



Curtin University

EMPOWER Project



Peer Mentee Booklet

Make tomorrow better.





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Introduction

What we already know...

Migrant and refugee women in Australia face unique struggles and encounter language barriers, social isolation, and an absence of social and community networks. In addition, they may have family commitments and limited education. This may result in a lack of opportunities resulting in poor mental health outcomes, loneliness and difficulties in seeking employment.

What we hope to do...

EMPOWER will be undertaken with Curtin University and Ishar Multicultural Women's Health Centre working together. We hope the peer mentoring program will build resilience, confidence, self-esteem, improve health and well-being, job-seeking, entrepreneurial skills, knowledge of work rights and occupational health and safety among migrant and refugee women.

The Program...

EMPOWER is specifically designed for migrant and refugee women and is for providing women with the *Ability, Confidence and Knowledge* to seek employment. The program will be delivered by peer mentors who will be trained to deliver the program twice a month.



The peer mentoring program has been developed with input from community members. Topics may include the following topics:

- Introduction
- Goal setting and identifying strengths
- Australian workplace environment
- Interpersonal skills
- Self-care
- Financial management
- Legal rights and responsibilities at work
- Interview skills
- Developing a work search plan
- Networking
- Starting your own business

How it will help...

Through EMPOWER, we aim to see less social isolation, improvements in psychosocial well-being, increased self-esteem and confidence, and knowledge of work rights and entitlements. The peer mentoring intervention can be used by other organisations that work with vulnerable and marginalised groups.



Responsibilities of Mentors and Mentees:

1. Mentors and mentees are expected to have contact approximately twice a month for up to 20 hours in total.
2. Mentoring meetings will mainly take place at Centacare Employment and Training sites. However, it is possible to meet at alternative locations convenient to both the mentor and the mentee.
3. If you are unable to attend the planned mentoring meetings, please contact your mentor/mentee as soon as possible to see if arrangements can be made.
4. If you are unable to reach the mentor or mentee, please contact one of the Project Coordinators.
5. Each mentor and mentee is expected to keep a journal of her successes and challenges related to the EMPOWER Program throughout the length of the project.
6. Each mentor and mentee may contact the Project Coordinators to answer questions, offer suggestions and gain support.
7. Mentors and mentees are expected to behave in a professional manner in accordance with the following guidelines:
 - Mentors and mentees are expected to be respectful of one another's ideas, feelings and beliefs
 - Mentors and mentees are highly encouraged to contact each other only during office hours. Office hours are typically from 9.00 am to 5.00 pm
 - Mentees should contact mentors' office emails and phone numbers rather than personal emails and phone numbers
 - Reasons for contact outside of the mentoring sessions and the limits in relation to this should be discussed at the outset



Activities

Core Values

Acceptance	Fun	Pleasure
Authenticity	Growth	Poise
Achievement	Happiness	Popularity
Adventure	Honesty	Recognition
Authority	Humor	Religion
Autonomy	Influence	Reputation
Altruism	Inner Harmony	Respect
Balance	Justice	Responsibility
Beauty	Kindness	Restraint
Compassion	Knowledge	Security
Challenge	Leadership	Self-Respect
Citizenship	Learning	Service
Community	Love	Serenity
Competency	Fame	Spirituality
Contribution	Friendships	Stability
Creativity	Fun	Success
Curiosity	Loyalty	Status
Determination	Meaningful Work	Trustworthiness
Fairness	Openness	Wealth
Fame	Optimism	Wisdom
Friendships	Peace	Peace

Something else? _____

Strengths Discussion Questions

Strengths Discussion Questions

- 1** Although some of our strengths are obvious to us, others go unnoticed. You can often spot your "invisible" strengths by noticing the things that energize you. Thinking about this past week, when did you feel most energized? What strengths were you using?

- 2** Think about a few of your favorite hobbies or activities. What is it about these activities that you enjoy? How do these activities put your strengths to use?

- 3** Sometimes other people are better at spotting our strengths than we are. Because we are so used to our own strengths, they can start to feel ordinary or unspectacular. What strengths or positive qualities have others shared about you? How did they notice these strengths?

- 4** In what parts of your life have you had the most success? Don't think of success only in terms of career or income – think of success as anything you have achieved, such as friendship, knowledge, or happiness. What about yourself has allowed you to be successful in these areas?

- 5** Imagine a time you felt you were at your best. Describe what you were doing, and what about that situation made you feel confident. Compare this to a time when you felt uneasy, or a time you were not confident. What are the differences?

- 6** Think of someone whom you admire or respect. What are this person's greatest strengths? How do you know? Do you share any of these strengths?

- 7** Situations that rely on our weaknesses can leave us feeling drained and exhausted. What sort of situations cause you to feel this way? What weaknesses might be at the root of this?

- 8** When a person's goals align with their strengths, they tend to put forth more effort, and are more likely to be successful. Think about some of the goals you have for your future. How can you utilize your strengths to achieve each of these goals?

Strengths Exploration Worksheet

Strengths Exploration

Those who know their strengths and use them frequently tend to have more success in several areas. They feel happier, have better self-esteem, and are more likely to accomplish their goals.

To use your strengths effectively, it's important to have a clear idea of what they are, and how they can be used. Some of your greatest strengths might be easy to recognize, while others go unnoticed because they feel ordinary to you (even if they aren't).

In this worksheet you will identify your strengths and ways in which you are already using them. Additionally, you will explore *new* ways to use your strengths to your advantage.

Circle your strengths from the choices below, or add your own at the bottom.			
Wisdom	Artistic Ability	Curiosity	Leadership
Empathy	Honesty	Open Mindedness	Persistence
Enthusiasm	Kindness	Love	Social Awareness
Fairness	Bravery	Cooperation	Forgiveness
Modesty	Common Sense	Self-Control	Patience
Gratitude	Love of Learning	Humor	Spirituality
Ambition	Creativity	Confidence	Intelligence
Athleticism	Discipline	Assertiveness	Logic
Optimism	Independence	Flexibility	Adventurousness

Strengths Exploration



Relationships

romantic relationships, friendships, and family

List the strengths you possess that help you in your relationships.

Describe a *specific* time your strengths were able to help you in a relationship.

Describe two new ways you could use your strengths in relationships.

1

2

Strengths Exploration



Profession

past or present work, school, or other professional endeavors

List the strengths you possess that help you in your profession.

Describe a *specific* time your strengths were able to help in your profession.

Describe two new ways you could use your strengths in your professional life.

1

2

Strengths Exploration



Personal Fulfillment

hobbies, interests, and pleasurable activities

List the strengths you possess that help you achieve personal fulfillment.

Describe a *specific* time your strengths were able to help you with personal fulfillment.

Describe two new ways you could use your strengths for personal fulfillment.

1

2

Self-care Assessment

Self-Care Assessment

Self-care activities are the things you do to maintain good health and improve well-being. You'll find that many of these activities are things you already do as part of your normal routine.

In this assessment you will think about how frequently, or how well, you are performing different self-care activities. The goal of this assessment is to help you learn about your self-care needs by spotting patterns and recognizing areas of your life that need more attention.

There are no right or wrong answers on this assessment. There may be activities that you have no interest in, and other activities may not be included. This list is not comprehensive, but serves as a starting point for thinking about your self-care needs.

1	I do this poorly	I do this rarely or not at all
2	I do this OK	I do this sometimes
3	I do this well	I do this often
★	I would like to improve at this	I would like to do this more frequently

1 2 3 ★ **Physical Self-Care**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eat healthy foods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Take care of personal hygiene
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exercise
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wear clothes that help me feel good about myself
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eat regularly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in fun activities (e.g. walking, swimming, dancing, sports)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Get enough sleep
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Go to preventative medical appointments (e.g. checkups, teeth cleanings)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rest when sick
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall physical self-care

Self-Care Assessment

1 2 3 ★ Psychological / Emotional Self-Care

- Take time off from work, school, and other obligations
- Participate in hobbies
- Get away from distractions (e.g. phone, email)
- Learn new things, unrelated to work or school
- Express my feelings in a healthy way (e.g. talking, creating art, journaling)
- Recognize my own strengths and achievements
- Go on vacations or day-trips
- Do something comforting (e.g. re-watch a favorite movie, take a long bath)
- Find reasons to laugh
- Talk about my problems
- Overall psychological and emotional self-care

1 2 3 ★ Social Self-Care

- Spend time with people who I like
- Call or write to friends and family who are far away
- Have stimulating conversations
- Meet new people
- Spend time alone with my romantic partner
- Ask others for help, when needed
- Do enjoyable activities with other people
- Have intimate time with my romantic partner
- Keep in touch with old friends
- Overall social self-care

Self-Care Assessment

1 2 3 ★ Spiritual Self-Care

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spend time in nature
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meditate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pray
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognize the things that give meaning to my life
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Act in accordance with my morals and values
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set aside time for thought and reflection
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in a cause that is important to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appreciate art that is impactful to me (e.g. music, film, literature)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall spiritual self-care

1 2 3 ★ Professional Self-Care

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve my professional skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Say "no" to excessive new responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Take on projects that are interesting or rewarding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learn new things related to my profession
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make time to talk and build relationships with colleagues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Take breaks during work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintain balance between my professional and personal life
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keep a comfortable workspace that allows me to be successful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advocate for fair pay, benefits, and other needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall professional self-care





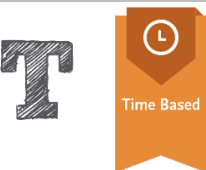
Goal Setting

Goals can help motivate people and is a great way to keep you focused towards what you wish to achieve. Setting a **SMART** goal has the following important parts: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime Based

For example, a SMART goal for someone that has a goal of getting a job may be:

Over the next year, I will submit one job application every month and accept all offers of interviews even if only to gain experience.

SMART-goals. Retrieved from: <https://commons.wikimedia.org/wiki/File:SMART-goals.png>

	<p>This is an exact goal, rather than something vague.</p>
	<p>This goal can be measured. <i>'...every month'</i></p>
	<p>This goal is realistic. It is better to set small goals and then build on them.</p>
	<p>This is a goal that may suit the person's preferences instead of other people's wishes. Applying for a job every month may fit in better with the person's lifestyle and the things that are important to her/him than for example, applying every fortnight.</p>
	<p>This goal has a timeframe. <i>'Over the next year...'</i></p>

Goal Setting continued.



It may be helpful to write down your SMART goals for the EMPOWER program.

Write down your goal for EMPOWR:

Check that your goal is SMART

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Attainable**
- ✓ **Relevant**
- ✓ **Time Based**



Planning

Making lists of what you need to do can be helpful. Think about how you are going to achieve your goal? Write down *what, when, where,* and with *whom,* to help you picture what you are going to do.

By planning these things, you are more likely to actually do them.

With your SMART goal in mind, how will you achieve it?



What will you do? _____

When? _____

Where? _____

Who with (optional)? _____

When Things Go Wrong

Sometimes things get in the way of achieving our goals. If you think about the things that could get in the way of achieving your goal in advance, you'll be better prepared to deal with them.

List some possible barriers to your goal:

Write down how you could get around these barriers:

Tell others



Share your goals with other people who you think can be supportive of your efforts. They can help encourage you and keep you motivated.

If friends and family can join in to help you achieve your goals it will be easier and more fun.

Reward yourself when you achieve your goals. Whether it's a shopping trip or a family outing, find something that allows you to celebrate your milestones.

This will help motivate you to keep up your good work.

Celebrate



Keep trying



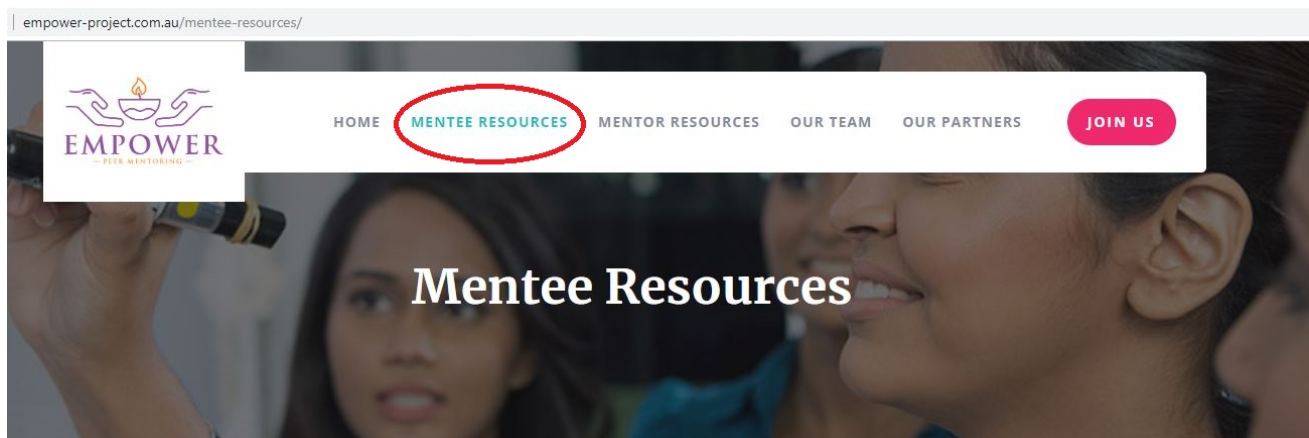
If you don't achieve your goals, don't blame yourself. It is rare for people to succeed the first time.

Think about what you can do differently next time and learn from your experience. Most importantly, keep trying!

Resources

Make sure you visit the **MENTEE RESOURCES** tab on our website: <http://empower-project.com.au/mentee-resources/>

The tab will be updated with resources as you progress through the program.



You may also find the following website links useful:

Common interview questions with suggested answers:

<https://www.practiceaptitudetests.com/interview/>

<https://www.indeed.com/career-advice/interviewing/top-interview-questions-and-answers>

Writing a resume with no experience

<https://www.indeed.com/career-advice/resumes-cover-letters/writing-a-resume-with-no-experience?from=careeradvice-US>

Resumes and cover letters

<https://www.ames.net.au/job-seekers/job-seeker-resources>

If any problems arise...

If you need to speak to someone about the wellbeing of yourself:

1. Contact one of the Project Coordinators. We are available to help you.

Curtin University Project Lead:	Professor Jaya Dantas E: jaya.dantas@curtin.edu.au T: 08 9266 4151
Curtin University Project Contact:	Zakia Jeemi E: zakia.jeemi@curtin.edu.au T: 08 9266 5425 Dr Niranjani Wickramasinghe E: EMPOWER@curtin.edu.au T: 0451 115 316

2. If these contact people cannot be reached, you may wish to call a help line in your community.

Lifeline WA	https://www.lifelinewa.org.au/	13 11 14
Beyond Blue	https://www.beyondblue.org.au/	1300 22 4636



Consumer Grievance

In an effort to assure quality of services and concern for women, Curtin University provides for the following Consumer Grievance Policy and Procedure:

A. Filing a Grievance: Any mentee who feels she has been treated unfairly by Curtin staff may file a grievance by contacting the Curtin Project Lead in writing.

B. Arrangement of Meeting with the Mentee: The Project Lead will in writing contact the mentee within ten (10) working days and make arrangements with the mentee for a meeting to discuss the grievance.

C. Appeal to Curtin University Ethics Committee: If, as a result of the meeting with the Curtin Project Lead a grievance remains unresolved, the client may file a written request for a grievance hearing with the Curtin University Human Research Ethics Committee.

Ethics Officer
Curtin University Human Research Ethics Committee
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Email: ROC-ethics@curtin.edu.au

Manager, Research Integrity
T: 9266 7093
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