The Program will inspire, motivate and educate women about the opportunities available for employment and leadership in major corporations and the public sector.

"Lucy" is a partnership between the, the Universities of Western Sydney, Sydney, New South Wales, Newcastle, New England and Technology, Sydney and Women Chiefs of Enterprises International.

The Lucy Mentoring Program aims to:
- Communicate to women the diversity of opportunities available for them in the private and public sector and the personal advantages of achieving job satisfaction;
- Provide an opportunity for women to work with senior business, and professional managers;
- Provide women, particularly those from disadvantaged backgrounds, with access to a network of senior managers in the private and public sector;
- Provide women with a Program which will encourage active decision making about their careers.

3. Program Management

3.1 Role of Universities

The Universities manage the "Lucy" Programs within their respective universities. Their role includes:
- Recruitment of mentors and students
- Supporting mentor and student relationships
- Organising relevant "Lucy" functions for students and mentors
- Managing the "Lucy" Alumnae
- Promotion of the Program
- Providing input into ongoing Program development
- Providing insurance for "Lucy" students

3.3 Role of Women Chiefs of Enterprises International

Women Chiefs of Enterprises International are also important supporters of "Lucy" and contribute to the Program through:
- Recruiting senior managers who are willing to be private sectors mentors
- Representation at "Lucy" Program activities, functions and steering committee meetings
- Providing input into Program development
- Assisting the Program gain corporate support.

4. The Mentoring Relationship

4.1 Selecting and Matching

Mentors are selected on the basis of their life and work experience in the corporate and public sectors and willingness to share their time, skills and workplace with a student.

Students from second year and above are recruited from relevant universities through an Expression of Interest (EOI) process. Applicants indicate areas of professional interest and these are matched as closely as possible with the mentor's area of expertise. The Universities undertake the final selection of students.

4.2 Role of Mentor

The role of the mentor is to inspire women to think about the range of work options available to them in the private and public sectors. The role of a "Lucy" mentor in particular, is to use this opportunity to actively support women seeking a career in the finance, business, accounting and legal fields. The mentor will share knowledge and experience to equip the student to meet the challenges often experienced by women in their chosen industry.

Responsibilities include assisting the student to:

- understand the private and public sector work environment
- develop an awareness of organisational norms, standards and values
- identify some of the keys to successful entry to and progression through an organisation
- understand the importance of networks and how they work
- learn through constructive feedback
- maintain confidentiality (professional and personal).

Mentors will benefit from:
- Networking with other senior managers in the public and private sectors
- Knowing that their contribution will assist in the development of future women leaders
- Knowing that they have contributed to the goal of increasing the numbers of women with potential to reach middle and senior management.

4.3. Role of Student

A student actively seeks career development and feedback, is open to opportunity and willing to learn new skills. Students should appreciate that mentors volunteer their time and experience and that there may be occasions when they are not immediately available.

Students should be aware of the time commitment involved in the Program and carefully consider whether they are able to complete the required tasks **before** lodging an Expression of Interest. If in doubt, the student should discuss specific "Lucy" requirements with their University contact and/or students who have previously completed the Program.

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The responsibilities of a student include:

- being proactive in the mentoring relationship
- accepting responsibility for their own goals, decisions and actions
- completing agreed tasks and actively participating in "Lucy" Program activities
- following the values and ethical standards of the corporate or public sector organisations in which they are placed
- appreciating the professional commitments of mentors
- being flexible
- maintaining confidentiality (personal and professional)
- keeping appointments and providing adequate notice if arrangements with mentors have to be postponed due to unforseen circumstances.

Students will benefit from:
- Exposure to workplaces where there is support in facing new and challenging opportunities
- Role models at a senior level
- Exposure to professional networks
- Being guided, and given direction in career development
- Having a sounding board.

Consolidating Learning:

Students will be asked to keep a Reflective Learning Journal of their mentoring experience to document for example, personal and professional skill development, contacts, resources, and strategies for overcoming challenges and barriers. Students will be requested to submit copies of their Journal to assist in evaluation of the Program. Information contained in the Journals will remain confidential, and no individuals or specific organisations/agencies will be identified as part of the evaluation process. (See Appendix 7.4 Reflective Learning Journal).

Students are also encouraged to network with other student colleagues outside the official "Lucy" Program activities to share experiences and exchange ideas and to become active in the Lucy Alumnae Committee and its activities (see Appendix 7.8).

4.4 Workplace Responsibilities

NSW Universities have Public Liability and Professional Indemnity policies which apply specifically to students on field education placements and also apply to those students participating in the Lucy Mentoring Program.

All Program participants familiarise themselves with relevant workplace legislation and policies, including for example, Occupational Health and Safety practices. (Refer to Appendix 7.6 Workplace policies for general information).

4.5 Issues Beyond the Mentoring Relationship

Should students bring up problems that are outside the scope of the mentoring role and which the mentor may not feel comfortable dealing with there are many confidential avenues for assistance and a mentor may wish to refer the student to another source for

help and support. University "Lucy" staff contacts will assist in providing information about such sources if help is required.

The University "Lucy" staff contact will also be available to provide support and guidance in situations if conflict arises between mentors and students. It is advisable, however, that should issues arise, they are dealt with between mentors and students openly and as early as possible.

4.6 Workplace Issues

Should issues arise during the Work Based Activity which present difficulties for the student, these should be discussed in the first instance with the mentor. This could include for example, the student feeling unable to cope with the allocated work based tasks, inappropriate attention from another staff member, or perceived discrimination within the workplace.

If the student feels unable to approach their mentor to help resolve these issues, the matter should be discussed with the relevant University "Lucy" staff contact.

5. Program Outline

"Lucy" commences in April and finishes in September. Mentors and students will meet together during this period and also participate in larger group sessions which will provide an opportunity to meet and learn from other program participants.

The Program incorporates relationship building meetings between students and mentors, follow up activities and workplace visits. Each of the group sessions throughout the Program will require a maximum two hour commitment (Refer to Appendix 7.7 Program Outline – Structure).

5.1 Mentor Briefing:

A mentor briefing will take place approximately 2 weeks prior to Session 1. This is aimed at equipping new mentors with a practical overview of how to support their mentee throughout the program and is facilitated by experienced mentors. All mentors are welcome to attend this session.

5.2 Student Briefing:

The respective universities will each hold a briefing for students to provide an overview of the Program, familiarise participants with their role and to allow an opportunity for discussion and to ask questions about "Lucy".

5.3 Session 1 (Introduction):

This session provides mentors and students with the opportunity to meet as a group and, learn more about the Program, and is followed by a one-on-one discussion between mentoring partners.

During the session, the mentor will discuss with the student her interests and goals, including their professional aspirations and what they hope to achieve by being involved

in the "Lucy" program. The student will gain some insights into the mentor's background, interests and workplace.

The mentor and student will complete the Mentoring Agreement proforma which will provide a basis for their mentoring relationship, define goals, and nominate a Work Based Activity. See Appendix 7.1 for writing a Mentoring Agreement.

Between Sessions 1 and 2, mentors and students will make contact as agreed between themselves to engage in a Work Based Activity which provides insight to the opportunities and challenges of working in the private and public sectors.

5.3.1 Work Based Activity

Mentors and students will work together over a period of weeks on an agreed Work Based Activity (WBA) determined in Session 1. The WBA should encourage an increased understanding of the challenges of working in the private or public sector. The mentor and student will meet regularly throughout this period at agreed times.

The WBA is designed to be flexible, totalling 35 hours in the mentor's workplace. The project may involve, for example, a commitment of a one or two week block within the workplace or one day/one half day per week over a five month period. Participants will have the opportunity to share their WBA experience with the larger group through a brief presentation in Session 2. (Refer to Appendix 7.2 and 7.3 for WBA ideas and an example of a Program).

To keep the mentoring relationship active it is recommended that regular contact occurs (i.e. at least every 2-3 weeks) between the mentor and student from the start of the WBA until Session 2, either through face-to-face contact/email and/or phone.

WBAs may include group placements where two or three students are placed with one organisation, or alternatively an organisation may choose to take one student and share the supervision of the WBA between more than one mentor.

If the WBA is likely to exceed 35 hours in duration, mentors should confirm with the student their availability to commit additional time to completing the task, and also notify the relevant University about the proposed completion date, if it is likely to extend beyond the agreed WBA timeframe.

There is no expectation that students will be paid for the WBA or employed by the organisation following the placement.

Students completing the 35 hour WBA will receive a certificate at the end of the Program.

5.4 Mid Placement Debrief (How is it going?):

Between Sessions 1 and 2, the Universities will organise a Mid-Session Debrief event for students and mentors. This event will consist of a facilitated Q&A discussion panel with a number of mentors sharing their career experiences with other mentors and all students. This allows students to hear from other mentors and encourages broader networking amongst mentors.

5.5 Session 2 (Presentation of Work Based Activities and Graduation):

Session 2 is the final meeting and will provide an opportunity for students to present outcomes from their WBAs.

Students are asked to prepare in advance a brief PowerPoint presentation (5 minutes) about their "Lucy" experience to share with their mentor, other mentors and other students. Refer to Appendix 7.5 for details on the objectives of the student WBA presentation.

5.6 Submission of Reflective journal

Students are required to complete and submit their reflective learning journals one week after the final session.

7. Appendices

Appendix 7.1 Mentoring Agreements - Proforma

Mentoring Agreements ensure that both parties' expectations are realistic and achievable and each has a similar understanding of the mentoring role.

Each mentoring partnership will negotiate a personal agreement about objectives and operation of their relationship and the degree of formalisation that is mutually suitable.

To ensure both mentors and students are clear on their respective responsibilities the Mentoring Agreement should address:

- Objectives and expectations
- Activities and projects
- Structure and frequency of meetings
- Estimated duration of relationship
- Assurance of confidentiality
- Conclusion of the Relationship[2]

When planning the meetings, consideration should be given to:

- **Availability**: Time commitment and frequency of meetings – consider schedules and when you can both reasonably meet. It is a good idea for mentors and students to use the first session together to diarise future meetings together.
- **Venues**: Will meetings be held at the mentor's workplace and/or in other locations?
- **Communication**: Will communication occur via the phone, email as well as face-to-face meetings? How will problems be resolved between parties?

It is important to maintain maximum flexibility within the Program. Some participants may find the nature of their project changes during the course of the mentoring relationship.

The Mentoring Agreement should include some objectives to provide a focus for the mentoring relationship and WBA project. For example, the student may aim to learn career management skills such as:

- Lifelong learning
- Coping with male oriented cultures
- Developing career pathways to reach career goals
- Career enhancing activities, such as networking
- Mentor's successful strategies for overcoming key challenges
- Building a profile and gaining visibility in the organisation and industry
- Identifying opportunities for promotion
- Managing competing demands (balancing work and family).

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[2] NSW Ministry for the Status and Advancement of Women (November, 1994), *Guidelines on mentoring for Women*: p 10, NSW Government, Sydney

Lucy Mentoring Program Agreement

As "Lucy" Mentors/Students, we are participating in a mutually beneficial relationship in which we are clear on our objectives and responsibilities. Through this relationship, we anticipate personal and professional development. Features of the mentoring relationship will include:

1. Work Based Activity start and finish dates

_____

_____

2. Communication (eg face-to-face and e-mail/telephone) _____

_____

3. Structure of meetings _____

_____

4. Frequency and dates of meetings _____

_____

5. Length of meetings_____

_____

6. Location of meetings_____

_____

7. Mentoring activities and projects _____

_____

_____

_____

We have discussed the basic principles underlying our mentoring relationship as a motivational and educational experience. We agree to maintain flexibility within the program and ensure confidentiality.

Contact Details:

Mentor's e-mail _____ Phone_____

Student's e-mail _____ Phone_____

Student_____ Mentor _____

Date _____ Date _____

The "Lucy" Mentoring Agreement has been adapted from the Office of the Director of Equal Opportunity in Public Employment *Mentoring Made Easy, A Practical Guide (17:1999)*

Appendix 7.2 Work Based Activity - Ideas

The core activity for "Lucy" participants is the Work Based Activity (WBA).

"Lucy" students will have limited knowledge of the mentor's organisation and may have little formal or informal industry experience. The WBA should provide an opportunity to learn about the organisation and to participate in the organisation's operations or related activities to get some experiential knowledge.

The WBA will assist the student to understand the corporate environment. This may include activities and projects that involve/address the following:

- Organisation's objectives, structure, culture and strategic planning
- Organisational functions, processes, systems and communications
- Scan of organisation's environment (clients and industries, legislation etc.)
- Skill and knowledge development in a particular area of study
- Identification and development of strategies to address specific barriers to career progression within the organisation
- Career Planning/Management exercise
- Job search skills including resume writing and interview techniques.

This could be achieved through:

- Reading and discussion exercises
- Small project or presentation
- Research piece
- Attendance at corporate meetings
- Tour of the workplace/career field trip
- Observation (meetings, client liaison)
- Shadowing the mentor and other women in senior management roles within the organisation
- Face to face meetings with the mentor
- Attending Induction Programs and industry specific training sessions
- Participating in activities that provide an opportunity for social interaction with colleagues and support networks.

Outside the Work Environment:

- Meeting colleagues in similar industries through networking events ie., industry associations
- Recreational activities that provide an opportunity to discuss career, opinions, ideas and topic.

7.3   WBA – Program Example

Date/Time	Task	Participants
Day 1		
9.00-10.00am	Orientation meeting with mentor to discuss ● Key areas of organisation ● Mentor role and responsibility in the organisation ● Student goals/experience/expectations of the Program/career interests ● Business standards re dress/punctuality ● Tour of organisation/introductions	Mentor Student
10.00-11.30 am	Meeting with other Senior Staff ● Roles of other key staff and discussion re how they have managed their careers/work family balance	Student Director Finance Director HR CEO
11.30-12.30 pm	Morning Tea with Graduate Recruits ● Discussion about career paths and current positions ● Graduate recruitment process	Student New Graduates
1.30-2.00pm	● Debrief with mentor	Mentor Student
2.00-2.30pm	● Computer Logon organised ● Read about organisation	Student IT/HR Staff
2.30-3.30 pm	● Attend/observe Executive Meeting with mentor	Student Mentor Senior Managers
3.30-4.00pm	● Sit in on teleconference about a relevant Industry issue	Student Mentor Senior Managers and other stakeholders
4.00-4.30pm	● Discussion about WBA Project ideas and expectations-refine project plan	Mentor Student
4.30-5.00pm	● Reflective Learning Journal	Student

Date/Time	Task	Participants
Day 2		
1.00 - 2.00pm	Lunch with Mentor-Discuss ● Mentor Career Progression ● Work and Family Balance ● Tips/Career advice	Mentor Student
2.00-4.00pm	● Research WBA Project	Student
4.00-5.00pm	● Discussion re interview and recruitment process and advice ● Review of CV	HR Manager
5.00-5.30pm	● Reflective Learning Journal	Student

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Day 3		
9.00-4.30pm	• Induction Program	Student New Staff
4.30-5.00pm	• Reflective Learning Journal	Student

Day 4		
9.00-12.00 am	• WBA Project	Student
12.00-12.30pm	• Discuss progress of WBA	Student Mentor

Day 5		
7.30-9.00am	• Networking Breakfast Meeting (Guest Speaker)	Mentor Student Senior Women in related Industry area
9.00-12.15pm	• WBA Project	Student
1.15-2.00pm	• Attend/Observe Industry Meeting	Mentor Student Senior Staff Client/s
2.00-3.00pm	• Visit related organisation/agency speak to Mentor and/or key staff about their role in agency	Student Mentor (related agency/org) Key staff (related agency/org)
3.00-3.30pm	• Debrief/WBA Progress	Student Mentor
3.30-4.00pm	• Reflective Learning Journal	Student

Day 6		
9.00-11.00am	• Shadow Mentor during visit to another agency/organisation	Student Mentor
11.00-1.00pm	• Finalize WBA	Student
2.00-3.00pm	• Present WBA to Mentor and other key staff	Mentor Student Senior Staff
3.00-4.00pm	• Discuss overall learning • Prepare/Discuss Presentation for 'Lucy' Session Two • Final Debrief with Mentor	Mentor Student
4.00-5.00pm	• Reflective Learning Journal • Prepare 'Lucy' Session Two Presentation	Student
5.00	• Farewell Drinks	Mentor Student Staff

Appendix 7.4 - Reflective Learning Journal*

Students are asked to keep a Reflective Learning Journal during their participation in the Lucy Mentoring Program. The Journal provides an opportunity to record events and personal reactions, to reflect on experiences and keep a record of resources and contacts. The Journal is more than a description of events, and should include reflections, analysis and responses to experiences. It should be honest and provide an opportunity for personal development.

To facilitate reflection on a particular event or activity (eg attendance at a team meeting or undertaking a research task during the Work Based Activity (WBA)) the following areas/questions could be explored:

- **Personal reactions** (How did I feel about what was happening at the time? Describe, evaluate and reflect on your personal experience and how you viewed yourself and/or your participation in the event, note any ideas and inspirations)

- **What did I learn and how can I apply knowledge/skills?** (Describe and evaluate how this connects or extends your existing knowledge and how it relates to your university studies – eg note skills used, strategies applied. Keep a record of relevant resources and contacts for further professional development)

- **Self evaluation** (Has this event/activity changed me as a person and/or my thinking? Did I begin with certain assumptions and are/were these challenged? What do I recognise as my strengths and limitations? Is there further development to be achieved?)

- **The dynamics of working relationships** (what kind of group/personal interactions have occurred? eg at a staff or networking meeting you attended as part of the WBA. You could explore for example, how power and competing interests are managed, and strategies used to resolve conflict)

- **Issues to be raised and/or questions to be asked** (i.e. with the mentor or relevant University contact).

The Reflective Learning Journal should be updated regularly to consolidate learning, and is a useful basis for discussion with mentors. Students will be asked to provide a copy of the Journal to their respective University at the end of the Program to assist with evaluation.

Student comments will inform future development of "Lucy" by highlighting aspects of the Program that worked well and potential areas for improvement. Information contained in the Journals will remain confidential and any findings will be reported in general terms, without identifying individual students or workplaces.

* Mladenovic, R and Kelton, J, (2004). University of Sydney Reflective Learning Journal Information Package for students participating in the Lucy Mentoring Program.

Appendix 7.5 WBA Presentation Objectives (Session Two)

Work Based Activity (WBA)

Presentation Objectives

Session Two

The aim of the 5 minute presentation is to share your WBA/Mentoring experience with other students and mentors.

Other participants will be interested in hearing what you learnt and how this experience may be useful in your future career. For example:

Revelations/insights about:

- Networking
- Organisational dynamics
- Career planning and career progression
- Successful strategies for career management
- Managing competing demands (eg work and family balance)
- Self development
- Industry knowledge
- Breadth of career choices
- Useful contacts/resources

Students are asked to:

- email a copy of their PowerPoint presentation to their University "Lucy" staff contact prior to Session Two

- bring to Session Two a back-up disk or memory stick of their presentation

Appendix 7.6 Workplace Policies

Workplace Responsibilities for the private and public sector

Both public and private sector organisations are required to adhere to legislation that ensures fair, equitable, safe, healthy and ethical workplaces. As part of the conditions of employment both employers and employees are expected to observe some basic principles and adhere to relevant legislation.

"Lucy" students will frequent their mentor's organisation as part of the Work Based Activity (WBA). Prior to visiting the mentor's workplace, students are encouraged to familiarise themselves with some of these basic principals and legislation.

While students are not placed in organisations as employees, this information may be useful as a guide to professional practice in both the public and private sectors. Extracts from the Common Selection Criteria are provided below.

Ethical practice

Ethical practice is reinforced in the provisions of certain legislation and codes of conduct are developed by professional members' organisations and industry bodies. Many organisations have their own documents that outline their expectations of employees such as values statements and procedural and policy guidelines.

People who work for the NSW Government must always work ethically and act in good faith in the public interest. This is their public duty.

The Independent Commission Against Corruption has developed principles to help Government employees make better decisions and resolve ethical dilemmas that they face at work:

- **Serving public above private interests**

- **Integrity** - Government employees should ensure that any decision made, or action taken, has these qualities:
  - o Openness
  - o Honesty
  - o Accountability
  - o Objectivity
  - o Courage.

- **Leadership** – Demonstrating by ethical behaviour the value of these principles in serving the public interest; promoting public duty to colleagues and others in an agency and outside.

For further information, go to the Independent Commission Against Corruption *http://www.icac.nsw.gov.au*

Occupational Health and Safety[3]

The NSW Occupational Health and Safety Act 2000 aims to protect the health, safety and welfare of people at work by laying down general requirements which must be met at every place of work in NSW.

Employees must:

- take reasonable care for the health and safety of their co-workers who may be affected by their actions
- cooperate with their employer in anything that they do or require, in order to ensure safety.

Employers must:

- Act to ensure the health, safety and welfare at work of their employees.

Other important parts of the Act include:

Section 21 of the Act states that employees must not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare.

Section 22 states that employees must not be charged for anything that their employer provides or does in relation to occupational health and safety (OHS).

Section 23 protects employees from dismissal or demotion should they raise any health and safety issues.

Section 24 states that employees must not intentionally hinder or obstruct:

- the giving or receiving of any form of aid when a co-worker is injured at work
- any act to avoid or prevent a serious risk to the health and safety of a co-worker.

Section 25 states that employees must not deliberately create a risk to the health and safety of their co-workers, such as with a bomb threat or intentional false alarm.

For further information, go to WorkCover NSW *http://www.workcover.nsw.gov.au*

Eliminating Discrimination[4]

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. It is against the law in NSW for any employer, including the Government, to discriminate against an employee or job applicant because of their: age, sex, pregnancy, disability, race, colour, ethnic or ethno-religious background, descent or nationality, carer's responsibilities, homosexuality or transgender.

This means that in New South Wales all employers and supervisors must generally treat all their employees, and anyone who applies for a job with them, fairly. In particular,

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[3] Occupational Health and Safety Act 2000 No 40 [Online]
Available: http://www.legislation.nsw.gov.au/maintop/view/inforce/act+40+2000+cd+0+N
[4] Lawlink NSW. Equal Employment Opportunity (EEO) and Affirmative Action (AA) [Online]
Available: http://www.lawlink.nsw.gov.au/lawlink/adb/ll_adb.nsf/pages/adb_eeo_affirmative_action

they must not treat them unfairly, or harass them, because of their, or any of their relatives', work colleagues' or friends'.

These laws are the New South Wales Anti-Discrimination Act 1977, Commonwealth Racial Discrimination Act 1975, Sex Discrimination Act 1984, Disability Discrimination Act 1992, Human Rights and Equal Opportunity Commission Act 1986.

For further information, go to the Office of Employment Equity and Diversity *http://www.eeo.nsw.gov.au*

Both direct and indirect discrimination are against the law.

Direct discrimination means treatment that is obviously unfair or unequal. For example, if an employer won't hire someone just because they are a woman this is likely to be direct sex discrimination.

Indirect discrimination means having a requirement that is the same for everyone but has as an effect or result that is unfair to particular groups. For example, not considering an employee's overseas skills and training when determining his or her level of pay can constitute indirect race discrimination.

These laws are the New South Wales Anti-Discrimination Act 1977, Commonwealth Racial Discrimination Act 1975, Sex Discrimination Act 1984, Disability Discrimination Act 1992, Human Rights and Equal Opportunity Commission Act 1986.

For further information, go to the Office of Employment Equity and Diversity *http://www.eeo.nsw.gov.au*

Equal Employment Opportunity[5]

Equal Employment Opportunity (EEO) is about:

- Making sure that workplaces are free from all forms of unlawful discrimination and harassment
- Providing programs to assist members of EEO groups.

This means having workplace rules, policies and practices and behaviours that are fair and do not disadvantage people because they belong to particular groups.

The law says that all New South Wales public sector organisations must prepare equal employment opportunity plans. They must also pay particular attention to certain groups known to have been disadvantaged in the past. These groups are women, Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse backgrounds and people with disabilities.

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[5] Office of Employment Equity and Diversity (May 2002) 'What is EEO? [Online]
Available: http://www.eeo.nsw.gov.au/about_eeo

How does EEO affect NSW Public Sector employees?

Employees have the right to:
- a workplace that is free from unlawful discrimination and harassment
- competitive merit-based selection processes for recruitment or promotion
- training and development that enables employees to be productive in their work and to pursue a career path
- equal access to benefits and conditions including flexible working arrangements
- fair processes to deal with work-related complaints and grievances.

Employees have the responsibility to:
- act to prevent harassment, discrimination and bullying against others in the workplace
- respect cultural and social differences amongst colleagues and customers
- treat people fairly (don't discriminate against, harass or bully them).

Ethnic Affairs Priorities Statement

The NSW Government recognises and values the different linguistic, religious, racial and ethnic backgrounds of all the people of NSW.

The Community Relations Commission and Principles of Multiculturalism Act 2000 sets out four principles of multiculturalism. These are:

• All individuals in NSW should have the greatest possible opportunity to contribute to, and participate in, all aspects of public life in which they may legally participate.

• All individuals and institutions should respect and make provision for the culture, language and religion of others within an Australian legal and institutional framework where English is the common language.

• All individuals should have the greatest possible opportunity to make use of and participate in relevant activities and programs provided or administered by the Government of NSW.

• All institutions of NSW should recognise the linguistic and cultural assets in the population of NSW as a valuable resource and promote this resource to maximise the development of the State.

All NSW Government agencies must include an Ethnic Affairs Priorities Statement (EAPS) in their annual report to Parliament. These contain the agency's strategies and plans for future action to meet the principles of multiculturalism.

Appendix 7.7 Lucy Mentoring Program-Outline and Structure *

Session	Description	Venue	Date	Time
Student Briefings	**Briefing Sessions** for students to discuss: • Program Overview • Structure and Content of "Lucy" • Role of mentors and students • Q&A			
Session 1	**Introduction** for mentors and students • Welcome and Introductions • Program Overview • Mentoring Agreements • Work Based Activity Discussion			
WBA (Between Sessions 1 & 2)	**Work Based Activity (WBA)** • Students undertake a WBA			
Debrief	**Mid Placement Debrief** • Panel Q&A discussion with mentors and students			
Session 2	**WBA Presentation and Graduation** • Presentation of WBA • Graduation (certificate presenation)			

*Note: Venue, date and time of "Lucy" Sessions to be filled in by participants as details are confirmed.

Appendix 7.8 Lucy Mentoring Program Alumnae Committee

The Lucy Mentoring Program Alumnae Committee ("Alumnae Committee") consists of student representatives from all program partners who have previously participated in Lucy. The objective of the Alumnae Committee is to provide opportunities for past and present Lucy mentees to further their leadership potential through a supportive network of members.

The Alumnae Committee aims to:

- Further the objectives of the Program post-graduation from Lucy and university;
- Encourage continuing leadership development and mutual learning;
- Provide a supportive network of past, present, and future, mentors and mentees; and
- Provide a platform for young women to take leading roles in senior executive positions.

If you would like to remain connected with the Alumnae Committee please join the 'Lucy Mentoring Program Alumnae' groups on both LinkedIn and Facebook. Additionally, if you would like to contact us directly, please email the lucyalumnaecommittee@gmail.com.

Appendix 7.9 Resources

Contacts:

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Email: sarah.fletcher@sydney.edu.au	Email: S.Guilmartin@uws.edu.ay

Websites:

Australian Institute of Management
Provides a range of services and information about management. Includes links to professional organisations etc.
http://www.aim.com.au

Australian Institute of Company Directors
http://www.companydirectors.com.au/

AFR *Boss* magazine
Profiles key business leaders both national and international and management ideas/developments – all content access
http://www.afrboss.com.au/

Fast Company magazine
http://www.fastcompany.com/

CFO magazine
Professional interest magazine for Chief Financial Officers
http://www.cfoweb.com.au

The Workplace Gender Equality Agency
The Workplace Gender Equality Agency is an Australian Government statutory agency charged with promoting and improving gender equality in Australian workplaces.
We are responsible for administering the *Workplace Gender Equality Act 2012* (Act).
The Workplace Gender Equality Agency was formerly known as the Equal Opportunity for Women in the Workplace Agency.
https://www.wgea.gov.au

Australian Federation of Business and Professional Women
http://www.bpw.com.au

The Ruby Connection
Westpac Women's Markets network online forum
http://rubyconnection.com.au

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